

2019-20 School Survey on Crime and Safety (SSOCS)

Public-Use Data File User's Manual

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Contents

	Page
1. Introduction.....	1
1.1 Background of the Study	2
1.2 Questionnaire Development.....	2
1.3 Survey Topics	4
1.3.1 School Practices and Programs	4
1.3.2 Parent and Community Involvement at School.....	4
1.3.3 School Security Staff	4
1.3.4 School Mental Health Services	5
1.3.5 Staff Training and Practices.....	5
1.3.6 Limitations on Crime Prevention	5
1.3.7 Incidents	5
1.3.8 Disciplinary Problems and Actions.....	6
1.3.9 School Characteristics: 2019-20 School Year	6
1.3.10 Respondent Information.....	6
1.4 Methodological Experiments.....	7
1.4.1 Incentive Experiment	7
1.4.2 Navigation Menu Experiment.....	8
2. Sample Design and Weighting	9
2.1 Sampling Frame.....	9
2.2 Sample Design	10
2.3 Sample Size	10
2.4 Stratification, Sample Selection, and Final Sample.....	11
2.5 Assignment to Experimental Subsamples	12
2.5.1 Incentive treatment subsample	12
2.5.2 Web navigation subsample	13
2.6 Weighting and Sampling Error	15

3. Data Collection Methods and Response Rates	17
3.1 Data Collection Activities	17
3.1.1 Coronavirus pandemic impact	17
3.1.2 Description of data collection activities	17
3.2 Data Retrieval	19
3.3 Efforts to Increase Response Rates	20
3.4 Unit Response Rate	21
3.5 Analysis of Unit Nonresponse Bias.....	25
3.6 Item Response Rates	26
3.7 Analysis of Item Nonresponse Bias	27
4. Data Preparation	28
4.1 Questionnaire Check-in Process	28
4.2 Editing Specifications.....	29
4.2.1 Range Specifications	29
4.2.2 Consistency and Logic Edits.....	30
4.3 Imputation	30
4.3.1 Imputation Methods	31
4.3.2 Imputation Order	32
4.3.3 Imputation Flags.....	32
4.4 Analysis of Disclosure Risk	32
5. Guide to the Data File and Codebook	33
5.1 Contents and Organization of the Public-Use Data File.....	33
5.1.1 Reading Into R.....	33
5.2 Public-Use Data File	34
5.3 Unique School Identifier	34
5.4 Questionnaire Item Variables	35
5.5 Open-Ended Response Variables and Other Recoded Variables	35
5.6 Sampling Frame Variables.....	37
5.7 Composite Variables	37
5.8 Weighting and Variance Estimation Variables.....	42

5.9 Imputation Flag Variables	43
6. Data Considerations and Anomalies	44
6.1 Coronavirus pandemic impact	44
6.2 Percent attendance on average day: Item 40 (C0568)	45
6.3 Title or position of primary respondent (C0014 and C0014_R)	45
6.4 Outliers in count variables	45
6.5 Important Information About School-Level Variables	46
6.5.1 Grade level of school (FR_LVELX)	46
6.5.2 Percent minority enrollment (PERMINX).....	47
6.6 Changes to the Questionnaire Between Years	47
6.6.1 Changes to Definitions for SSOCS:2020	47
6.6.2 Changes to Items Between SSOCS:2018 and SSOCS:2020	49
7. References.....	55
Appendix A. 2019-20 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:2020 Public-Use Data	B-1
Appendix C. 2019-20 School Survey on Crime and Safety Public-Use Codebook	C-1
Appendix D. List of Variables That Differ Between the SSOCS:2020 Restricted-Use and Public-Use Data Files.....	D-1
Appendix E. Unit Nonresponse Bias Analysis for the 2019-20 School Survey on Crime and Safety	E-1
Appendix F. Base-Weighted Item Response Rates for the 2019-20 School Survey on Crime and Safety	F-1
Appendix G. Item Nonresponse Bias Analysis for the 2019-20 School Survey on Crime and Safety	G-1
Appendix H. Detailed Editing Procedures, By Item for the 2019-20 School Survey on Crime and Safety.....	H-1
Appendix I. Detailed Imputation Procedures, By Item	I-1

List of Tables

Table	Page
2.1. Sample and response sizes, by experimental subsample and selected school characteristics: SSOCS:2020	14
2.2. Characteristics of the 2019-20 School Survey on Crime and Safety final analysis weight (FINALWGT): SSOCS:2020	16
3.1. Changes to SSOCS:2020 data collection activities due to coronavirus pandemic: SSOCS:2020	19
3.2. Number of public schools, by interview status: SSOCS:2020	23
3.3. Unweighted and weighted unit response rates, by selected school characteristics: SSOCS:2020	24
3.4. Weighted response rates for the internet menu vs. non-menu sample: SSOCS:2020	25
5.1. Number of public schools by level (weighted counts and standard errors): SSOCS:2020	43
B-1. List of variables, SSOCS:2020	B-2
D-1. SSOCS:2020 variables in the restricted-use file that differ from the public-use file	D-2
E-1. Comparison of sample and target population, by school characteristics: SSOCS:2020	E-4
E-2a. Response rates by school characteristics: SSOCS:2020	E-6
E-2b. Summary of chi-square test of independence between school characteristics and 69 key survey variables: SSOCS:2020	E-7
E-2c. Summary of school characteristics for which key survey variable distributions differed significantly: SSOCS:2020.....	E-8
E-3. Comparison of respondents and nonrespondents, by school characteristics: SSOCS:2020	E-10
E-4a. Comparison of odds ratios, by school characteristics: SSOCS:2020	E-12
E-4b. Comparison of key estimates for low-propensity quintile and balance of interviewed sample: SSOCS:2020	E-15

E-5.	Nonresponse adjustment cells, weighted and unweighted response rates of cells, and the number of respondents: SSOCS:2020	E-17
E-6.	Summary of unit nonresponse bias before and after nonresponse adjustment: SSOCS:2020	E-19
E-7.	Effects of nonresponse adjustment on bias reduction in school characteristics: SSOCS:2020	E-19
E-A.	Detailed summary of p values from chi-square test of independence between school characteristics and 69 key survey variables: SSOCS:2020	E-22
E-B.	Comparison of eligible sample and respondents, by school characteristics: SSOCS:2020	E-26
F-1.	Detailed base-weighted item response rates for the 2019-20 school year: SSOCS 2020	F-2
G-1.	Details for items with response rates less than 85 percent: SSOCS:2020	G-3
G-2.	Comparison of original and extreme imputed value item mean estimates for items with low and high extreme imputed value estimates: SSOCS:2020	G-4
G-3.	Comparison of item respondents and nonrespondents for the variable number of attacks with a weapon (C0326): SSOCS:2020	G-6
G-4.	Comparison of item respondents and nonrespondents for the variable percentage of students below the 15th percentile on standardized tests (C0532): SSOCS:2020	G-8
G-5.	Comparison of item respondents and nonrespondents for the variable number of students transferred to school (C0570): SSOCS:2020	G-10

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 public schools.

SSOCS has been conducted eight times, covering the 1999-2000, 2003-04, 2005-06, 2007-08, 2009-10, 2015-16, 2017-18, and 2019-20 school years. The survey cycle covering the 2019-20 school year is referred to by the acronym SSOCS:2020. The responsibility for the design and conduct of the survey lies with NCES, and the SSOCS:2020 data collection was administered by the U.S. Census Bureau.

Data collection for SSOCS:2020 began on February 13, 2020. However, in March 2020, many schools began closing their physical buildings due to the coronavirus pandemic. The closures affected the data collection activities, and the shift to virtual schooling and the adjustments in the school year may have impacted the data that SSOCS collected. To accommodate the challenges caused by the pandemic and to allow schools more time to respond, SSOCS:2020 extended its data collection window from 5 months, as in earlier SSOCS administrations, to 8 months. Data collection for SSOCS:2020 ended on October 16, 2020.

Out of a sample of 4,800 public schools, a total of 2,370 submitted completed questionnaires, for a weighted response rate of 54.1 percent.

This manual is designed to assist users of the public-use SSOCS:2020 data file and offers information about the SSOCS:2020 administration, including its purpose, sample design, data collection methods, and data processing procedures. The manual also contains a copy of the SSOCS:2020 questionnaire instrument (appendix A), as well as information specific to the SSOCS:2020 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 privacy of the sample 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 only be obtained through a special licensing agreement with NCES. Chapter 5 provides additional detail on how the public-use file differs from the restricted-use file, and appendix D provides a complete list of variables that differ between the two files. To learn more about obtaining a license, please visit <https://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 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)² consisting of some of the nation's top experts on school crime and school programs relating to crime and safety. Much

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.

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

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 the questionnaire has been 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 to address emerging areas of interest. In addition, considering the length of the SSOCs questionnaire, the level of burden placed on respondents, and the drop in the response rate between the SSOCs:2010 and SSOCs:2016 administrations, several items were cut from the survey for the 2018 administration to make room for the new content.³

The SSOCs:2020 questionnaire was developed based on an analysis of responses to the SSOCs:2018 questionnaire and on feedback from school crime and safety experts. Although similar to the 2018 questionnaire, the SSOCs:2020 questionnaire includes minor modifications to some items and to the definitions of some terms. In addition, some items were removed from the SSOCs:2020 questionnaire based on expert

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, 2015-16, and 2017-18 SSOCs user's manuals, which can be found at <https://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.

feedback on their relevance and analytic utility and to further reduce the response burden. No new content was added to the questionnaire for SSOCs:2020.

As mentioned above, a copy of the SSOCs:2020 questionnaire, including definitions of survey terms, can be found in appendix A. The differences between the 2018 and 2020 questionnaires are detailed in chapter 6.

1.3 Survey Topics

1.3.1 School Practices and Programs

The first section of the SSOCs:2020 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 the various activities and student groups that the school may have in place to involve students in restorative practices and promote the 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 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 and/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 factors related to teachers, parents, students, or the school. Such limitations included lack of or inadequate teacher training in classroom management, the likelihood of complaints from parents, inadequate funds, and inconsistent application of school policies by faculty or staff.

1.3.7 Incidents

The seventh 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 sworn law enforcement. 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.

1.3.8 Disciplinary Problems and Actions

The eighth 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. Respondents were asked 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 were transferred to alternative schools for disciplinary reasons.

1.3.9 School Characteristics: 2019-20 School Year

The ninth section, “School Characteristics: 2019-20 School Year,” asked respondents about features of their school and characteristics of the student body. Features of the school for which data were collected included the type of school (e.g., regular public, charter, magnet); grade levels offered; start and end dates for the school year; the school’s total enrollment; the number of student transfers after the start of the school year; average daily attendance, and the number of daily classroom changes.

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 children with disabilities; were male; were below the 15th percentile on standardized tests; were likely to go to college after high school; and considered academic achievement to be very important.

Lastly, this section asked respondents for their perceptions about the level of crime in the areas where students live and where the school was located.

1.3.10 Respondent Information

The 10th section, “Respondent Information,” asked for the name, title/position, number of years at the school, and contact information for the primary respondent who completed the questionnaire. If other school personnel helped with the

questionnaire, the respondent was asked about the title/position of these staff. Lastly, this section asked for the date on which the questionnaire was completed and about how much time was spent on it.

1.4 Methodological Experiments

In addition to adjustments made to the survey content, two methodological experiments were planned for the SSOCS:2020 administration—an incentive experiment and a navigation menu treatment experiment. The incentive experiment was aimed at increasing response rates and was adjusted, while the data collection was in progress, due to the coronavirus pandemic. The second experiment tested the inclusion of a navigation menu within the survey’s online instrument, and this experiment was not adjusted due to the pandemic. The distribution of the sample across experimental subgroups can be found in chapter 2 of this user’s manual.

1.4.1 Incentive Experiment

SSOCS:2020 included a planned incentive experiment that was built on the original SSOCS:2018 incentive experiment. While SSOCS:2018 assigned half the sample to receive an incentive and half the sample to receive no incentive, SSOCS:2020 was initially designed to assign sampled schools to one of three incentive treatments (early incentive, delayed incentive, and no incentive).⁴ About 2,340 schools received a \$10 cash incentive at the first contact by mail as part of the planned experiment. When the coronavirus pandemic occurred, response rates stagnated, and the goal of the incentive experiment was revised in an effort to increase overall response rates. This was accomplished by creating a promised \$10 incentive for all schools that completed the survey after April 20, 2020. In April, a reminder e-mail was sent to all nonresponding schools—regardless of their originally assigned incentive experiment group—with the promise that a \$10 cash incentive would be delivered after the data collection if they completed the questionnaire.

⁴ The initial design of the SSOCS:2020 incentive experiment included two incentive treatment groups. Schools in the “early incentive” treatment group would receive a \$10 cash incentive at the first contact by mail. Schools in the “delayed incentive” treatment group would not receive an incentive in the first two mail contacts but would receive a \$10 cash incentive during the third mail contact. Both treatment groups would be evaluated against the control group, which would not receive any incentive. The goal of this experiment was to further refine the SSOCS incentive strategy and examine the effectiveness and data collection costs between the early and delayed incentive strategies relative to a no-incentive control.

1.4.2 Navigation Menu Experiment

Based on the results of the experiments conducted during SSOCS:2018, it was decided that SSOCS:2020 would be primarily conducted using the online survey instrument.⁵ Within the online instrument, the second experiment in SSOCS:2020 tested the effectiveness of providing a web navigation menu that allows respondents to view and move between all survey sections. This differs from the traditional web instrument that does not include a navigation menu, meaning respondents must progress through items in a set order. Half of the sampled schools were assigned to the panel with the navigation menu and half were assigned to the panel without a navigation menu. See chapter 3 for a complete description of the data collection activities.

⁵ In SSOCS:2018, although the web-based instrument option did not increase response rates on its own, the analyses showed higher response rates for schools that were part of both the internet and incentive treatment groups. The web-based instrument option would offer cost savings on data collection and processing compared to a paper-only methodology. It would also allow for earlier questionnaire completion, as analyses showed a reduction in response time for the internet treatment group, which leads to cost savings on follow-up efforts.

2. Sample Design and Weighting

2.1 Sampling Frame

The sampling frame for the 2019-20 School Survey on Crime and Safety (SSOCS:2020) was constructed from a preliminary version of the 2020-21 National Teacher and Principal Survey (NTPS) Universe File. The NTPS Universe File was created from the most recent Common Core of Data (CCD) file available at the time of sample development: the 2017-18 CCD Public Elementary/Secondary School Universe File. The CCD is an annual collection of fiscal and nonfiscal data on all public schools, public school districts, and state education agencies in the United States administered by the National Center for Education Statistics (NCES). The data are supplied by state education agency officials and include information that describes schools and school districts, such as

- 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 areas⁶ 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,⁷ 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 83,852 schools.

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

⁷ A regular public school is a public 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.

2.2 Sample Design

The same general sample design used in SSOCS:2000 through SSOCS:2018 was adopted for the selection of schools in SSOCS:2020. As in the prior collections, the objective of the SSOCS:2020 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 4,800 public schools was drawn for SSOCS:2020. 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 (Adams and Mrug 2018; Chen 2008; Irwin et al. 2021; Langbein and Bess 2002; Miller 2004). In addition, there were *implicit* stratification variables used for sorting schools within each stratum before selecting the sample: percent White, non-Hispanic enrollment; Census region; and an identification number consisting of state, district code, and school ID.

After schools were selected to be in the sample, they were partitioned into experimental subsamples (see section 2.5 and table 2.1). One such subsample identified schools to receive an experimental navigation menu for online responses. Another subsample identified schools to receive either an early incentive payment, a late incentive payment, or no incentive payment. For details on the impact of COVID-19 on the treatment groups, see section 3.1 and table 3.1.

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 elementary 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: 685 elementary schools, 958 middle schools, 980 high/secondary schools, and 107 combined/other schools.⁸ After inflating for nonresponse (based on

⁸ Elementary schools are defined as schools that enroll students in more of grades K-4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5-8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9-12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. Note that these definitions differ slightly from those used through SSOCS:2018; thus, a small number of schools are assigned to a different group than they would have been in the past. Also, SSOCS uses fewer school-level categories than the CCD. See *Changes to CCD-assigned school and LEA levels* at https://nces.ed.gov/ccd/reference_library.asp for more details.

the expected response rates in each stratum), the resulting sample allocation by school level, described in section 2.4, was 1,195 elementary schools, 1,694 middle schools, 1,739 high/secondary schools, and 172 combined/other schools. The total sample size was 4,800 schools. In SSOCS:2000 through SSOCS:2018, schools 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 through SSOCS:2018 were used to stratify the SSOCS:2020 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 size⁹ and locale.¹⁰ This allocation was proportional to the sum of the square roots of the total student enrollment of each school in that stratum. The sum of the square roots was used as the “measure of size” (MOS) in order to obtain a reasonable sample of lower enrollment schools while at the same time giving a higher probability of selection to higher enrollment schools. The MOS was calculated by first finding the square root of each school’s enrollment and then aggregating over the schools in the stratum.

The formula is given as:

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

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

The total measure of size for an instructional level (elementary, middle, high/secondary, or combined/other), MOS_{TOT} , was found by summing the MOS_h values

⁹ The four categories of enrollment size are 1-299 students, 300-499 students, 500-999 students, and 1,000 students or more.

¹⁰ The four categories of locale are city, suburb, town, and rural.

for the 16 strata at that instructional level. The ratio MOS_h/MOS_{TOT} determined the number of schools allocated to that stratum. For example, the MOS for the stratum of suburban elementary schools with 500-999 students (stratum “132”) was 217,375, and the total across all 16 strata (MOS_{TOT}) within the elementary school level was 1,046,907. The ratio of this stratum to the overall school level is $217,375/1,046,907 = 0.20764$. Therefore, roughly 21 percent of the 685 desired completed interviews at the elementary school level were allocated to this stratum (specifically, $685 \times 0.20764 = 142.23$, or 142 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 elementary schools with 500-999 students was calculated above as 142 schools. Based on the 2018 response rate, the response rate for this stratum was expected to be about 56.6 percent, so the number of schools to be sampled from this stratum was increased to 251 ($142.23/0.566 = 251.29$). The sample size was then inflated by an additional 1.5 percent to account for out-of-scope schools, yielding a final total of 255 suburban elementary schools.

2.5 Assignment to Experimental Subsamples

The final step after all of the sample schools were identified was to partition the sample so that it could be used in the two experimental tests conducted as part of SSOCS:2020.

2.5.1 Incentive treatment subsample

Of the 4,800 sample schools, 2,340 were identified to receive an early incentive, 1,230 were identified to receive a late incentive, and 1,230 were identified to receive no incentive. To select a systematic subsample of the selected schools, the schools were sorted in a new sort order¹¹ intended to even out the expected response rates in each subsample. Then, a sampling interval (SI) was calculated by dividing the number of sample schools in the stratum by the desired number of early incentive 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 early incentive treatment. Integer multiples of the SI were added to this number to identify the remaining schools for the subsample. The

¹¹ The new sort order used to assign schools to experimental groups was Special District Flag (identifying districts that need special approval before its schools can be interviewed), Locale, Title I Eligibility, School Level, Enrollment Size, and Random Number.

remaining schools not selected for the early incentive treatment were assigned to either the late incentive or no incentive treatment subsamples by alternating values using the same sort order. While this section describes the initial assignment to subsamples, the experimental incentive treatments had to be changed during data collection due to COVID-19. For more information on the impact of COVID-19 on experimental treatment groups, see section 3.1 and table 3.1. Because the incentive groups were not randomly assigned in practice, response rates by incentive group are not scientifically valid and thus are not presented in this user's manual.

2.5.2 *Web navigation subsample*

The second experimental subsample split the cases such that half received an experimental web navigation menu (2,400) and half did not (2,400). In order to ensure that the web navigation menu subsample groups were distributed evenly between incentive experiment subsamples and to be able to control for interactions between the two experiments, schools were first sorted by the three subsample groups for incentives. Then, the schools were sorted in the same sort order used for the assignment of the incentive groups. Finally, every other school was flagged to receive the experimental web menu. (See table 3.4 for information on the response rates for the menu experiment by treatment group.)

Table 2.1 shows the characteristics of the initial selected sample of 4,800 schools (which yielded 2,370 responding schools, 2,381 nonresponding schools, and 49 ineligible schools). Response propensity varied by school characteristics; for an analysis of unit nonresponse bias, see section 3.5.

Table 2.1. Sample and response sizes, by experimental subsample and selected school characteristics: SSOCS:2020

School characteristic	Initial sample						Completed survey ¹	Non-respondents ²	Ineligible ³
	Total	Early Incentive sample	Late Incentive sample	Non-Incentive sample	Web menu sample	Non-web menu sample			
Total	4,800	2,340	1,230	1,230	2,400	2,400	2,370	2,381	49
Level ⁴									
Elementary	1,195	581	306	308	597	598	624	560	11
Middle	1,694	827	433	434	847	847	818	861	15
High/secondary	1,739	846	448	445	868	871	827	893	19
Combined/other	172	86	43	43	88	84	101	67	4
Enrollment size									
Less than 300	472	228	119	125	238	234	262	203	7
300-499	918	452	233	233	458	460	507	406	5
500-999	2,012	980	516	516	1,005	1,007	974	1,016	22
1,000 or more	1,398	680	362	356	699	699	627	756	15
Locale									
City	1,588	774	407	407	793	795	633	928	27
Suburb	1,796	876	460	460	898	898	864	917	15
Town	516	252	132	132	257	259	325	189	2
Rural	900	438	231	231	452	448	548	347	5
Percent White, non-Hispanic enrollment									
More than 95 percent	155	76	33	46	78	77	96	58	1
More than 80 to 95 percent	899	437	245	217	455	444	563	333	3
More than 50 to 80 percent	1,376	675	347	354	685	691	733	633	10
50 percent or less	2,370	1,152	605	613	1,182	1,188	978	1,357	35
Region									
Northeast	806	389	209	208	396	410	374	422	10
Midwest	1,055	487	298	270	546	509	583	468	4
South	1,807	903	457	447	891	916	869	925	13
West	1,132	561	266	305	567	565	544	566	22

¹In SSOCS:2020, a minimum of 60 percent (160 subitems) of the 267 subitems eligible for recontact (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent) were required to be answered for the survey to be considered complete. The 267 subitems eligible for recontact include a minimum of 76 percent of the 72 critical subitems (55 out of 72 total), 60 percent of item 25 subitems (18 out of 30 total), and 60 percent of item 33 subitems in column 1 (3 out of 5 total). The critical items are 9, 15, 16, 17, 19, 25, 26, 30, 31, 33 (column 1), 34, 35, 38, 39, 40, 42 and 43. Questionnaires that did not meet established completion criteria were considered incomplete and are excluded from the SSOCS:2020 data file

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

³Ineligible 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” (referring, generally, to a school record for an organization that does not provide any classroom instruction, such as an office overseeing a certain type of program or offering only tutoring services).

⁴Elementary schools are defined as schools that enroll students in more of grades K-4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5-8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9-12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS:2020).

2.6 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:2020 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:2020 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 response¹²:

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

The weighting classes were set up so that the number of responding schools in a weighting class met a minimum threshold 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

¹² School level and number of teachers were also examined for inclusion in the model but were not found to be predictive of response.

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.

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 5.8.

Table 2.2. Characteristics of the 2019-20 School Survey on Crime and Safety final analysis weight (FINALWGT): SSOCS:2020

Weight	Number of cases	Mean	Standard deviation	Minimum	Maximum	Skewness	Kurtosis	Sum
FINALWGT	2,370	35.1	30.2	8.8	169.8	1.6	2.1	83,109

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS:2020).

3. Data Collection Methods and Response Rates

Chapter 3 begins with an examination of the data collection activities conducted for SSOCS:2020. Other topics examined in this chapter are data retrieval, efforts taken to increase response rates, unit and item response rates, and nonresponse bias analyses.

3.1 Data Collection Activities

3.1.1 *Coronavirus pandemic impact*

Data collection activities for SSOCS:2020 began on February 13, 2020; however, they were significantly impacted by the emergence of the global pandemic early in the year. The spread of the novel coronavirus, or COVID-19, led to the declaration of a national emergency in the United States in March 2020. To limit the spread of the virus, federal, state, and local governments began implementing a variety of closures and restrictions on businesses, venues, schools, and select government operations. While the level of restriction varied between locations, school building closures were widespread by April, with a large number of schools and districts working rapidly to switch to remote learning. Additionally, the Census Bureau’s National Processing Center (NPC), where contact and data collection operations for SSOCS:2020 were housed, was closed temporarily during the spring of 2020, while the SSOCS data collection was ongoing. These closures restricted the ability to send survey materials and incentives by mail and to conduct telephone contact operations.

The following description of the data collection activities conducted for SSOCS:2020 notes where they differ from typical SSOCS protocols as a result of these circumstances. For a detailed description of the adjustments made to the SSOCS:2020 data collection activities, please see table 3.1.

3.1.2 Description of data collection activities

In June 2019, Census Bureau analysts began reaching out to certain sampled school districts that require district approval (an activity known as “special district recruitment”) to participate in the survey.¹³ In addition, an advance letter was sent to Chief State School Officers (CSSOs) and district superintendents approximately 3 days prior to the initial mailout in early February 2020 to inform them that schools within

¹³ The total SSOCS:2020 sample consisted of 4,800 public schools. The “special district recruitment” work yielded refusals for 352 schools in various districts prior to the initial mailout; the districts of 7 additional schools refused after the initial mailout. It was determined prior to the initial mailout that 3 sampled schools were out-of-scope, and 46 sampled schools were out-of-scope after the initial mailout.

their states and districts, respectively, had been selected for SSOCS:2020. These letters were not designed to ask for permission for the schools to participate in the survey but rather to enhance participation.

Initial mailings to schools began on February 13, 2020 and were sent via USPS. For all schools, the first mailout package included an initial letter with the link and log-in information for the internet instrument, an endorsement insert showing the organizations that endorsed the survey, and the SSOCS:2020 brochure. In addition, a \$10 cash incentive was included in the initial mailing for the 2,340 schools that had been selected to receive an early incentive. Schools located within special districts in which approval was granted also received inserts informing principals that their districts approved their participation in SSOCS.

Approximately one week after the initial packages were sent to eligible schools, e-mails were sent to the principals of every school in the sample. These e-mails included an individual User ID and link to the online questionnaire. Upon log-in, a 4-digit PIN—which served as the password for 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 the survey. Respondents were required 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.¹⁴ SSOCS:2020 included a modal experiment to test a navigation menu within the internet instrument that allowed respondents to view and move between all survey sections. Half of the sample, or approximately 2,400 schools, received the version of the SSOCS instrument with added web navigation menu functionality while the other half of the sample received the traditional internet instrument without the navigation menu.

Typically, SSOCS data collection includes reminders via mail, telephone, and e-mail. In early March 2020, a reminder package was mailed to schools via USPS. When the onset of the coronavirus pandemic led to the closure of the Census Bureau's NPC, SSOCS:2020 switched to a primarily e-mail operation from mid-March through the end of the data collection in mid-October. In April 2020, incentive plans were adjusted in response to the conditions of the coronavirus pandemic and, starting with an April 21, 2020, reminder e-mail, communications to schools offered a promised \$10 cash incentive that would be mailed to all schools that completed the SSOCS questionnaire after April 20, 2020.¹⁵ Non-responding principals received up to

¹⁴ Data that had been previously entered were not retained if the PIN was manually reset by Census Bureau staff.

¹⁵ The April 21, 2020, reminder e-mail was sent to all nonresponding schools, regardless of their originally assigned incentive experiment treatment group.

16 reminder e-mails over the course of data collection. Telephone reminder operations to follow up on the status of a questionnaire and nonresponse follow-up operations to collect data over the phone were not conducted for SSOCS:2020, due to the call centers at NPC being closed.

Once NPC was able to reopen for partial operations, a paper SSOCS questionnaire was included with the third mailout packages that was sent to nonresponding schools in early July 2020 via FedEx, as well as with the fourth mailout sent in late August 2020 via USPS. Schools could request a paper questionnaire at any time during the survey. Please see appendix A for a copy of the questionnaire.

Principals who completed a SSOCS questionnaire received a thank-you e-mail at the end of the operation, and a “thank you” letter was sent to their superintendent. Schools that completed the SSOCS after April 20, 2020—following the switch to offering a promised incentive—were mailed the \$10 cash incentive in a USPS package along with their thank-you letter.

Table 3.1. Changes to data collection activities due to the coronavirus pandemic: SSOCS:2020

Typical SSOCS protocol	SSOCS:2020 updated activities
Data collection period: <ul style="list-style-type: none"> • 5-month data collection period • February-July 	Data collection period: <ul style="list-style-type: none"> • 8-month data collection period • February-October • Data collection was extended in an effort to increase response rates
Reminder operations <ul style="list-style-type: none"> • Multimodal reminder operations • Up to five e-mails • Up to four mailings between February and May 2020 • Telephone reminders 	Reminder operations <ul style="list-style-type: none"> • Primarily e-mail reminders • Up to 16 e-mails • Third and fourth mailings delayed until July and August 2020. • No telephone reminders
Incentives: <ul style="list-style-type: none"> • Planned experiment: Effects of early, delayed, or no incentive on response rates. • Early incentive treatment: 2,340 schools to be mailed \$10 cash incentive on February 13, 2020. • Delayed incentive treatment: 1,230 schools to be mailed \$10 cash incentive on March 26, 2020. • Control: 1,230 schools to receive no incentive. 	Incentives: <ul style="list-style-type: none"> • Early incentives mailed as planned on February 13, 2020. • Delayed incentives could not be mailed according to schedule due to school and NPC closures. • Funds converted to a promised (post-operation) incentive for principals who responded after April 20, 2020.
Follow-up operations: <ul style="list-style-type: none"> • Telephone nonresponse follow-up and failed edit follow-up (recontacting schools whose surveys failed to meet minimum completion criteria). 	Follow-up operations: <ul style="list-style-type: none"> • No telephone nonresponse follow-up or failed edit follow-up • Census Bureau headquarters staff attempted to contact schools that submitted incomplete questionnaires in June 2020 but were unable to make contact as schools were closed for the summer.

3.2 Data Retrieval

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

Next, a program was used to assess whether a questionnaire met the necessary criteria to be considered complete. A detailed description of these criteria can be found in chapter 4. For SSOCs:2020, 42 partially completed questionnaires were submitted online, and 46 partially completed questionnaires were received by mail. Failed Edit Follow-Up (FEFU) telephone operations to attempt to complete partial surveys were not conducted for SSOCs:2020, due to the coronavirus pandemic-related closure of schools and the call center at NPC.

In the online questionnaire, soft edits were built into items 9, 13, 17, 19, 25, 26, 33, 34, and 39. 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 H.

3.3 Efforts to Increase Response Rates

Several steps were planned to maximize survey response rates during data collection. SSOCs:2020 offered an online questionnaire as the primary mode of response for all 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. Paper questionnaires were available upon request from the beginning of the data collection, and in all mailings in the third and fourth mailouts.

With the goal of reducing respondent burden and increasing response, SSOCs:2020 included a modal experiment to test a navigation menu within the internet instrument. The experiment tested whether this treatment group had a higher response rate than the control group (traditional internet instrument), which would indicate that the navigation menu improves instrument usability and/or reduces respondent burden.

SSOCs:2020 also included two incentive groups aimed at increasing response rates. About 2,340 schools received a \$10 cash incentive at the first contact by mail, as part of a planned incentive experiment. When the coronavirus pandemic occurred, response rates stagnated, and the goal of the incentive experiment was revised in an effort to increase overall response rates. This was accomplished by promising a \$10 incentive to all schools that completed the survey after April 20, 2020.

As part of efforts to increase response, mailouts and e-mails were designed to capture respondent interest, streamline the process of responding, and simplify access to additional information on the survey and answers to questions.

To emphasize the value of SSOCS and encourage schools to participate, information was provided on the content, importance, and usage of SSOCS in mailings and e-mails. Further, all correspondence to schools was personalized with the principal's name (if available on the school's or district's website) to increase the chance that the mail would be opened and the survey completed. In addition, respondents were provided with a toll-free number and an e-mail address with which to contact the Census Bureau with inquiries about the survey.

To encourage and promote participation, multiple follow-up contacts via e-mail were conducted throughout the data collection period, as were targeted reminder mailings. Several unique e-mail messages from the NCES commissioner were used as prompts and reminders. To ease the response burden, all e-mails contained a clickable link to the online questionnaire and an individual User ID. To highlight the importance of SSOCS data, several reminder e-mails contained statistics from the SSOCS:2018 collection.

While USPS was used for most mailouts, FedEx was used for the third mailout, which included the first mailed paper questionnaire, to ensure prompt receipt and to give respondents a greater sense of the survey's importance. To make it easier to respond, a preaddressed, postage-paid return envelope was included in the mailing for respondents to use when returning their completed paper questionnaire.

Finally, the SSOCS:2020 data collection period was extended from 5 to 8 months (through October 16, 2020). This change was made in response to lower-than-typical response rates, which were attributed to the pandemic. The extension allowed additional time for school officials to respond and enabled NCES to mail questionnaires and survey materials to schools in July and August once some NPC functions had resumed.

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, and it is calculated 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. In order to calculate any of these measures, it is first necessary to know

the disposition, or 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:2020 used three measures to evaluate response: the completion rate, the unweighted unit response rate, and the overall weighted unit response rate. The dispositions of the 4,800 cases selected for participation in SSOCS:2020 are shown in table 3.2, and the unweighted and weighted unit response rates by selected school characteristics are shown in table 3.3.¹⁶ The overall weighted unit response rate was 54.1 percent, which is somewhat lower than the weighted unit response rate in SSOCS:2018 of 61.7 percent. The drop in the weighted unit rate could be due to pandemic-related disruptions and/or to the general recent decline in response rates to surveys, including SSOCS.¹⁷

¹⁶ While it is possible that some nonresponding schools (i.e., schools whose districts denied permission to NCES and schools that either did not respond or 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.

¹⁷ SSOCS had a response rate of 81 percent in 2010, which declined to 63 percent in 2016.

Table 3.2. Number of public schools, by interview status: SSOCs:2020

Interview status	Number of public schools
Total sample	4,800
Schools whose districts refused on their behalf	359
Completed survey returned ¹	2,370
Partially completed survey returned	86
Ineligible schools ²	49
Other nonresponding schools	1,936

¹ In SSOCs:2020, a minimum of 60 percent (160 subitems) of the 267 subitems eligible for recontact (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent) were required to be answered for the survey to be considered complete. The 267 subitems eligible for recontact include a minimum of 76 percent of the 72 critical subitems (55 out of 72 total), 60 percent of item 25 subitems (18 out of 30 total), and 60 percent of item 33 subitems in column 1 (3 out of 5 total). The critical items are 9, 15, 16, 17, 19, 25, 26, 30, 31, 33 (column 1), 34, 35, 38, 39, 40, 42 and 43. Questionnaires that did not meet established completion criteria were considered incomplete and are excluded from the SSOCs:2020 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 (referring, generally, to a school record for an organization that does not provide any classroom instruction, such as an office overseeing a certain type of program or offering only tutoring services).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCs:2020).

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

$$C / T = 2,370 / 4,800 = 49.4 \text{ percent.}$$

While this figure represents the quality of the SSOCs:2020 data collection operations, it does not necessarily represent the quality of the data. To determine this, all schools selected for the study must be considered. A conservative measure, the unweighted response rate, divides the number of completed surveys (*C*) by the total initial sample size (*T*), subtracting known ineligible schools from the denominator (*I*).

For SSOCs:2020, this calculation yields an unweighted unit response rate of

$$C / (T - I) = 2,370 / (4,800 - 49) = 49.9 \text{ percent.}$$

While unweighted unit response rates generally measure the proportion of the sample that produced usable information for analysis, weighted unit response rates can be used to estimate the proportion of the survey population covered by the units that responded. These two rates can differ if certain subpopulations are sampled with different selection probabilities, such as in SSOCs:2020. 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:2020, 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*):

$$C_w / (T_w - I_w) = 44990.19 / (83852.001 - 726.053) = 54.1 \text{ percent.}$$

Unweighted and weighted unit response rates by selected school characteristics are shown in table 3.3 below.

**Table 3.3. Unweighted and weighted unit response rates, by selected school characteristics:
SSOCS:2020**

School characteristic	Initial sample	Completed survey ¹	Non-Respondents ²	Ineligible ³	Unweighted response rate (percent) ⁴	Weighted response rate (percent) ⁵
Total	4,800	2,370	2,381	49	49.9	54.1
Level ⁶						
Elementary	1,195	624	560	11	52.7	55.1
Middle	1,694	818	861	15	48.7	50.8
High/secondary	1,739	827	893	19	48.1	52.1
Combined/other	172	101	67	4	60.1	64.3
Enrollment size						
Less than 300	472	262	203	7	56.3	59.0
300-499	918	507	406	5	55.5	58.2
500-999	2,012	974	1,016	22	48.9	49.9
1,000 or more	1,398	627	756	15	45.3	47.3
Locale						
City	1,588	633	928	27	40.6	41.7
Suburb	1,796	864	917	15	48.5	51.6
Town	516	325	189	2	63.2	64.4
Rural	900	548	347	5	61.2	64.9
Percent White, non-Hispanic enrollment						
More than 95 percent	155	96	58	1	62.3	64.9
More than 80 to 95 percent	899	563	333	3	62.8	66.7
More than 50 to 80 percent	1,376	733	633	10	53.7	57.6
50 percent or less	2,370	978	1,357	35	41.9	44.8
Region						
Northeast	806	374	422	10	47.0	50.6
Midwest	1,055	583	468	4	55.5	58.6
South	1,807	869	925	13	48.4	52.9
West	1,132	544	566	22	49.0	53.8

¹ In SSOCS:2020, a minimum of 60 percent (160 subitems) of the 267 subitems eligible for recontact (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent) were required to be answered for the survey to be considered complete. The 267 subitems eligible for recontact include a minimum of 76 percent of the 72 critical subitems (55 out of 72 total), 60 percent of item 25 subitems (18 out of 30 total), and 60 percent of item 33 subitems in column 1 (3 out of 5 total). The critical items are 9, 15, 16, 17, 19, 25, 26, 30, 31, 33 (column 1), 34, 35, 38, 39, 40, 42 and 43. Questionnaires that did not meet established completion criteria were considered incomplete and are excluded from the SSOCS:2020 data file.

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

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 (referring, generally, to a school record for an organization that does not provide any classroom instruction, such as 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 ineligible).

⁵ The weighted response rate is calculated by applying the inverse of the probability of selection (including the sampling adjustment factor) to the calculation of the unweighted response rate.

⁶ Elementary schools are defined as schools that enroll students in more of grades K-4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5-8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9-12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS:2020).

The weighted unit response rates for the navigation menu experimental sample were calculated using the same method as the overall response rates and can be found in table 3.4, below. See sections 1.4 and 2.5 for more information on the navigation menu experiment.

Table 3.4. Weighted response rates for the internet menu vs. non-menu sample: SSOCS:2020

Internet experimental subgroup	Weighted unit response rate (percent)
No menu	54.3
Menu	53.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS:2020).

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:2020, since the base-weighted unit response rate was 54.1 percent (U.S. Department of Education 2014).

The unit nonresponse bias analysis compared the sample and target populations, respondents and nonrespondents, and relative response propensity across eight school characteristics to identify potential sources of bias. The 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, which come from the CCD, are included in the SSOCS sampling frame and are available for all U.S. public schools and thus were known for all schools sampled for SSOCS:2020, 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, responding schools had a significantly lower proportion of schools with an enrollment of 500-999 students; city schools; schools in which 50 percent or less of students are White, non-Hispanic; and schools with more than 75 percent of students eligible for free or reduced-price lunch (for a complete list of statistically significant differences between responding and nonresponding schools, see appendix E, table E-3).

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:2020 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 school level; locale; enrollment size; percent White, non-Hispanic enrollment; region; percentage of students eligible for free or reduced-price lunch; student-to-FTE teacher ratio; and number of FTE teaching staff. The results show that before the nonresponse adjustment, approximately 61 percent of the 31 categories from the eight school characteristics were significantly biased. After the adjustment, no categories 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 E for detailed information on the SSOCS:2020 unit-level nonresponse bias analysis.

3.6 Item Response Rates

Just as principals sometimes chose not to respond to the SSOCS:2020 survey request, those that did respond did not always 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. Weighted¹⁸ item-level response rates in SSOCS:2020 were generally high, ranging from 80 to 100 percent. The mean item

¹⁸ Base weights (which are equal to the inverse of each school's probability of selection) were used to calculate item response rates.

response rate for SSOCS:2020 was about 98 percent. Of the 250¹⁹ subitems in the SSOCS questionnaire (i.e., all of the subitems except those associated with the 30 informational items), most (227) had response rates²⁰ greater than 95 percent, 20 had response rates between 85 and 95 percent, and 3 had response rates below 85 percent. The three subitems with response rates below 85 percent are

- C0326-Number of recorded incidents of physical attacks or fights with a weapon (weighted response rate of 80.1 percent)
- C0532-Percentage of students below the 15th percentile on standardized tests (weighted response rate of 83.6 percent)
- C0570-Number of students transferred to the school (weighted response rate of 83.8 percent)

A detailed list of base-weighted item response rates for SSOCS:2020 questionnaire items is available in appendix F.

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. Therefore, an item-level bias analysis was performed to determine the susceptibility of subitems C0326, C0532, and C0570 to bias. The analysis led to the determination that the potential for bias was not enough to warrant the exclusion of these items from the data file. See appendix G for detailed information on the SSOCS:2020 item-level nonresponse bias analysis.

¹⁹ There are 267 survey items in SSOCS:2020, but the 15 subitems of item 36 (C0024-c0052), 2 subitems of item 37a (C0574 and C0575), and 2 subitems of item 37b (C0576 and C0577) were each combined for response rate purposes. In addition, item C0565_ORIGINAL was excluded as it is a write-in item and thus not considered in the calculation of response rates.

²⁰ Response rate counts are based on unrounded response rates.

4. Data Preparation

Chapter 4 describes the steps taken to prepare the SSOCS:2020 raw data files for release and analysis. It begins by describing the process used to check in returned questionnaires and assign action and outcome codes, followed by descriptions of the editing, imputation, and disclosure risk analysis performed on the data file.

4.1 Questionnaire Check-in Process

As online questionnaires were submitted, the data were saved in an electronic format. Data from online questionnaires were retrieved daily by Census Bureau programming staff and were assigned a check-in code based on the items completed by the respondent.

Paper 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 questionnaire items were answered. Additional possible outcome codes included "refused," "blank," "duplicate," "undeliverable as addressed," and "out-of-scope." Questionnaires were then sent to data keying staff who used a data capture program to enter the responses. Captured data were reformatted into ASCII files and sent weekly to Census Bureau analysts in Suitland, Maryland, for data review. The ATAC outcome code, along with the online questionnaire check-in-code discussed above, was later used to determine the status of a school's record.

Next, a program was used to assess whether a questionnaire would be considered complete. A questionnaire was coded as incomplete and dropped from the final file if it met any of the following criteria:

- less than 60 percent of the total subitems eligible for recontact were filled in (at least 160 of the 267 total subitems needed to be complete);
- less than 60 percent of question 25 subitems were filled in (at least 18 of the 30 subitems needed to be complete);
- less than 60 percent of question 33 subitems for column 1 were filled in (at least 3 of the 5 subitems needed to be complete); or
- less than 76 percent of the critical subitems were filled in (at least 55 of the 72 critical subitems needed to be complete).

The critical items in SSOCS:2020 were questions 9, 15, 16, 17, 19, 25, 26, 30, 31, 33 (column 1), 34, 35, 38, 39, 40, 42, and 43. Soft-range violations occurred if an answer was unusually high or low, given the school's enrollment.

4.2 Editing Specifications

In the online questionnaire, soft edits were built into items 9, 13, 17, 19, 25, 26, 33, 34, and 39. 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 H.

4.2.1 Range Specifications

The frequencies for all survey items were reviewed to ensure that the recorded values were acceptable. For the categorical variables, these values were predetermined by pre-coded 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:2018 data were used as the basis for comparison. Out-of-range responses were flagged, and the values were verified by a Census Bureau analyst. 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,²¹ responses outside the soft range were confirmed with the respondent during data retrieval phone calls by Census Bureau headquarters staff. If a respondent could not be reached, the response was accepted as is, but some extreme values were manually changed by Census Bureau analysts to align with soft ranges.

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 41) as 22. As it was predetermined not to accept responses greater than 20, this value is out of range. Similarly, for items 42 and 43, which ask principals to estimate the percentage of their students who meet certain criteria, responses greater than 100 percent were not accepted. For any items with responses outside a hard range, the response was blanked and a more suitable value was later imputed.

²¹ The critical items in SSOCs:2020 were questions 9, 15, 16, 17, 19, 25, 26, 30, 31, 33 (column 1 only), 34, 35, 38, 39, 40, 42, and 43.

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 25 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, a response was deleted during editing and later imputed.²²

Illogical relationships can also exist between two categorical items. For example, in item 32, 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 column 2 was answered “Yes,” column 1 should be answered “Yes” as well. In this case, the data were “backward cleaned,” meaning that if the column 1 response was “No,” it was logically edited to a “Yes” response.

A detailed list of consistency edits, logic edits, and rectification procedures is provided in appendix H. 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. Missing data may also create bias in the survey estimates, because certain groups of respondents may be more likely than others to leave some survey items unanswered. When completed SSOCs:2020 surveys contained some level of item nonresponse after the conclusion of the data retrieval phase,²³ imputation procedures were used to create values for all questionnaire items with missing information.

Appendix F 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. Because data from all survey items are used in the calculation of the mean base-weighted item response rate, appendix F lists response rates for all administered survey items, including those that are present on the restricted-use file but have been removed from the public-use file. For each questionnaire item in the data file, there is

²² 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.

²³ The initial editing program was run again after data retrieval. If a survey still did not meet the criteria for completion—i.e., if at least 60 percent of all items in the questionnaire (160 out of 267 total) had not been answered, including a minimum of 76 percent of the 72 critical items (55 out of 72 total), 60 percent of item 25 (18 out of 30 items), and 60 percent of item 33, column 1 (3 out of 5 items)—the survey was considered incomplete and its data were not included in the final dataset.

an accompanying imputation flag variable to indicate the imputation method used if imputation was necessary. For details regarding imputation flags, refer to section 5.9.

The base-weighted item response rates for SSOCS:2020 were generally high. After data cleaning and editing, the base-weighted item response rates of the 250²⁴ survey items reviewed ranged from 80 to 100 percent. The mean weighted item response rate was about 98 percent, which is relatively high for a self-administered internet questionnaire. In fact, the majority of items (97 percent) had weighted response rates of 90 percent or more.

4.3.1 Imputation Methods

The imputation methods used in SSOCS:2020 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 briefly described below, a detailed discussion of SSOCS:2020 imputation methods can be found in appendix I.

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:2020, direct copy imputation was used for categorical variables and several continuous variables.

Ratio. Many of the items in SSOCS:2020 were counts of incidents or disciplinary actions. These counts are likely to be related to other school characteristics, such as the school’s 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 that missing values did not remain in any of the interviews. (It is possible for missing values to exist even after a properly executed donor imputation due to the limits on how many times a donor can be used.) To fill in

²⁴ There are 267 survey items in SSOCS:2020, but the 15 subitems of item 36 (C0024-C0052), 2 subitems of item 37a (C0574 and C0575), and 2 subitems of item 37b (C0576 and C0577) were each combined for response rate purposes. In addition, item C0565_ORIGINAL was excluded as it is a write-in item and thus not considered in the calculation of response rates.

any remaining missing values, Census Bureau analysts used a combination of research and the mean or mode of selected unimputed data to come up with feasible values. This approach was only used as a last resort and 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 38 (student enrollment) is used in imputation for other variables, it was the first item to be imputed. Because item 33 is closely linked to several survey items, including items 25, 32, 34, and 39, its components were imputed next. After the imputation of item 33 was complete, items 25 and 32 were imputed. This imputation sequence was chosen because some item 32 values and some item 25 values are limited by the item 33 values. After these four items were imputed, items 34 and 39 were imputed. Similarly, this imputation sequence was chosen because the item 34 values are limited by the item 33 values, and the item 39 values are limited by the item 34 values. The remaining questionnaire items were then imputed.

4.3.3 Imputation Flags

The imputation flag variables indicate the imputation method used (i.e., direct copy, ratio, or clerical) to generate each imputed value in the SSOCs data file. In the SSOCs:2020 data file, imputed responses using direct copy and ratio imputation methods are both denoted by an imputation flag value of 7. Clerical imputation is signified by imputation flag values of 8 and 9 for mean or mode and manual research, respectively. For more information about the imputation flag variables, please see section 5.9.

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:2020 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:2020 data file contains data from all 2,370 completed questionnaires. The contents of the data file include: the unique school identifier (SCHID); questionnaire item variables; the sampling frame variables; the composite and derived (created) variables, including the nesting variable (STRATA); the final sampling weight (FINALWGT) and jackknife replicate weights; and the imputation flags. Each of these sets of variables is described below.

The public-use data file materials available for download (2024-054) include a fixed-format ASCII (text) file (pu_ssocs20_ASCII.dat); a SAS data file (pu_ssocs20.sas7bdat) and SAS format library (pu_ssocs20_format.sas); a Stata data file (pu_ssocs20.dta) and Stata format library (pu_ssocs20_format.do); an SPSS data file (pu_ssocs20.sav) and SPSS format library (pu_ssocs20_format.sps); a README file (pu_ssocs20_readme.txt); and this public-use data file user's manual in PDF format (2024-054.pdf). Appendix B of this manual contains the list of variables and the record layout of the fixed-format ASCII public-use data file. Appendix C contains the public-use data file codebook.

5.1.1 *Reading Into R*

NCES does not provide SSOCS public-use data in the R data format. However, 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:

```
>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:2020 SAS file into R:

```
>pu_ssocs20_r <- read_sas("c:/pu_ssocs20.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:

```
>pu_ssocs20_r <- read.csv("c:/pu_ssocs20.csv",stringsAsFactors=FALSE)
```

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

```
>save(pu_ssocs20_r, file = "pu_ssocs20_r.RData")
```

5.2 Public-Use Data File

This manual is designed to assist users of the public-use SSOCS:2020 data file, which can be found at https://nces.ed.gov/surveys/ssocs/data_products.asp. Data on school crime can be considered sensitive, and in order to encourage complete and honest responses, participating schools were promised privacy protections. To protect the privacy of the sampled schools, the following steps were taken in the preparation of a public-use file:

- Sampling variables were omitted or included only as categorical variables to reduce the amount of identifying information provided about each school.
- Some data collected in the questionnaire (in particular, continuous variables such as incident counts) could potentially be used to uniquely identify a school. Such variables were top-coded, converted to categorical format, or replaced by composite variables containing summary information to reduce the potential for identification.
- During the preparation of the restricted-use file, some data were perturbed so that the data would no longer directly correspond to the respondents' original data but would have the same overall distribution. The same perturbations were applied to the public-use file to preserve privacy and ensure that both files generate identical estimates.
- The data file was examined using disclosure analysis procedures in order to identify any threats to privacy. Based on the results of this analysis, some variables were removed from the data file to reduce the risk of disclosure.

The public-use file was designed to meet the needs of most users; however, some analyses may require data that were removed from the public-use file. Please see appendix D for a list of variables that can be found in the restricted-use file but that are not included in the public-use file. Researchers who wish to obtain the restricted-use data from NCES must first acquire a restricted-use data license. To learn more about getting a restricted-use data license, please visit <https://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 4,800 ID

numbers assigned, one for each sampled school. This unique school identifier is called SCHID. SCHID is created specifically for the SSOCS data file and, while it is included for the 2,370 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 and any other NCES datasets that include CCD ID numbers.

5.4 Questionnaire Item Variables

The SSOCS:2020 questionnaire, shown in appendix A, has 45 items and 267 subitems, not counting the nonsurvey 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 “CO” 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 and subitem variables are listed in the order in which they appear in the questionnaire. 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 privacy are denoted with an “R” following the variable source code. For example, a small number of schools reported having a hate crime that occurred at school in item C0690. 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 about items that were recoded for the public-use file in order to preserve privacy in SSOCS:2020.

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.

5.5 Open-Ended Response Variables and Other Recoded Variables

Some variables from the SSOCS:2020 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 present 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 the respondent to select their job title from a list of options, and C0015 allowed a text response if "Other" was selected. The verbatim responses given for C0015 (respondent job title, other—please specify) were back-coded into one of the response options for C0014, which asked respondents to classify their job titles into one of the following nine categories:

- Principal
- Vice principal
- Disciplinarian
- Counselor
- Administrative or secretarial staff
- Teacher or instructor
- Superintendent or district staff
- Security personnel
- Other/Position not specified

Verbatim responses for C0015 were blanked for cases that could be back-coded into one of the first eight (non-Other) categories of C0014. If it was determined that the responses could not readily be back-coded into one of the first eight categories, C0014 was left coded as the "other" category. In a small number of cases, the verbatim response to C0015 indicated that multiple personnel had completed the questionnaire. In these cases, C0076—which asked whether any other school personnel had assisted in completing the questionnaire—was edited to "yes." As this manual process ensures that its responses are reflected in the values for C0014 and C0076, variable C0015 is not included in the data file or accompanying codebook. Because some job categories in C0014 represent a small number of respondents, C0014 is not included in the public-use file due to concerns about disclosure risk. However, the public-use file contains a recoded variable, C0014_R (Title/position of respondent (recoded)), which combines some of the less common job titles to produce five categories of respondent job title.

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_ORIGINAL allowed a text response if "Other" was selected. For the restricted-use file, verbatim responses to C0565_ORIGINAL were examined and back-coded into one of the response options given in C0564 and the original entry for C0565_ORIGINAL was blanked, or if it was determined that the responses could not

readily be grouped into categories, left in the “Other” category. C0564 and C0565_ORIGINAL were omitted from the public-use file to preserve privacy.

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. The original variable (C0016) was then removed from the public-use file to preserve privacy.

One item asked schools to report the number of hate crimes (C0690) that had occurred at their 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 Sampling Frame Variables

A number of variables from the 2017-18 Common Core of Data (CCD) sampling frame were included in the restricted-use data file, including variables used for stratification purposes. Because these variables are taken directly from the 2017-18 CCD data files, they constitute a disclosure risk and therefore all sampling frame variables have been dropped from the public-use file. Composite (categorical) versions of some frame variables, including the three stratification variables, have been retained on the public-use file. These variables are described in section 5.7.

5.7 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. Composite variables may have been derived from either sampling frame variables or questionnaire item variables.

CRISIS20—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.

DISALC20—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 the distribution, possession, or use of alcohol.

General explanation: Sum of responses in columns 2-5 of item 33d.

DISATT20—Total number of disciplinary actions recorded for physical attacks or fights

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

General explanation: Sum of responses in columns 2-5 of item 33e.

DISDRUG20—Total number of disciplinary actions recorded for the 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 the distribution, possession, or use of illegal drugs.

General explanation: Sum of responses in columns 2-5 of item 33c.

DISFIRE20—Total number of disciplinary actions recorded for the 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 the use or possession of a firearm or explosive device.

General explanation: Sum of responses in columns 2-5 of item 33a.

DISTOT20—Total number of disciplinary actions recorded

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

General explanation: Sum of responses in columns 2-5 of item 33.

DISWEAP20—Total number of disciplinary actions recorded for the 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 the use or possession of a weapon other than a firearm or explosive device.

General explanation: Sum of responses in columns 2-5 of item 33b.

FR_LVELX—Grade level of school (NEW)

Purpose: To provide a categorical variable of the span of grades enrolling students at the school. This is a new version of a SSOCS-created variable based on student enrollment in each grade as reported in the 2017-18 CCD school data file. This variable was updated for SSOCS:2020 to better align with the definitions of school level used in the CCD. The version of this variable used in previous administrations, FR_LVEL, was removed from the public-use file due to disclosure risk but is available on the restricted-use file for those interested in conducting trend analyses.

General explanation: Derived from student enrollment in each grade as reported in the 2017-18 CCD school data file. 1 = elementary, 2 = middle, 3 = high/secondary, and 4 = combined/other.²⁵

FR_SIZE—Size of school as indicated by the number of enrolled students, categorical.

Purpose: To provide a categorical variable of the school's enrollment size.

General explanation: Derived from total student enrollment as reported in the 2017-18 CCD school data file. 1 = Less than 300, 2 = 300-499, 3 = 500-999, 4 = 1,000 or more.

FR_URBAN—Urbanicity (based on urban-centric location of school)

Purpose: To provide a collapsed categorical variable of the school's locale type (city, suburb, town, or rural).

General explanation: Collapsed 4-category version of FR_LOC12, the 12-category locale variable from the CCD sampling frame.

INCID20—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 25.

²⁵ Elementary schools are defined as schools that enroll students in more of grades K-4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5-8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9-12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

INCPOL20—Total number of incidents reported to sworn law enforcement

Purpose: To provide a summary measure of the number of incidents reported to sworn law enforcement.

General explanation: Sum of responses in column 2 of item 25.

NONVIOINC20—Total number of nonviolent incidents recorded

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

General explanation: Sum of responses in column 1 of item 25, rows f, g, h, i, j, k, and l.

NONVIOPOL20—Total number of nonviolent incidents reported to sworn law enforcement

Purpose: To provide a summary measure of the number of recorded nonviolent incidents reported to sworn law enforcement.

General explanation: Sum of responses in column 2 of item 25, rows f, g, h, i, j, k, and l.

OTHACT20—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 33a-e, column 5.

OUTSUS20—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 33a-e, column 4.

PERCWHTX—Percent White, non-Hispanic enrollment

Purpose: To provide a categorical variable with the percentage of White, non-Hispanic enrollment.

General explanation: Categorical version of FR_PERWTX, the percentage of White, non-Hispanic students as derived from the CCD sampling frame.

PERMINX—Percent minority (non-White) enrollment

Purpose: To provide a categorical variable with percentage of minority (non-White) enrollment.

General explanation: Categorical version of FR_PERMINX, the percentage of minority (non-White) students as derived from the CCD sampling frame.

PROBWK20—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 the disciplinary problems listed in items 30a-k as happening “daily” or “at least once a week.”

REMOVL20—Total number of removals with no continuing school services for specified offenses

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

General explanation: Sum of items 33a-e, column 2.

SEC_FT20—Total number of full-time security officers, school resource officers (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 15a_i, 15b_i, and 16_i.

SEC_PT20—Total number of part-time security officers, 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 15a_ii, 15b_ii, and 16_ii.

STRATA—Collapsed sampling stratum (nesting variable)

Purpose: To identify the sampling stratum for Taylor series variance estimation (described in section 5.8).

General explanation: Sampling strata are defined by concatenating school level, enrollment size category, and four-level locale, and then collapsing small strata as needed.

STUOFF20—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 33.

SVINC20—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 25, column 1, rows a, b, c_i, c_ii, d_i, and e_i.

SVPOL20—Total number of serious violent incidents reported to sworn law enforcement

Purpose: To provide a summary measure of the number of serious violent incidents reported to sworn law enforcement.

General explanation: Sum of item 25, column 2, rows a, b, c_i, c_ii, d_i, and e_i.

TRANSF20—Total number of transfers to alternative schools for specified offenses

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

General explanation: Sum of items 33a-e, column 3.

VIOINC20—Total number of violent incidents recorded

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

General explanation: Sum of item 25, column 1, rows a, b, c_i, c_ii, d_i, d_ii, e_i, and e_ii.

VIOPOL20—Total number of violent incidents reported to sworn law enforcement

Purpose: To provide a summary measure of the number of violent crimes reported to sworn law enforcement.

General explanation: Sum of item 25, column 2, rows a, b, c_i, c_ii, d_i, d_ii, e_i, and e_ii.

5.8 Weighting and Variance Estimation Variables

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 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.

For more information on variance estimation and the correct application of weights in the SSOCS dataset, users can access the “Analyzing NCES Complex Survey Data” and “School Survey on Crime and Safety (SSOCS)” online modules of the NCES Distance Learning Dataset Training (DLDT). The interactive DLDL modules are designed to introduce users to NCES datasets, their design, and special considerations for analysis to facilitate effective use. The DLDL can be accessed at

<https://nces.ed.gov/training/datauser/#/>.

To help data users verify that SSOCS:2020 weights and variance estimation variables have been set up correctly, selected weighted estimates with standard errors are provided below. If the weights are set up correctly, users' estimates and standard errors should match the ones provided below.

Table 5.1. Number of public schools, by level (weighted counts and standard errors): SSOCS:2020

School characteristic	Number of schools	Standard error ¹
All public schools	83,109	148.4
Level		
Elementary	49,181	128.5
Middle	14,616	42.6
High/secondary	16,017	36.3
Combined/other	3,295	25.6

¹ The standard error calculation may vary slightly depending on the analysis software being used. However, this variation is minor enough that standard errors should match across software when rounded to the same level of precision as shown in the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

5.9 Imputation Flag Variables

With the exception of the nonsurvey 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 imputation was required. The naming convention appends the prefix “I” to the questionnaire variable. For example, variable C0110 would have an imputation flag named IC0110. The flag values represent the type of imputation method used and are as follows:

- 0 = Not imputed.
- 7 = Item was imputed by using data from the record for a similar case (donor).
- 8 = Item was imputed by using the mean or mode of data for groups of similar cases.
- 9 = Data value was adjusted during analysts' postimputation review of data.

A detailed discussion of SSOCS imputation methods can be found in appendix I.

6. Data Considerations and Anomalies

This section discusses some of the anomalies and considerations that analysts should consider when using the SSOCS:2020 data. In addition, it provides important information about revisions to the SSOCS:2020 school-level variables.

6.1 Coronavirus pandemic impact

As detailed in section 3.1.1, in March 2020, many schools began closing their physical buildings due to the coronavirus pandemic. This affected SSOCS data collection activities. The shift to virtual schooling and the adjusted school year may have impacted the data collected by SSOCS.

In response, reviews were performed to explore what effect these circumstances may have had on the SSOCS:2020 estimates. First, using results from SSOCS:2018 as the baseline and dividing SSOCS:2020 respondents into those who responded prior to and after the pandemic, analyses were done specifically with the goal of assessing the impact of the pandemic on SSOCS:2020 response rates, respondents, and key estimates. This analysis did not uncover any differences in characteristics between schools that responded before and after the onset of the pandemic. The analysis found evidence of the effect of school closures on some estimates of crime and safety as collected in SSOCS:2020. The analysis did not find any issue with data quality and the data appear to measure what was intended to be measured. However, because of the unusual circumstances of the 2019-20 school year, users should be cautious when comparing estimates from SSOCS:2020 to other SSOCS administrations.²⁶

Second, a benchmarking analysis was done to compare the trends seen in the data from SSOCS:2018 to SSOCS:2020 and from SSOCS:2016 to SSOCS:2018. The benchmarking analysis shows that the changes seen between the two most recent data collections mostly align with those observed over the previous two collections.

In addition, reviews were conducted on several variables that capture “in-person” incidents for which an increase was initially observed between SSOCS:2018 and SSOCS:2020, including physical attacks or fights with a weapon and distribution, possession, or use of illegal drugs. These increases seemed counter to assumptions that these types of crimes would decrease in the 2019-20 school year, given that schools were closed to in-person instruction during part of the school year.

²⁶ Heimel, S., Satsky, B.N., Horwitz, R., Swan, D., and Neufelder, J. (2022, May 11-13). *What did a difference-in-difference analysis reveal about 2020 school survey data compared to 2018?* AAPOR 2022 Annual Conference, Chicago, IL, United States.

These reviews did not unearth any indicators of data quality issues related to the pandemic that would require any adjustments to the data. However, users may want to take into consideration the unusual circumstances of the 2019-20 school year and the SSOCS:2020 data collection when making comparisons between SSOCS:2020 estimates and those from previous years.

6.2 Percent attendance on average day: Item 40 (C0568)

In item 40, 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.

6.3 Title or position of primary respondent (C0014 and C0014_R)

At the end of the survey, respondents are asked for information about who completed the questionnaire. Variable C0014, the title or position of respondent, had different response options in SSOCS:2020 than in previous years. The common write-in responses from previous years were added as categories in addition to the titles of "principal," "vice-principal or disciplinarian," and "other" offered in previous survey cycles, for a total of nine response options. To preserve privacy on the public-use file, variable C0014 is replaced with a recoded variable, C0014_R, combining some of the less common job titles to produce five categories of respondent job titles. Due to the change in the item response options, users should exercise caution when comparing the SSOCS:2020 estimates for C0014 and C0014_R to those from previous years. For a full description of the variable categories and coding of text responses to variable C0014 and further discussion of the recoding of variables for the public-use file, see section 5.5.

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:2020 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.

Additionally, during data processing, adjustments were made to the procedure for imputing counts of possession of a firearm or explosive device (item 25g_1, C0346) for 10 schools to address the outsized influence of a small number of manually imputed outliers on the data. The imputed value of C0346 for these 10 cases was adjusted using a mean-based approach; the mean unimputed value of C0346 of schools having similar characteristics (enrollment, urbanicity and school type) was used to impute revised values for these cases. While C0346 has been omitted from the public-use file to preserve privacy, it is a component of some composite count variables that are included on the file.

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:2020 was constructed using the 2017-18 CCD Public Elementary/Secondary School Universe data file. Because the SSOCS data collection took place during the 2019-20 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 to re-create some of the school-level variables included in the data files. Additionally, two school-level variables in SSOCS:2020 are reported differently than in previous years; these changes are detailed below.

6.5.1 *Grade level of school (FR_LVELX)*

SSOCS:2020 reports grade level of school differently than in previous years. To better align with the definitions of school level used in the CCD, SSOCS:2020 categorizes schools into “elementary,” “middle,” “high/secondary,” and “combined/other.” Elementary schools are defined as schools that enroll students in more of grades K-4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5-8 than in higher or lower grades. “High/secondary” schools are defined as schools that enroll students in more of grades 9-12 than in lower grades. “Combined/other schools” include all other combinations of grades, including K-12 schools. Because these definitions differ slightly from those used through SSOCS:2018,

a small number of schools are assigned to a different group than they would have been in the past. Due to this change in variable definition and categorization, users should exercise caution when comparing the SSOCS:2020 estimates for this variable against those from previous years.

For users interested in making cross-year comparisons using the grade level variable, the old version of the variable (FR_LVL) is available on the restricted-use version of the SSOCS:2020 file. To learn more about getting a restricted-use data license, please visit <https://nces.ed.gov/pubsearch/licenses.asp>.

6.5.2 Percent minority enrollment (PERMINX)

SSOCS:2020 reports percent minority enrollment differently than in previous years. The four categories (less than 5 percent, 5 percent to less than 20 percent, 20 percent to less than 50 percent, and 50 percent or more) remain the same, but they are now based on unrounded percentages. Due to this change, users should exercise caution when comparing SSOCS:2020 estimates for this variable against those from previous years.

6.6 Changes to the Questionnaire Between Years

The SSOCS:2020 questionnaire is based on the 2018 questionnaire, but it includes the minor revisions described below. Data users should consider these differences when conducting trend analyses or comparing data with previous SSOCS cycles. A copy of the SSOCS:2020 questionnaire can be found in appendix A.

6.6.1 Changes to Definitions for SSOCS:2020

This section outlines the changes made to the definitions of terms used in the 2020 administration of SSOCS. Three terms and definitions (active shooter, alternative school, and children with disabilities) were adjusted to align with the federal definitions. Minor revisions were made to nine other definitions to increase their brevity and clarity. No new terms were added for SSOCS:2020.

- **Active shooter**—The definition was revised to align with the current definition used by the U.S. Department of Homeland Security. Active shooter is defined as *“one or more individuals actively engaged in killing or attempting to kill people in a populated area; in most cases, active shooters use firearm(s).”*
- **Alternative school**—The term “specialized school” was changed to “alternative school,” and the definition was modified to align with other NCES and Department of Education surveys and publications. An alternative school is defined as *“a school that addresses the needs of students that typically cannot be*

met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.”

- **Children with disabilities**—The term “special education students” was changed to “children with disabilities,” and the definition was revised to align with the definition used by the Individuals with Disabilities Education Act (IDEA). Children with disabilities are defined as *“children having intellectual disability; hearing impairment, including deafness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individual Education Program (IEP), Individualized Family Service Plan (IFSP), or services plan.”*
- **Evacuation**—The definition was simplified to avoid implied endorsement of a specific procedure for evacuation. Evacuation is defined as *“a procedure that requires all students and staff to leave the building. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters. Evacuation also includes ‘reverse evacuation,’ a procedure for schools to return students to the building quickly if an incident occurs while students are outside.”*
- **Gender identity**—The definition was simplified, and detailed examples of gender expression were removed for brevity. Gender identity is defined as *“one’s inner sense of one’s own gender, which may or may not match the sex assigned at birth.”*
- **Hate crime**—The definition was modified to include national origin or ethnicity as a hate crime bias. Hate crime is defined as *“a committed criminal offense that is motivated, in whole or in part, by the offender’s bias(es) against a race, national origin or ethnicity, religion, disability, sexual orientation, gender, or gender identity; also known as bias crime.”*
- **Lockdown**—The definition was simplified, and examples were removed to avoid implied endorsement of a specific procedure for lockdown. Lockdown is defined as *“a procedure that involves securing school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.”*
- **Rape**—The bracketed item-specific instruction was removed from the definition; this information is specific to one item in the questionnaire and the instructions appear within that item. 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.”

- **Restorative practices**—The term “restorative circle” was changed to “restorative practices” to broaden the scope of this term and to better reflect current terminology; the definition remained unchanged. Restorative practices are defined as *“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.”*
- **School Resource Officer (SRO)**—The definition was broadened to include all SROs by removing the word “career” from the definition. A School Resource Officer (SRO) is defined as *“a sworn law enforcement officer with arrest authority, who has specialized training and is assigned to work in collaboration with school organizations.”*
- **Shelter-in-place**—The definition was revised to clarify that the reason for this practice is “because it is safer inside the building or a room than outside,” and examples of this practice were simplified for brevity. Shelter-in-place is defined as *“a procedure that requires all students and staff to remain indoors because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).”*
- **Threat assessment**—The term “threat assessment team” was changed to “threat assessment,” and the definition was revised to focus on a formalized threat assessment process rather than a team. Threat assessment is defined as *“a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.”*

6.6.2 Changes to Items Between SSOCS:2018 and SSOCS:2020

This section details the item modifications, reordering, and deletions made between the 2018 and 2020 survey administrations.²⁷ In addition to the changes listed below by item, other minor edits were made throughout the questionnaire: (1) the school year reference was updated to direct respondents to reflect specifically on the 2019-20 school year; (2) certain instructions were removed from some items to reduce

²⁷ SSOCS variables are identified by source codes. The source code is “CO” 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.

redundancy and item length;²⁸ (3) the underlining of certain phrases was removed from some items to align with consistent formatting practices across the questionnaire; (4) the forward slashes in some terms were changed to “or” to improve the formality of the questionnaire wording; and (5) additional phrases were set in bold type and marked with an asterisk as an indication that the term has a formal definition.

6.6.2.1 SSOCs:2020 Items Modified From SSOCs:2018

- **Item 2f.** Suicide threats or incidents (C0169)
 - The term “suicide threats or incidents” was pluralized to make the item parallel with the wording used in items 2d and 2e.
- **Item 4g.** Student involvement in restorative practices (e.g., peace or conflict circles) (C0179)
 - Per the changes to the term as noted above, “restorative circles” was changed to “restorative practices.” In addition, examples provided to respondents were changed from “peace circles, talking circles, conflict circles” to “peace or conflict circles.”
- **Item 5.** During the 2019-20 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)? (C0600)
 - Per the changes to the term and definition as noted above, the defined term “threat assessment team” was changed to “threat assessment.”
- **Item 6c.** Acceptance of cultural or religious diversity (e.g., Cultural Awareness Club) (C0608)
 - This item was expanded to include student groups supporting the acceptance of religious diversity.
- **Item 8.** During the 2019-20 school year, were any of the following community and outside groups involved in your school’s efforts to promote a safe school? (C0204-C0218)
 - The stem of this item was slightly revised. Specifically, “to promote safe, disciplined, and drug-free schools” was changed to be “to promote a safe

²⁸ For example, the following instructions are included the first time a style of item response options is introduced, but not in subsequent questions that use the same response option style:

- “Check ‘Yes’ or ‘No’ on each line” (or its variation “Check ‘Yes,’ ‘No,’ or ‘Don’t know’ on each line.”): Appears first in Item 1.
- “Check one response on each line”: Appears first in Item 21.
- “If none, please place an ‘X’ in the None box”: Appears first in Item 15.

- school” to broaden the question and better reflect current Department of Education language.
- **Item 10b.** At selected school activities (e.g., athletic and social events, open houses) (C0616)
 - “Science fairs” was removed from the examples for brevity.
 - **Item 13.** During the 2019-20 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Understanding, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including School Resource Officers) at school? (C0650)
 - The phrase “Memorandum of Use” was changed to “Memorandum of Understanding” to better reflect current terminology.
 - **Item 14b.** Use of physical restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray) (C0654)
 - The item was reworded to distinguish examples of physical restraints from chemical aerosol sprays.
 - **Item 15.** How many of the following were present at your school at least once a week? (C0236-C0242)
 - In the instructions, the term “Part-time” was capitalized to increase consistency with the item’s response options.
 - **Item 16.** Aside from sworn law enforcement officers (including School Resource Officers), how many additional security officers or security personnel were present at your school at least once a week? (C0232-C0234)
 - Throughout this item, the term “security guard(s)” was changed to “security officer(s)” to better reflect current terminology. In addition, in the instructions, the term “Part-time” was capitalized to increase consistency with the item’s response options.
 - **Item 23.** Aside from sworn law enforcement officers (including School Resource Officers) or other security officers or personnel who carry firearms, during the 2019-20 school year, were there any staff at your school who legally carried a firearm on school property? (C0279)
 - The phrase “to the best of your knowledge” was removed from the item for brevity. The instruction to exclude sworn law enforcement was moved into the item stem to increase clarity. Lastly, the term “security guards” was changed to “security officers” to better reflect current terminology.
 - **Item 25.** Please record the number of incidents that occurred at school during the 2019-20 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.)
(Items C0310-C0364)

- The column 2 header was changed to “Number reported to sworn law enforcement” for clarity.
- **Item 27a.** Race (C0692)
 - The phrase “or color” was removed from the item to reduce ambiguity in terminology.
- **Item 29.** Please select the number of arrests, including both students and non-students, that occurred at your school during the 2019-20 school year (C0688)
 - The wording of this item, including the placement of language specifying the inclusion of both students and non-students, was adjusted for brevity and increased clarity.
- **Item 30h.** Widespread disorder in classroom (C0382)
 - “Classroom” was changed to be in singular form for increased clarity and to indicate that this problem should be reported whether it occurred in one or multiple classrooms.
- **Item 31.** To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often does cyberbullying among students who attend your school occur? (C0389)
 - “How often do the following occur” was changed to “how often does cyberbullying among students who attend your school occur,” since this item has been reduced to ask about only frequency of cyberbullying among students.
- **Item 32.** During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? If “Yes,” were the actions used this school year? (C0390-C0456)
 - The word “Yes” was capitalized for consistency with the rest of the item.
- **Item 32c.** Transfer to an alternative school for disciplinary reasons (C0398-C400)
 - Per the changes to the term and definition as noted above, the term “a specialized school” was changed to “an alternative school.”
- **Item 33.** During the 2019-20 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? (C0462, C0472, C0482, C0492, and C0502)
 - Per the changes to the term and definition as noted above, the column 3 header term “specialized schools” was changed to “alternative schools.”

- **Item 34b.** Students were transferred to alternative schools for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 33, column 3.) (C0520)
 - Per the changes to the term and definition as noted above, the term “specialized schools” was changed to “alternative schools.”
- **Item 39.** During the 2019-20 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 34b.) (C0570-C0572)
 - The phrase “Number of Students” was added above the response box to align with consistent formatting practices across the questionnaire.
- **Item 40.** What percentage of your school’s total enrollment is present on an average day? (C0568)
 - The question was rephrased to better align with the language above the response box and clarify that the response should be a percentage of the school’s total enrollment.
- **Item 42c.** Children with disabilities (CWD) (C0528)
 - Per the changes to the term and definition as noted above, the term “Special education students” was changed to “Children with disabilities (CWD).”
- **Respondent Information**
 - In prior SSOCs administrations, respondents had been asked to provide their name and title/position. For SSOCs:2020, respondents were provided more title/position response options, and similar title/position information was requested for any other school personnel who helped to complete the questionnaire. This modification reflects expert feedback and aims to gain a better understanding of all staff involved in completing the survey.

6.6.2.2 SSOCs:2020 Items Reordered from SSOCs:2018

- **Items 1d through 1t** (C0116 through C0150)
 - These items were reordered on the SSOCs:2020 questionnaire so that practices and programs that serve similar purposes can be grouped more closely together.
- **Items in “School Characteristics: 2019-20 School Year”**
 - These items have been reordered so that the section first asks about the features of the school and then about characteristics of the student body, followed by items that ask specifically about the perceived level of crime where students live and where the school was located. In addition, items 36 (which of the following grades are offered in this school; C0024-C0052) and

37 (please provide the following dates; C0574-C0577), which were collected along with other items about the respondent in SSOCS:2018, have been moved to the “School Characteristics: 2019-20 School Year” section in SSOCS:2020 since these items also focus on the features of the school.

6.6.2.3 SSOCS:2018 Items Not Included in SSOCS:2020

- **SSOCS:2018 Item 6.** During the 2017-18 school year, how often did your school’s threat assessment team formally meet? (C0602)
- **SSOCS:2018 Item 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?
 - **Item 9a.** Open house or back-to-school night (C0196)
 - **Item 9b.** Regularly scheduled parent-teacher conferences (C0198)
- **SSOCS:2018 Item 12a.** At any time during school hours (C0612)
- **SSOCS: 2018 Item 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? (C0648)
- **SSOCS:2018 Item 27j.** Fear of district or state reprisal (C0298)
- **SSOCS:2018 Item 27k.** Federal, state, or district policies on disciplining special education students (C0300)
- **SSOCS:2018 Item 27l.** Federal policies on discipline and safety other than those for special education students (C0302)
- **SSOCS:2018 Item 27m.** State or district policies on discipline and safety other than those for special education students (C0304)
- **SSOCS:2018 Item 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? (C0306)
- **SSOCS:2018 Item 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. (C0308)
- **SSOCS:2018 Item 36b.** School environment is affected by cyberbullying (C0391)
- **SSOCS:2018 Item 36c.** Staff resources are used to deal with cyberbullying (C0393)

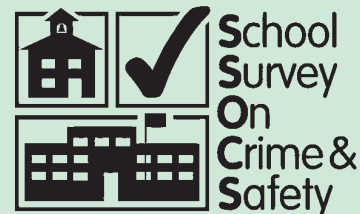
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Appendix A. 2019-20 School Survey on Crime and Safety Questionnaire

SCHOOL SURVEY ON CRIME AND SAFETY

2019–20 SCHOOL YEAR



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

This survey is designed to be completed by the principal or the person(s) most knowledgeable about school crime and policies to provide a safe environment.

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

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:



Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS



Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

FORM **SSOCS-1**
(09-19-2019) Draft 10

A-2



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DEFINITIONS

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

Active shooter – one or more individuals actively engaged in killing or attempting to kill people in a populated area; in most cases, active shooters use firearm(s).

Alternative school – a school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

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 or 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.

Children with disabilities – children having intellectual disability; hearing impairment, including deafness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individual Education Program (IEP), Individualized Family Service Plan (IFSP), or services plan.

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. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters. 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 or 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 – one's inner sense of one's own gender, which may or may not match the sex 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, non-verbal, or physical and can take many forms, including verbal acts and namecalling, 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, national origin or ethnicity, religion, disability, sexual orientation, gender, or gender identity; also known as bias crime.

Lockdown – a procedure that involves securing school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

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 or mental health nurse practitioners, psychiatric or 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.

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.

Restorative practices – 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 or larceny is that robbery involves a threat or assault.

School Resource Officer (SRO) – a 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 nonverbal 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 – one's emotional or physical attraction to the same and/or opposite sex.

Shelter-in-place – a procedure that requires all students and staff to remain indoors because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Theft or 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 – a formalized process 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. 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.
- Defined terms are bolded and marked with an asterisk (*) throughout the survey. A removable "definitions" sheet is printed on pages 2 and 3 to use as a reference while filling out the questionnaire.
- This survey refers to the 2019–20 school year. Please report for the school year to date.
- Please have this questionnaire filled out by the person(s) most knowledgeable about school crime and policies used 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 45 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 #4036, Washington, DC 20202.



School Practices and Programs

1. During the 2019–20 school year, was it a practice of your school to do the following?

- If your school changed its practices during the school year, please answer regarding your most recent practice.
- Check "Yes" or "No" on each line.

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

*A removable "definitions" sheet is printed on pages 2 and 3.

A-6



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

	YES	NO
a. Active shooter* ¹⁵⁵	1 <input type="radio"/>	2 <input type="radio"/>
b. Natural disasters (e.g., earthquakes or tornadoes) ¹⁵⁸	1 <input type="radio"/>	2 <input type="radio"/>
c. Hostages ¹⁶²	1 <input type="radio"/>	2 <input type="radio"/>
d. Bomb threats or incidents ¹⁶⁶	1 <input type="radio"/>	2 <input type="radio"/>
e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials) ¹⁷⁰	1 <input type="radio"/>	2 <input type="radio"/>
f. Suicide threats or incidents ¹⁶⁹	1 <input type="radio"/>	2 <input type="radio"/>
g. Pandemic disease ¹⁶¹	1 <input type="radio"/>	2 <input type="radio"/>
h. Post-crisis reunification of students with their families ¹⁵⁷	1 <input type="radio"/>	2 <input type="radio"/>

3. During the 2019–20 school year, has your school drilled students on the use of the following emergency procedures?

	YES	NO
a. Evacuation* ¹⁶³	1 <input type="radio"/>	2 <input type="radio"/>
b. Lockdown* ¹⁶⁵	1 <input type="radio"/>	2 <input type="radio"/>
c. Shelter-in-place* ¹⁶⁷	1 <input type="radio"/>	2 <input type="radio"/>

4. During the 2019–20 school year, did your school have any activities that included the following components for students?

	YES	NO
a. Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti- bullying* , dating violence* prevention) ¹⁷⁴	1 <input type="radio"/>	2 <input type="radio"/>
b. Social and emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness) ¹⁸³	1 <input type="radio"/>	2 <input type="radio"/>
c. Behavioral or behavior modification intervention for students (including the use of positive reinforcements) ¹⁷⁶	1 <input type="radio"/>	2 <input type="radio"/>
d. Individual mentoring, tutoring, or coaching of students by adults ¹⁸¹	1 <input type="radio"/>	2 <input type="radio"/>
e. Student involvement in peer mediation ¹⁷⁵	1 <input type="radio"/>	2 <input type="radio"/>
f. Student court to address student conduct problems or minor offenses ¹⁷⁷	1 <input type="radio"/>	2 <input type="radio"/>
g. Student involvement in restorative practices* (e.g., peace or conflict circles) ¹⁷⁹	1 <input type="radio"/>	2 <input type="radio"/>
h. Programs to promote a sense of community or social integration among students ¹⁸⁶	1 <input type="radio"/>	2 <input type="radio"/>

*A removable "definitions" sheet is printed on pages 2 and 3.

A-7



5. During the 2019–20 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)? ⁶⁰⁰

1 ☐ Yes

2 ☐ No

6. During the 2019–20 school year, did your school have any recognized student groups with the following purposes?

YES NO

a. Acceptance of **sexual orientation*** and **gender identity*** of students (e.g., Gay-Straight Alliance) ⁶⁰⁴

1 ☐ 2 ☐

b. Acceptance of students with disabilities (e.g., Best Buddies) ⁶⁰⁶

1 ☐ 2 ☐

c. Acceptance of cultural or religious diversity (e.g., Cultural Awareness Club) ⁶⁰⁸

1 ☐ 2 ☐

Parent and Community Involvement at School

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

YES NO

a. Have a formal process to obtain parental input on policies related to school crime and discipline ¹⁹⁰

1 ☐ 2 ☐

b. Provide training or technical assistance to parents in dealing with students' problem behavior ¹⁹²

1 ☐ 2 ☐

8. During the 2019–20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school?

YES NO

a. Parent groups ²⁰⁴

1 ☐ 2 ☐

b. Social service agencies ²⁰⁶

1 ☐ 2 ☐

c. Juvenile justice agencies ²⁰⁸

1 ☐ 2 ☐

d. Law enforcement agencies ²¹⁰

1 ☐ 2 ☐

e. Mental health agencies ²¹²

1 ☐ 2 ☐

f. Civic organizations or service clubs ²¹⁴

1 ☐ 2 ☐

g. Private corporations or businesses ²¹⁶

1 ☐ 2 ☐

h. Religious organizations ²¹⁸

1 ☐ 2 ☐

***A removable "definitions" sheet is printed on pages 2 and 3.**

A-8



School Security Staff

9. During the 2019–20 school year, did you have any sworn law enforcement officers (including **School Resource Officers***) present **at your school*** at least once a week? ⁶¹⁰

- Do not include security officers or other security personnel who are not sworn law enforcement in response to items 9-15; information on additional security staff is gathered in item 16.

1 ☐ Yes

2 ☐ No → GO TO item 16 on page 10.

10. Were sworn law enforcement officers (including **School Resource Officers***) used at least once a week in or around your school at the following times?

YES NO

a. While students were arriving or leaving ⁶¹⁴

1 ☐ 2 ☐

b. At selected school activities (e.g., athletic and social events, open houses) ⁶¹⁶

1 ☐ 2 ☐

c. When school or school activities were not occurring ⁶¹⁸

1 ☐ 2 ☐

11. Did any of the sworn law enforcement officers (including **School Resource Officers***) at your **school*** routinely:

YES NO

a. Carry physical restraints (e.g., handcuffs, Tasers) ⁶²¹

1 ☐ 2 ☐

b. Carry chemical aerosol sprays (e.g., Mace, pepper spray) ⁶²²

1 ☐ 2 ☐

c. Carry a **firearm*** ⁶²⁴

1 ☐ 2 ☐

d. Wear a body camera ⁶²⁶

1 ☐ 2 ☐

*A removable "definitions" sheet is printed on pages 2 and 3.

A-9



110601

FORM SSOCs-1

12. Did these sworn law enforcement officers (including **School Resource Officers***) participate in the following activities **at your school***?

	YES	NO
a. Motor vehicle traffic control ⁶²⁸	1 <input type="radio"/>	2 <input type="radio"/>
b. Security enforcement and patrol ⁶³⁰	1 <input type="radio"/>	2 <input type="radio"/>
c. Maintaining student discipline ⁶³²	1 <input type="radio"/>	2 <input type="radio"/>
d. Identifying problems in the school and proactively seeking solutions to those problems ⁶³⁶	1 <input type="radio"/>	2 <input type="radio"/>
e. Training teachers and staff in school safety or crime prevention ⁶³⁸	1 <input type="radio"/>	2 <input type="radio"/>
f. Mentoring students ⁶⁴⁰	1 <input type="radio"/>	2 <input type="radio"/>
g. Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses) ⁶⁴²	1 <input type="radio"/>	2 <input type="radio"/>
h. Recording or reporting discipline problems to school authorities ⁶⁴⁴	1 <input type="radio"/>	2 <input type="radio"/>
i. Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities) ⁶⁴⁶	1 <input type="radio"/>	2 <input type="radio"/>

13. During the 2019–20 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Understanding, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including **School Resource Officers***) **at school***? ⁶⁵⁰

1 ☐ Yes → GO TO item 14 below.

2 ☐ No → GO TO item 15 on page 10.

14. 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?

	YES	NO	DON'T KNOW
a. Student discipline ⁶⁵²	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Use of physical restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray) ⁶⁵⁴	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Use of firearms* ⁶⁵⁶	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Making arrests* on school grounds ⁶⁵⁸	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Reporting of criminal offenses to a law enforcement agency ⁶⁶⁰	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

***A removable "definitions" sheet is printed on pages 2 and 3.**

A-10



15. 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.
- If none, please place an "X" in the None box.

		Number at your school*		None
a.	School Resource Officers*			
i.	Full-time <small>236</small>	<input type="text"/>	<input type="text"/>	0 <input type="text"/>
ii.	Part-time <small>238</small>	<input type="text"/>	<input type="text"/>	0 <input type="text"/>
b.	Sworn law enforcement officers who are not School Resource Officers*			
i.	Full-time <small>240</small>	<input type="text"/>	<input type="text"/>	0 <input type="text"/>
ii.	Part-time <small>242</small>	<input type="text"/>	<input type="text"/>	0 <input type="text"/>

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

- If a security officer or other security personnel works full-time across various schools in the district, please count this person as "Part-time" for your school.

Security officers or security personnel		Number at your school*		None
a.	Full-time <small>232</small>	<input type="text"/>	<input type="text"/>	0 <input type="text"/>
b.	Part-time <small>234</small>	<input type="text"/>	<input type="text"/>	0 <input type="text"/>

School Mental Health Services

17. During the 2019–20 school year, did your school provide **diagnostic mental health assessments*** (e.g., psychological/psychiatric diagnostics assessments) to evaluate students for **mental health disorders*?** 661

- 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 19 on page 11.](#)

*A removable "definitions" sheet is printed on pages 2 and 3.

A-11



18. Were **diagnostic mental health assessment*** services provided to students from your school in the following locations? YES NO

- 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 ☐

19. During the 2019–20 school year, did your school provide **treatment*** (e.g., psychotherapy, medication) to students for **mental health disorders***? 667

- 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 21 below.](#)

20. Were **treatment*** services provided to students from your school in the following locations? YES NO

- 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 ☐

21. During the 2019–20 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.
- | | Limits in major way | Limits in minor way | Does not limit |
|---|-------------------------|-------------------------|-------------------------|
| a. Inadequate access to licensed mental health professionals* 674 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b. Inadequate funding 676 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| c. Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality) 678 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| d. Concerns about reactions from parents 681 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| e. Lack of community support for providing mental health services to students in your school 682 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| f. Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment* or treatment* of students 684 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| g. Reluctance to label students with mental health disorders* to avoid stigmatizing the child 686 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

*A removable "definitions" sheet is printed on pages 2 and 3.

A-12



Staff Training and Practices

22. During the 2019–20 school year, did your school or school district provide any of the following for classroom teachers or aides?

	YES	NO
a. Training in classroom management for teachers ²⁶⁶	1 <input type="radio"/>	2 <input type="radio"/>
b. Training in school-wide discipline policies and practices related to violence* ²⁶⁸	1 <input type="radio"/>	2 <input type="radio"/>
c. Training in school-wide discipline policies and practices related to cyberbullying* ²⁶⁵	1 <input type="radio"/>	2 <input type="radio"/>
d. Training in school-wide discipline policies and practices related to bullying* other than cyberbullying* ²⁶⁷	1 <input type="radio"/>	2 <input type="radio"/>
e. Training in school-wide discipline policies and practices related to alcohol and/or drug use ²⁶⁹	1 <input type="radio"/>	2 <input type="radio"/>
f. Training in safety procedures (e.g., how to handle emergencies) ²⁷⁰	1 <input type="radio"/>	2 <input type="radio"/>
g. Training in recognizing early warning signs of students likely to exhibit violent behavior ²⁷²	1 <input type="radio"/>	2 <input type="radio"/>
h. Training in recognizing signs of self-harm or suicidal tendencies ²⁷⁸	1 <input type="radio"/>	2 <input type="radio"/>
i. Training in intervention and referral strategies for students displaying signs of mental health disorders* (e.g., depression, mood disorders, ADHD) ²⁷¹	1 <input type="radio"/>	2 <input type="radio"/>
j. Training in recognizing physical, social, and verbal bullying* behaviors ²⁷³	1 <input type="radio"/>	2 <input type="radio"/>
k. Training in recognizing signs of students using/abusing alcohol and/or drugs ²⁷⁴	1 <input type="radio"/>	2 <input type="radio"/>
l. Training in positive behavioral intervention strategies ²⁷⁶	1 <input type="radio"/>	2 <input type="radio"/>
m. Training in crisis prevention and intervention ²⁷⁷	1 <input type="radio"/>	2 <input type="radio"/>

23. Aside from sworn law enforcement officers (including **School Resource Officers***) or other security officers or personnel who carry firearms, during the 2019–20 school year, were there any staff **at your school*** who legally carried a **firearm*** on school property? ²⁷⁹

- 1 ☐ Yes
- 2 ☐ No

*A removable "definitions" sheet is printed on pages 2 and 3.

A-13



Limitations on Crime Prevention

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

- Check one response on each line.

	Limits in major way	Limits in minor way	Does not limit
a. Lack of or inadequate teacher training in classroom management ²⁸⁰	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Lack of or inadequate alternative placement or programs for disruptive students ²⁸²	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Likelihood of complaints from parents ²⁸⁴	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Lack of teacher support for school policies ²⁸⁶	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Lack of parental support for school policies ²⁸⁸	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Teachers' fear of student retaliation ²⁹⁰	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Fear of litigation ²⁹²	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Inadequate funds ²⁹⁴	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Inconsistent application of school policies by faculty or staff ²⁹⁶	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>



Incidents

25. Please record the number of incidents that occurred **at school*** during the 2019–20 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.)

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.

	Column 1 Total number of recorded incidents	None	Column 2 Number reported to sworn law enforcement	None
a. Rape* or attempted rape*	310	<input type="text"/>	312	<input type="text"/>
b. Sexual assault* other than rape* (include threatened rape*)	314	<input type="text"/>	316	<input type="text"/>
c. Robbery* (taking things by force) i. With a weapon*	318	<input type="text"/>	320	<input type="text"/>
ii. Without a weapon*	322	<input type="text"/>	324	<input type="text"/>
d. Physical attack or fight* i. With a weapon*	326	<input type="text"/>	328	<input type="text"/>
ii. Without a weapon*	330	<input type="text"/>	332	<input type="text"/>
e. Threats of physical attack* i. With a weapon*	334	<input type="text"/>	336	<input type="text"/>
ii. Without a weapon*	338	<input type="text"/>	340	<input type="text"/>
f. Theft or larceny* (taking things worth over \$10 without personal confrontation)	342	<input type="text"/>	344	<input type="text"/>
g. Possession of a firearm or explosive device*	346	<input type="text"/>	348	<input type="text"/>
h. Possession of a knife or sharp object	350	<input type="text"/>	352	<input type="text"/>
i. Distribution, possession, or use of illegal drugs	354	<input type="text"/>	356	<input type="text"/>
j. Inappropriate distribution, possession, or use of prescription drugs	355	<input type="text"/>	357	<input type="text"/>
k. Distribution, possession, or use of alcohol	358	<input type="text"/>	360	<input type="text"/>
l. Vandalism*	362	<input type="text"/>	364	<input type="text"/>

*A removable "definitions" sheet is printed on pages 2 and 3.

A-15



26. During the 2019–20 school year, how many **hate crimes*** occurred **at your school***? 690

Number of **hate crimes***

0 ☐ None →

[GO TO item 28 below.](#)

27. 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?

- If a **hate crime*** was motivated by multiple characteristics, answer "Yes" for each that applies.

	YES	NO
a. Race 692	1 <input type="radio"/>	2 <input type="radio"/>
b. National origin or ethnicity 694	1 <input type="radio"/>	2 <input type="radio"/>
c. Sex 696	1 <input type="radio"/>	2 <input type="radio"/>
d. Religion 698	1 <input type="radio"/>	2 <input type="radio"/>
e. Disability (e.g., physical, mental, and learning disabilities) 700	1 <input type="radio"/>	2 <input type="radio"/>
f. Sexual orientation* 702	1 <input type="radio"/>	2 <input type="radio"/>
g. Gender identity* 704	1 <input type="radio"/>	2 <input type="radio"/>

28. To the best of your knowledge, during the 2019–20 school year, have there been any incidents of **sexual misconduct*** between a staff member and a student **at your school***? 705

- 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 25a and 25b as well as item 28.

1 ☐ Yes

2 ☐ No

29. Please select the number of **arrests***, including both students and non-students, that occurred **at your school*** during the 2019–20 school year. 688

1 ☐ None

2 ☐ 1 - 5

3 ☐ 6 - 10

4 ☐ 11 or more

***A removable "definitions" sheet is printed on pages 2 and 3.**

A-16



Disciplinary Problems and Actions

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

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial or ethnic tensions ³⁷⁴	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Student bullying* ³⁷⁶	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Student sexual harassment* of other students ³⁷⁸	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Student harassment* of other students based on sexual orientation* ³⁸¹	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Student harassment* of other students based on gender identity* ³⁸³	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Student harassment* of other students based on religion ³⁸⁵	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Student harassment* of other students based on disability (e.g. physical, mental and learning disabilities) ³⁸⁷	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Widespread disorder in classroom ³⁸²	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
i. Student verbal abuse of teachers ³⁸⁰	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
j. Student acts of disrespect for teachers other than verbal abuse ³⁸⁴	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
k. Gang* activities ³⁸⁶	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

31. To the best of your knowledge, thinking about problems that can occur anywhere (both **at your school*** and away from school), how often does **cyberbullying*** among students who attend your school occur? ³⁸⁹

- 1 ☐ Happens daily
- 2 ☐ Happens at least once a week
- 3 ☐ Happens at least once a month
- 4 ☐ Happens on occasion
- 5 ☐ Never happens

*A removable "definitions" sheet is printed on pages 2 and 3.

A-17



32. During the 2019–20 school year, did your school allow for the use of the following disciplinary actions? If "Yes," were the actions used this school year?

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

*A removable "definitions" sheet is printed on pages 2 and 3.

A-18



33. During the 2019–20 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

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.

Number of disciplinary actions taken in response to offense

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

34. During the 2019–20 school year, how many of the following occurred?

- 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 33, column 2.) ⁵¹⁸
- b. Students were transferred to **alternative schools*** for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 33, column 3.) ⁵²⁰

Total number

0 None

0 None

*A removable "definitions" sheet is printed on pages 2 and 3.

A-19



School Characteristics: 2019–20 School Year

35. Which of the following best describes your school? 564

- 1 ☐ Regular public school
- 2 ☐ Charter school
- 3 ☐ Has a magnet program for part of the school
- 4 ☐ Exclusively a magnet school
- 5 ☐ Other - Please specify: 565

36. Which of the following grades are offered in this school?

- Check all that apply.

- | | | |
|--|------------------------------------|---|
| 1 <input type="checkbox"/> Prekindergarten 024 | 1 <input type="checkbox"/> 4th 034 | 1 <input type="checkbox"/> 9th 044 |
| 1 <input type="checkbox"/> Kindergarten 026 | 1 <input type="checkbox"/> 5th 036 | 1 <input type="checkbox"/> 10th 046 |
| 1 <input type="checkbox"/> 1st 028 | 1 <input type="checkbox"/> 6th 038 | 1 <input type="checkbox"/> 11th 048 |
| 1 <input type="checkbox"/> 2nd 030 | 1 <input type="checkbox"/> 7th 040 | 1 <input type="checkbox"/> 12th 050 |
| 1 <input type="checkbox"/> 3rd 032 | 1 <input type="checkbox"/> 8th 042 | 1 <input type="checkbox"/> Ungraded 052 |

37. Please provide the following dates:

a. Start date for your 2019–20 school year 574, 575

/ / 2019
MM DD

b. End date for your 2019–20 school year 576, 577

/ / 2020
MM DD

38. As of October 1, 2019, what was your school's total enrollment? 522

Students

39. During the 2019–20 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 34b.)

- If a student transferred more than once in the school year, count each transfer separately.

	Number of Students	None
a. Transferred to the school 570	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	0 <input type="text"/>
b. Transferred from the school 572	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	0 <input type="text"/>

40. What percentage of your school's total enrollment is present on an average day? 568

Percent of students present
 %
None
0

41. How many classroom changes do most students make in a typical day? 538

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

Typical number of classroom changes

None
0



42.	What percentage of your current students fit the following criteria?	Percent of students	None
a.	Eligible for free or reduced-price lunch 524	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="text"/>
b.	English language learner (ELL) 526	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="text"/>
c.	Children with disabilities (CWD)* 528	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="text"/>
d.	Male 530	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="text"/>

43.	What is your best estimate of the percentage of your current students who meet the following criteria?	Percent of students	None
a.	Below the 15th percentile on standardized tests 532	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="text"/>
b.	Likely to go to college after high school 534	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="text"/>
c.	Consider academic achievement to be very important 536	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="text"/>

44. How would you describe the crime level in the area(s) in which your students live? 560

1 ☐ High level of crime

2 ☐ Moderate level of crime

3 ☐ Low level of crime

4 ☐ Students come from areas with very different levels of crime

45. How would you describe the crime level in the area where your school is located? 562

1 ☐ High level of crime

2 ☐ Moderate level of crime

3 ☐ Low level of crime

Respondent Information

Please provide the following information for the person who completed this questionnaire. If more than one person completed the questionnaire, please answer for the primary respondent.

Name of primary person completing form 010

Title or position 014

• Check one response.

1 ☐ Principal

2 ☐ Vice principal

3 ☐ Disciplinarian

4 ☐ Counselor

5 ☐ Administrative or secretarial staff

6 ☐ Teacher or instructor

7 ☐ Superintendent or district staff

8 ☐ Security personnel

9 ☐ Other - Please specify: 015

***A removable "definitions" sheet is printed on pages 2 and 3.**

A-21



Number of years at this school 016

Years

Telephone number 012

Area Code

Number

- -

E-mail address 074

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

- Check all that apply.

1 ☐ Monday 054

1 ☐ Tuesday 056

1 ☐ Wednesday 058

1 ☐ Thursday 060

1 ☐ Friday 062

- Check all that apply.

1 ☐ 7AM to 9AM 064

1 ☐ 9AM to 11AM 066

1 ☐ 11AM to 1PM 068

1 ☐ 1PM to 3PM 070

1 ☐ 3PM to 5PM 072

Did other school personnel help to complete the questionnaire? 076

1 ☐ Yes

2 ☐ No

If yes, please list the title(s) or position(s) of these staff.

- Check all that apply.

1 ☐ Principal 078

1 ☐ Vice principal 080

1 ☐ Disciplinarian 082

1 ☐ Counselor 084

1 ☐ Administrative or secretarial staff 086

1 ☐ Teacher or instructor 088

1 ☐ Superintendent or district staff 090

1 ☐ Security personnel 092

1 ☐ Other, *Please specify:* 094

096

Date you completed the questionnaire 578, 579

/

/ 2020

MM

DD

How long did it take you to complete this form, not counting interruptions? 580

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

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:

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

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

<http://nces.ed.gov>

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

<https://www.usa.gov/statistics>



Appendix B. List of Variables and Record Layout of the Fixed-Format ASCII File for the SSOCS:2020 Public-Use Data

Table B-1. List of variables, SSOCs:2020

Order	Variable	Label	Format	Length	Start column	End column
001	SCHID	Unique school identifier	C	4	1	4
002	C0110	School practice require visitor check in and badges	N	2	5	6
003	C0112	Building access controlled locked/monitored doors	N	2	7	8
004	C0114	Grounds access controlled locked/monitored gates	N	2	9	10
005	C0121	Equip classrooms with locks so that doors are locked from inside	N	2	11	12
006	C0122	Practice to close campus for lunch	N	2	13	14
007	C0138	Provide school lockers to students	N	2	15	16
008	C0139	Silent alarms or panic buttons directly connected to law enforcement	N	2	17	18
009	C0141	Provide an electronic notification system that automatically notifies parents in case of a school- wide emergency	N	2	19	20
010	C0144	Require faculty and staff to wear badge or picture ID	N	2	21	22
011	C0146	Security camera(s) monitor the school	N	2	23	24
012	C0150	Provide two-way radios to any staff	N	2	25	26
013	C0116	Students pass through metal detectors	N	2	27	28
014	C0120	Have random metal detector checks on students	N	2	29	30
015	C0125	Random sweeps for contraband	N	2	31	32
016	C0129	Require drug testing for students in extracurricular activities	N	2	33	34
017	C0134	Require students to wear uniforms	N	2	35	36
018	C0136	Practice to enforce a strict dress code	N	2	37	38
019	C0140	Require clear book bags or ban book bags	N	2	39	40
020	C0143	Provide a structured anonymous threat reporting system	N	2	41	42
021	C0142	Require students to wear badge or picture ID	N	2	43	44
022	C0153	Prohibit non-academic use of cell phones or smartphones during school hours	N	2	45	46
023	C0155	Written plan for active shooter	N	2	47	48
024	C0158	Written plan for natural disasters	N	2	49	50

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
025	C0162	Written plan for hostages	N	2	51	52
026	C0166	Written plan for bomb threats or incidents	N	2	53	54
027	C0170	Written plan for chemical, biological, or radiological threats	N	2	55	56
028	C0169	Written plan for suicide threats or incidents	N	2	57	58
029	C0161	Written plan for pandemic disease	N	2	59	60
030	C0157	Written plan for post-crisis reunification of students with their families	N	2	61	62
031	C0163	Drilled students on plan for evacuation	N	2	63	64
032	C0165	Drilled students on plan for lockdown	N	2	65	66
033	C0167	Drilled students on plan for shelter-in-place	N	2	67	68
034	C0174	Prevention curriculum/instruction/training	N	2	69	70
035	C0183	Social emotional learning for students	N	2	71	72
036	C0176	Behavioral modification for students	N	2	73	74
037	C0181	Individual mentoring/tutoring/coaching by adults	N	2	75	76
038	C0175	Student involvement in peer mediation	N	2	77	78
039	C0177	Student court to address student conduct problems or minor offenses	N	2	79	80
040	C0179	Student involvement in restorative practices	N	2	81	82
041	C0186	Promote sense of community/social integration	N	2	83	84
042	C0600	Have a threat assessment team	N	2	85	86
043	C0604	LGBTQ acceptance group	N	2	87	88
044	C0606	Disability acceptance group	N	2	89	90
045	C0608	Cultural or religious diversity acceptance group	N	2	91	92
046	C0190	Formal process to obtain parental input	N	2	93	94
047	C0192	Provide training or assistance to parents	N	2	95	96
048	C0204	Community involvement - parent groups	N	2	97	98

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
049	C0206	Community involvement - social services	N	2	99	100
050	C0208	Community involvement - juvenile justice	N	2	101	102
051	C0210	Community involvement - law enforcement	N	2	103	104
052	C0212	Community involvement - mental health	N	2	105	106
053	C0214	Community involvement - civic organizations	N	2	107	108
054	C0216	Community involvement - businesses	N	2	109	110
055	C0218	Community involvement - religious organizations	N	2	111	112
056	C0610	Sworn law enforcement officers at school	N	2	113	114
057	C0614	Sworn law enforcement officers while students arriving or leaving	N	2	115	116
058	C0616	Sworn law enforcement officers present at school activities	N	2	117	118
059	C0618	Sworn law enforcement officers present when school/school activities were not occurring	N	2	119	120
060	C0621	Sworn law enforcement officers carry physical restraints	N	2	121	122
061	C0622	Sworn law enforcement officers carry chemical sprays	N	2	123	124
062	C0624	Sworn law enforcement officers carry firearms	N	2	125	126
063	C0626	Sworn law enforcement officers wear a body camera	N	2	127	128
064	C0628	Sworn law enforcement officers participate in traffic control	N	2	129	130
065	C0630	Sworn law enforcement officers participate in patrol	N	2	131	132
066	C0632	Sworn law enforcement officers participate in discipline	N	2	133	134
067	C0636	Sworn law enforcement officers participate in solving school problems	N	2	135	136
068	C0638	Sworn law enforcement officers participate in prevention training	N	2	137	138

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
069	C0640	Sworn law enforcement officers participate in student mentoring	N	2	139	140
070	C0642	Sworn law enforcement officers participate in teaching law-related courses	N	2	141	142
071	C0644	Sworn law enforcement officers participate in recording or reporting discipline problems	N	2	143	144
072	C0646	Sworn law enforcement officers participate in providing legal definitions	N	2	145	146
073	C0650	Formalized policies for sworn law enforcement officers	N	2	147	148
074	C0652	Policies for sworn law enforcement officers include student discipline	N	2	149	150
075	C0654	Policies for sworn law enforcement officers include use of restraints or sprays	N	2	151	152
076	C0656	Policies for sworn law enforcement officers include use of firearms	N	2	153	154
077	C0658	Policies for sworn law enforcement officers include making arrests	N	2	155	156
078	C0660	Policies for sworn law enforcement officers include reporting of offenses	N	2	157	158
079	C0661	Diagnostic mental health assessment for mental disorders	N	2	159	160
080	C0663	Diagnostic mental health assessment at school by school-employed or contracted mental health professional	N	2	161	162
081	C0665	Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional	N	2	163	164
082	C0667	Treatment to students for mental health disorders	N	2	165	166
083	C0669	Treatment at school by school-employed or contracted mental health professional	N	2	167	168
084	C0671	Treatment outside of school by school-employed or contracted mental health professional	N	2	169	170

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
085	C0674	Inadequate access to professionals limits mental health efforts	N	2	171	172
086	C0676	Inadequate funding limits mental health efforts	N	2	173	174
087	C0678	Potential legal issues limit mental health efforts	N	2	175	176
088	C0681	Concerns about reactions from parents limit mental health efforts	N	2	177	178
089	C0682	Lack of community support limits mental health efforts	N	2	179	180
090	C0684	Payment policies limit mental health efforts	N	2	181	182
091	C0686	Reluctance to label students limits mental health efforts	N	2	183	184
092	C0266	Teacher training - classroom management	N	2	185	186
093	C0268	Teacher training - discipline policies related to violence	N	2	187	188
094	C0265	Teacher training - discipline policies related to cyberbullying	N	2	189	190
095	C0267	Teacher training - discipline policies related to bullying	N	2	191	192
096	C0269	Teacher training - alcohol/drug discipline policy	N	2	193	194
097	C0270	Teacher training - safety procedures	N	2	195	196
098	C0272	Teacher training - early warning signs for violent behavior	N	2	197	198
099	C0278	Teacher training - signs of self-harm or suicidal tendencies	N	2	199	200
100	C0271	Teacher training - intervention and referral strategies	N	2	201	202
101	C0273	Teacher training - recognize bullying behavior	N	2	203	204
102	C0274	Teacher training - student alcohol/drug abuse	N	2	205	206
103	C0276	Teacher training - positive behavioral intervention	N	2	207	208
104	C0277	Teacher training - crisis prevention and intervention	N	2	209	210
105	C0279	Legally carried a firearm	N	2	211	212

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
106	C0280	Efforts limited by inadequate/lack of teacher training	N	2	213	214
107	C0282	Efforts limited by inadequate/lack of alternative placement	N	2	215	216
108	C0284	Efforts limited by parental complaints	N	2	217	218
109	C0286	Efforts limited by inadequate/lack of teacher support	N	2	219	220
110	C0288	Efforts limited by inadequate/lack of parent support	N	2	221	222
111	C0290	Efforts limited by fear of student retaliation	N	2	223	224
112	C0292	Efforts limited by fear of litigation	N	2	225	226
113	C0294	Efforts limited by inadequate funds	N	2	227	228
114	C0296	Efforts limited by inconsistent application of policies	N	2	229	230
115	C0690_R	Any hate crimes	N	2	231	232
116	C0705	Any incidents of sexual misconduct	N	2	233	234
117	C0688	Number of arrests at school (categorical)	N	2	235	236
118	C0374	How often student racial/ethnic tensions	N	2	237	238
119	C0376	How often student bullying	N	2	239	240
120	C0378	How often student sexual harassment of students	N	2	241	242
121	C0381	How often student harassment based on sexual orientation	N	2	243	244
122	C0383	How often student harassment based on gender identity	N	2	245	246
123	C0385	How often student harassment based on religion	N	2	247	248
124	C0387	How often student harassment based on disability	N	2	249	250
125	C0382	How often widespread disorder in classroom	N	2	251	252
126	C0380	How often student verbal abuse of teachers	N	2	253	254
127	C0384	How often student acts of disrespect for teachers - not verbal abuse	N	2	255	256
128	C0386	How often student gang activities	N	2	257	258

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
129	C0389	How often cyberbullying among students	N	2	259	260
130	C0390	Removal with no services available	N	2	261	262
131	C0392	Removal with no services available - action used	N	2	263	264
132	C0394	Removal with tutoring/home instruction available	N	2	265	266
133	C0396	Removal with tutoring/home instruction available - action used	N	2	267	268
134	C0398	Transfer to alternative school available	N	2	269	270
135	C0400	Transfer to alternative school available - action used	N	2	271	272
136	C0402	Transfer to regular school available	N	2	273	274
137	C0404	Transfer to regular school available - action used	N	2	275	276
138	C0406	Outside suspension with no services available	N	2	277	278
139	C0408	Outside suspension with no services available - action used	N	2	279	280
140	C0410	Outside suspension with services available	N	2	281	282
141	C0412	Outside suspension with services available - action used	N	2	283	284
142	C0414	In-school suspension with no services available	N	2	285	286
143	C0416	In-school suspension with no services available - action used	N	2	287	288
144	C0418	In-school suspension with services available	N	2	289	290
145	C0420	In-school suspension with services available - action used	N	2	291	292
146	C0422	Referral to school counselor available	N	2	293	294
147	C0424	Referral to school counselor available - action used	N	2	295	296
148	C0426	In-school disciplinary program available	N	2	297	298
149	C0428	In-school disciplinary program available - action used	N	2	299	300
150	C0430	Outside school disciplinary program available	N	2	301	302

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
151	C0432	Outside school disciplinary program available - action used	N	2	303	304
152	C0434	Loss of bus privileges for misbehavior available	N	2	305	306
153	C0436	Loss of bus privileges for misbehavior available - action used	N	2	307	308
154	C0438	Corporal punishment available	N	2	309	310
155	C0440	Corporal punishment available - action used	N	2	311	312
156	C0442	School probation available	N	2	313	314
157	C0444	School probation available - action used	N	2	315	316
158	C0446	Detention/Saturday school available	N	2	317	318
159	C0448	Detention/Saturday school available - action used	N	2	319	320
160	C0450	Loss of student privileges available	N	2	321	322
161	C0452	Loss of student privileges available - action used	N	2	323	324
162	C0454	Require community service available	N	2	325	326
163	C0456	Require community service available - action used	N	2	327	328
164	C0024	Grades offered - PreK	N	2	329	330
165	C0026	Grades offered - K	N	2	331	332
166	C0028	Grades offered - 1st	N	2	333	334
167	C0030	Grades offered - 2nd	N	2	335	336
168	C0032	Grades offered - 3rd	N	2	337	338
169	C0034	Grades offered - 4th	N	2	339	340
170	C0036	Grades offered - 5th	N	2	341	342
171	C0038	Grades offered - 6th	N	2	343	344
172	C0040	Grades offered - 7th	N	2	345	346
173	C0042	Grades offered - 8th	N	2	347	348
174	C0044	Grades offered - 9th	N	2	349	350
175	C0046	Grades offered - 10th	N	2	351	352
176	C0048	Grades offered - 11th	N	2	353	354
177	C0050	Grades offered - 12th	N	2	355	356
178	C0052	Grades offered - ungraded	N	2	357	358
179	C05s70	# of students transferred to school	N	4	359	362

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
180	C0572	# of students transferred from school	N	4	363	366
181	C0568	Percent attendance on average day	N	3	367	369
182	C0538	Typical number of classroom changes	N	2	370	371
183	C0526	Percent students English language learners	N	3	372	374
184	C0528	Percent children with disabilities	N	3	375	377
185	C0532	Percent students below 15th percentile standardized tests	N	3	378	380
186	C0534	Percent students likely to go to college	N	3	381	383
187	C0536	Percent students academic achievement important	N	3	384	386
188	C0560	Crime where your students live	N	2	387	388
189	C0562	Crime where your school is located	N	2	389	390
190	C0014_R	Title/position of respondent (recoded)	N	8	391	398
191	C0016_R	# of years respondent at the school (topcoded)	N	8	399	406
192	C0076	Other school personnel	N	2	407	408
193	C0578	Month questionnaire completed	N	2	409	410
194	C0579	Day questionnaire completed	N	2	411	412
195	C0580	Number of minutes to complete questionnaire	N	3	413	415
196	STRATA	Collapsed sampling strata	N	3	416	418
197	CRISIS20	# of types of crises covered in written plans	N	2	419	420
198	DISTOT20	Total number of disciplinary actions recorded	N	4	421	424
199	DISALC20	Total number of disciplinary actions recorded for distribution, possession, or use of alcohol	N	3	425	427
200	DISATT20	Total number of disciplinary actions recorded for physical attacks or fights	N	3	428	430
201	DISDRUG20	Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs	N	3	431	433
202	DISFIRE20	Total number of disciplinary actions recorded for use or possession of a firearm or explosive device	N	3	434	436

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
203	DISWEAP20	Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device	N	3	437	439
204	INCID20	Total number of incidents recorded	N	3	440	442
205	INCPOL20	Total number of incidents reported to sworn law enforcement	N	3	443	445
206	NONVIOINC20	Total number of non-violent incidents recorded	N	3	446	448
207	NONVIOPOL20	Total number of non-violent incidents reported to sworn law enforcement	N	3	449	451
208	OTHACT20	Total number of other disciplinary actions for specified offenses	N	3	452	454
209	OUTSUS20	Total number of out-of-school suspensions	N	3	455	457
210	PROBWK20	# of types of disciplinary problems that occur daily or at least once a week	N	2	458	459
211	REMOVL20	Total number of removals with no continuing school services for specified offenses	N	2	460	461
212	SEC_FT20	Total number of full-time security officers, SROs, and other sworn law enforcement officers	N	2	462	463
213	SEC_PT20	Total number of part-time security officers, SROs, and other sworn law enforcement officers	N	2	464	465
214	STUOFF20	Total number of students involved in recorded offenses (regardless of disciplinary action)	N	3	466	468
215	SVINC20	Total number of serious violent incidents recorded	N	3	469	471
216	SVPOL20	Total number of serious violent incidents reported to sworn law enforcement	N	2	472	473
217	TRANSF20	Total number of transfers to alternative schools for specified offenses	N	3	474	476
218	VIOINC20	Total number of violent incidents recorded	N	3	477	479
219	VIOPOL20	Total number of violent incidents reported to sworn law enforcement	N	3	480	482
220	FR_URBAN	Urbanicity - Based on urban-centric location of school	N	2	483	484

Table B-1. List of variables, SSOCs:2020—Continued

Order	Variable	Label	Format	Length	Start column	End column
221	FR_LEVELX	Grade level of school (NEW)	C	2	485	486
222	FR_SIZE	Size of school	N	2	487	488
223	PERMINX	Percent minority enrollment (categorical)	C	2	489	490
224	PERCWHTX	Percent White, non-Hispanic enrollment	C	2	491	492
225	FINALWGT	Final school weight	C	12	493	504
226	REPFWT1	Jackknife replicate 1	C	12	505	516
227	REPFWT2	Jackknife replicate 2	C	12	517	528
228	REPFWT3	Jackknife replicate 3	C	12	529	540
229	REPFWT4	Jackknife replicate 4	C	12	541	552
230	REPFWT5	Jackknife replicate 5	C	12	553	564
231	REPFWT6	Jackknife replicate 6	C	12	565	576
232	REPFWT7	Jackknife replicate 7	C	12	577	588
233	REPFWT8	Jackknife replicate 8	C	12	589	600
234	REPFWT9	Jackknife replicate 9	C	12	601	612
235	REPFWT10	Jackknife replicate 10	C	12	613	624
236	REPFWT11	Jackknife replicate 11	C	12	625	636
237	REPFWT12	Jackknife replicate 12	C	12	637	648
238	REPFWT13	Jackknife replicate 13	C	12	649	660
239	REPFWT14	Jackknife replicate 14	C	12	661	672
240	REPFWT15	Jackknife replicate 15	C	12	673	684
241	REPFWT16	Jackknife replicate 16	C	12	685	696
242	REPFWT17	Jackknife replicate 17	C	12	697	708
243	REPFWT18	Jackknife replicate 18	C	12	709	720
244	REPFWT19	Jackknife replicate 19	C	12	721	732
245	REPFWT20	Jackknife replicate 20	C	12	733	744
246	REPFWT21	Jackknife replicate 21	C	12	745	756
247	REPFWT22	Jackknife replicate 22	C	12	757	768
248	REPFWT23	Jackknife replicate 23	C	12	769	780
249	REPFWT24	Jackknife replicate 24	C	12	781	792
250	REPFWT25	Jackknife replicate 25	C	12	793	804
251	REPFWT26	Jackknife replicate 26	C	12	805	816
252	REPFWT27	Jackknife replicate 27	C	12	817	828
253	REPFWT28	Jackknife replicate 28	C	12	829	840
254	REPFWT29	Jackknife replicate 29	C	12	841	852

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
255	REPFWT30	Jackknife replicate 30	C	12	853	864
256	REPFWT31	Jackknife replicate 31	C	12	865	876
257	REPFWT32	Jackknife replicate 32	C	12	877	888
258	REPFWT33	Jackknife replicate 33	C	12	889	900
259	REPFWT34	Jackknife replicate 34	C	12	901	912
260	REPFWT35	Jackknife replicate 35	C	12	913	924
261	REPFWT36	Jackknife replicate 36	C	12	925	936
262	REPFWT37	Jackknife replicate 37	C	12	937	948
263	REPFWT38	Jackknife replicate 38	C	12	949	960
264	REPFWT39	Jackknife replicate 39	C	12	961	972
265	REPFWT40	Jackknife replicate 40	C	12	973	984
266	REPFWT41	Jackknife replicate 41	C	12	985	996
267	REPFWT42	Jackknife replicate 42	C	12	997	1008
268	REPFWT43	Jackknife replicate 43	C	12	1009	1020
269	REPFWT44	Jackknife replicate 44	C	12	1021	1032
270	REPFWT45	Jackknife replicate 45	C	12	1033	1044
271	REPFWT46	Jackknife replicate 46	C	12	1045	1056
272	REPFWT47	Jackknife replicate 47	C	12	1057	1068
273	REPFWT48	Jackknife replicate 48	C	12	1069	1080
274	REPFWT49	Jackknife replicate 49	C	12	1081	1092
275	REPFWT50	Jackknife replicate 50	C	12	1093	1104
276	IC0110	Imputation Flag for C0110	N	2	1105	1106
277	IC0112	Imputation Flag for C0112	N	2	1107	1108
278	IC0114	Imputation Flag for C0114	N	2	1109	1110
279	IC0121	Imputation Flag for C0121	N	2	1111	1112
280	IC0122	Imputation Flag for C0122	N	2	1113	1114
281	IC0138	Imputation Flag for C0138	N	2	1115	1116
282	IC0139	Imputation Flag for C0139	N	2	1117	1118
283	IC0141	Imputation Flag for C0141	N	2	1119	1120
284	IC0144	Imputation Flag for C0144	N	2	1121	1122
285	IC0146	Imputation Flag for C0146	N	2	1123	1124
286	IC0150	Imputation Flag for C0150	N	2	1125	1126
287	IC0116	Imputation Flag for C0116	N	2	1127	1128
288	IC0120	Imputation Flag for C0120	N	2	1129	1130
289	IC0125	Imputation Flag for C0125	N	2	1131	1132

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
290	IC0129	Imputation Flag for C0129	N	2	1133	1134
291	IC0134	Imputation Flag for C0134	N	2	1135	1136
292	IC0136	Imputation Flag for C0136	N	2	1137	1138
293	IC0140	Imputation Flag for C0140	N	2	1139	1140
294	IC0143	Imputation Flag for C0143	N	2	1141	1142
295	IC0142	Imputation Flag for C0142	N	2	1143	1144
296	IC0153	Imputation Flag for C0153	N	2	1145	1146
297	IC0155	Imputation Flag for C0155	N	2	1147	1148
298	IC0158	Imputation Flag for C0158	N	2	1149	1150
299	IC0162	Imputation Flag for C0162	N	2	1151	1152
300	IC0166	Imputation Flag for C0166	N	2	1153	1154
301	IC0170	Imputation Flag for C0170	N	2	1155	1156
302	IC0169	Imputation Flag for C0169	N	2	1157	1158
303	IC0161	Imputation Flag for C0161	N	2	1159	1160
304	IC0157	Imputation Flag for C0157	N	2	1161	1162
305	IC0163	Imputation Flag for C0163	N	2	1163	1164
306	IC0165	Imputation Flag for C0165	N	2	1165	1166
307	IC0167	Imputation Flag for C0167	N	2	1167	1168
308	IC0174	Imputation Flag for C0174	N	2	1169	1170
309	IC0183	Imputation Flag for C0183	N	2	1171	1172
310	IC0176	Imputation Flag for C0176	N	2	1173	1174
311	IC0181	Imputation Flag for C0181	N	2	1175	1176
312	IC0175	Imputation Flag for C0175	N	2	1177	1178
313	IC0177	Imputation Flag for C0177	N	2	1179	1180
314	IC0179	Imputation Flag for C0179	N	2	1181	1182
315	IC0186	Imputation Flag for C0186	N	2	1183	1184
316	IC0600	Imputation Flag for C0600	N	2	1185	1186
317	IC0604	Imputation Flag for C0604	N	2	1187	1188
318	IC0606	Imputation Flag for C0606	N	2	1189	1190
319	IC0608	Imputation Flag for C0608	N	2	1191	1192
320	IC0190	Imputation Flag for C0190	N	2	1193	1194
321	IC0192	Imputation Flag for C0192	N	2	1195	1196
322	IC0204	Imputation Flag for C0204	N	2	1197	1198
323	IC0206	Imputation Flag for C0206	N	2	1199	1200
324	IC0208	Imputation Flag for C0208	N	2	1201	1202
325	IC0210	Imputation Flag for C0210	N	2	1203	1204

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
326	IC0212	Imputation Flag for C0212	N	2	1205	1206
327	IC0214	Imputation Flag for C0214	N	2	1207	1208
328	IC0216	Imputation Flag for C0216	N	2	1209	1210
329	IC0218	Imputation Flag for C0218	N	2	1211	1212
330	IC0610	Imputation Flag for C0610	N	2	1213	1214
331	IC0614	Imputation Flag for C0614	N	2	1215	1216
332	IC0616	Imputation Flag for C0616	N	2	1217	1218
333	IC0618	Imputation Flag for C0618	N	2	1219	1220
334	IC0621	Imputation Flag for C0621	N	2	1221	1222
335	IC0622	Imputation Flag for C0622	N	2	1223	1224
336	IC0624	Imputation Flag for C0624	N	2	1225	1226
337	IC0626	Imputation Flag for C0626	N	2	1227	1228
338	IC0628	Imputation Flag for C0628	N	2	1229	1230
339	IC0630	Imputation Flag for C0630	N	2	1231	1232
340	IC0632	Imputation Flag for C0632	N	2	1233	1234
341	IC0636	Imputation Flag for C0636	N	2	1235	1236
342	IC0638	Imputation Flag for C0638	N	2	1237	1238
343	IC0640	Imputation Flag for C0640	N	2	1239	1240
344	IC0642	Imputation Flag for C0642	N	2	1241	1242
345	IC0644	Imputation Flag for C0644	N	2	1243	1244
346	IC0646	Imputation Flag for C0646	N	2	1245	1246
347	IC0650	Imputation Flag for C0650	N	2	1247	1248
348	IC0652	Imputation Flag for C0652	N	2	1249	1250
349	IC0654	Imputation Flag for C0654	N	2	1251	1252
350	IC0656	Imputation Flag for C0656	N	2	1253	1254
351	IC0658	Imputation Flag for C0658	N	2	1255	1256
352	IC0660	Imputation Flag for C0660	N	2	1257	1258
353	IC0661	Imputation Flag for C0661	N	2	1259	1260
354	IC0663	Imputation Flag for C0663	N	2	1261	1262
355	IC0665	Imputation Flag for C0665	N	2	1263	1264
356	IC0667	Imputation Flag for C0667	N	2	1265	1266
357	IC0669	Imputation Flag for C0669	N	2	1267	1268
358	IC0671	Imputation Flag for C0671	N	2	1269	1270
359	IC0674	Imputation Flag for C0674	N	2	1271	1272
360	IC0676	Imputation Flag for C0676	N	2	1273	1274

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
361	IC0678	Imputation Flag for C0678	N	2	1275	1276
362	IC0681	Imputation Flag for C0681	N	2	1277	1278
363	IC0682	Imputation Flag for C0682	N	2	1279	1280
364	IC0684	Imputation Flag for C0684	N	2	1281	1282
365	IC0686	Imputation Flag for C0686	N	2	1283	1284
366	IC0266	Imputation Flag for C0266	N	2	1285	1286
367	IC0268	Imputation Flag for C0268	N	2	1287	1288
368	IC0265	Imputation Flag for C0265	N	2	1289	1290
369	IC0267	Imputation Flag for C0267	N	2	1291	1292
370	IC0269	Imputation Flag for C0269	N	2	1293	1294
371	IC0270	Imputation Flag for C0270	N	2	1295	1296
372	IC0272	Imputation Flag for C0272	N	2	1297	1298
373	IC0278	Imputation Flag for C0278	N	2	1299	1300
374	IC0271	Imputation Flag for C0271	N	2	1301	1302
375	IC0273	Imputation Flag for C0273	N	2	1303	1304
376	IC0274	Imputation Flag for C0274	N	2	1305	1306
377	IC0276	Imputation Flag for C0276	N	2	1307	1308
378	IC0277	Imputation Flag for C0277	N	2	1309	1310
379	IC0279	Imputation Flag for C0279	N	2	1311	1312
380	IC0280	Imputation Flag for C0280	N	2	1313	1314
381	IC0282	Imputation Flag for C0282	N	2	1315	1316
382	IC0284	Imputation Flag for C0284	N	2	1317	1318
383	IC0286	Imputation Flag for C0286	N	2	1319	1320
384	IC0288	Imputation Flag for C0288	N	2	1321	1322
385	IC0290	Imputation Flag for C0290	N	2	1323	1324
386	IC0292	Imputation Flag for C0292	N	2	1325	1326
387	IC0294	Imputation Flag for C0294	N	2	1327	1328
388	IC0296	Imputation Flag for C0296	N	2	1329	1330
389	IC0705	Imputation Flag for C0705	N	2	1331	1332
390	IC0688	Imputation Flag for C0688	N	2	1333	1334
391	IC0374	Imputation Flag for C0374	N	2	1335	1336
392	IC0376	Imputation Flag for C0376	N	2	1337	1338
393	IC0378	Imputation Flag for C0378	N	2	1339	1340
394	IC0381	Imputation Flag for C0381	N	2	1341	1342
395	IC0383	Imputation Flag for C0383	N	2	1343	1344

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
396	IC0385	Imputation Flag for C0385	N	2	1345	1346
397	IC0387	Imputation Flag for C0387	N	2	1347	1348
398	IC0382	Imputation Flag for C0382	N	2	1349	1350
399	IC0380	Imputation Flag for C0380	N	2	1351	1352
400	IC0384	Imputation Flag for C0384	N	2	1353	1354
401	IC0386	Imputation Flag for C0386	N	2	1355	1356
402	IC0389	Imputation Flag for C0389	N	2	1357	1358
403	IC0390	Imputation Flag for C0390	N	2	1359	1360
404	IC0392	Imputation Flag for C0392	N	2	1361	1362
405	IC0394	Imputation Flag for C0394	N	2	1363	1364
406	IC0396	Imputation Flag for C0396	N	2	1365	1366
407	IC0398	Imputation Flag for C0398	N	2	1367	1368
408	IC0400	Imputation Flag for C0400	N	2	1369	1370
409	IC0402	Imputation Flag for C0402	N	2	1371	1372
410	IC0404	Imputation Flag for C0404	N	2	1373	1374
411	IC0406	Imputation Flag for C0406	N	2	1375	1376
412	IC0408	Imputation Flag for C0408	N	2	1377	1378
413	IC0410	Imputation Flag for C0410	N	2	1379	1380
414	IC0412	Imputation Flag for C0412	N	2	1381	1382
415	IC0414	Imputation Flag for C0414	N	2	1383	1384
416	IC0416	Imputation Flag for C0416	N	2	1385	1386
417	IC0418	Imputation Flag for C0418	N	2	1387	1388
418	IC0420	Imputation Flag for C0420	N	2	1389	1390
419	IC0422	Imputation Flag for C0422	N	2	1391	1392
420	IC0424	Imputation Flag for C0424	N	2	1393	1394
421	IC0426	Imputation Flag for C0426	N	2	1395	1396
422	IC0428	Imputation Flag for C0428	N	2	1397	1398
423	IC0430	Imputation Flag for C0430	N	2	1399	1400
424	IC0432	Imputation Flag for C0432	N	2	1401	1402
425	IC0434	Imputation Flag for C0434	N	2	1403	1404
426	IC0436	Imputation Flag for C0436	N	2	1405	1406
427	IC0438	Imputation Flag for C0438	N	2	1407	1408
428	IC0440	Imputation Flag for C0440	N	2	1409	1410
429	IC0442	Imputation Flag for C0442	N	2	1411	1412
430	IC0444	Imputation Flag for C0444	N	2	1413	1414
431	IC0446	Imputation Flag for C0446	N	2	1415	1416

Table B-1. List of variables, SSOCs:2020–Continued

Order	Variable	Label	Format	Length	Start column	End column
432	IC0448	Imputation Flag for C0448	N	2	1417	1418
433	IC0450	Imputation Flag for C0450	N	2	1419	1420
434	IC0452	Imputation Flag for C0452	N	2	1421	1422
435	IC0454	Imputation Flag for C0454	N	2	1423	1424
436	IC0456	Imputation Flag for C0456	N	2	1425	1426
437	IC0024	Imputation Flag for C0024	N	2	1427	1428
438	IC0026	Imputation Flag for C0026	N	2	1429	1430
439	IC0028	Imputation Flag for C0028	N	2	1431	1432
440	IC0030	Imputation Flag for C0030	N	2	1433	1434
441	IC0032	Imputation Flag for C0032	N	2	1435	1436
442	IC0034	Imputation Flag for C0034	N	2	1437	1438
443	IC0036	Imputation Flag for C0036	N	2	1439	1440
444	IC0038	Imputation Flag for C0038	N	2	1441	1442
445	IC0040	Imputation Flag for C0040	N	2	1443	1444
446	IC0042	Imputation Flag for C0042	N	2	1445	1446
447	IC0044	Imputation Flag for C0044	N	2	1447	1448
448	IC0046	Imputation Flag for C0046	N	2	1449	1450
449	IC0048	Imputation Flag for C0048	N	2	1451	1452
450	IC0050	Imputation Flag for C0050	N	2	1453	1454
451	IC0052	Imputation Flag for C0052	N	2	1455	1456
452	IC0570	Imputation Flag for C0570	N	2	1457	1458
453	IC0572	Imputation Flag for C0572	N	2	1459	1460
454	IC0568	Imputation Flag for C0568	N	2	1461	1462
455	IC0538	Imputation Flag for C0538	N	2	1463	1464
456	IC0526	Imputation Flag for C0526	N	2	1465	1466
457	IC0528	Imputation Flag for C0528	N	2	1467	1468
458	IC0532	Imputation Flag for C0532	N	2	1469	1470
459	IC0534	Imputation Flag for C0534	N	2	1471	1472
460	IC0536	Imputation Flag for C0536	N	2	1473	1474
461	IC0560	Imputation Flag for C0560	N	2	1475	1476
462	IC0562	Imputation Flag for C0562	N	2	1477	1478
463	IC0580	Imputation Flag for C0580	N	2	1479	1480

Appendix C. 2019-20 School Survey on Crime and Safety Public-Use Codebook

SSOCS 2020 Codebook

Variable Name: SCHID

Unique school identifier

Range

0004 – 4800

Answered

2370

1a. During the 2019-20 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

School practice require visitor check in and badges

Distribution:

1 Yes

Frequency

2330

**Unweighted
Percent**

98.31

2 No

40

1.69

2370

100

1b. During the 2019-20 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

Building access controlled locked/monitored doors

Distribution:

1 Yes

Frequency

2288

**Unweighted
Percent**

96.54

2 No

82

3.46

2370

100

1c. During the 2019-20 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

Grounds access controlled locked/monitored gates

Distribution:		Frequency	Unweighted Percent
1	Yes	1358	57.30
2	No	1012	42.70
		2370	100

1d. During the 2019-20 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

Equip classrooms with locks so that doors are locked from inside

Distribution:		Frequency	Unweighted Percent
1	Yes	1736	73.25
2	No	634	26.75
		2370	100

1e. During the 2019-20 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

Practice to close campus for lunch

Distribution:		Frequency	Unweighted Percent
1	Yes	1811	76.41
2	No	559	23.59
		2370	100

1f. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1541	65.02
2	No	829	34.98
		2370	100

1g. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1006	42.45
2	No	1364	57.55
		2370	100

1h. During the 2019-20 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

Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency

Distribution:		Frequency	Unweighted Percent
1	Yes	1683	71.01
2	No	687	28.99
		2370	100

1i. During the 2019-20 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

Require faculty and staff to wear badge or picture ID

Distribution:		Frequency	Unweighted Percent
1	Yes	1818	76.71
2	No	552	23.29
		2370	100

1j. During the 2019-20 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

Security camera(s) monitor the school

Distribution:		Frequency	Unweighted Percent
1	Yes	2217	93.54
2	No	153	6.46
		2370	100

1k. During the 2019-20 school year, was it a practice of your school to do the following? Provide two-way radios to any staff

Variable Name: C0150

Provide two-way radios to any staff

Distribution:		Frequency	Unweighted Percent
1	Yes	1996	84.22
2	No	374	15.78
		2370	100

1l. During the 2019-20 school year, was it a practice of your school to do the following? Require metal detector checks on students every day

Variable Name: C0116

Students pass through metal detectors

Distribution:		Frequency	Unweighted Percent
1	Yes	92	3.88
2	No	2278	96.12
		2370	100

1m. During the 2019-20 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

Have random metal detector checks on students

Distribution:		Frequency	Unweighted Percent
1	Yes	222	9.37
2	No	2148	90.63
		2370	100

1n. During the 2019-20 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

Random sweeps for contraband

Distribution:		Frequency	Unweighted Percent
1	Yes	1045	44.09
2	No	1325	55.91
		2370	100

1o. During the 2019-20 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

Require drug testing for students in extracurricular activities

Distribution:		Frequency	Unweighted Percent
1	Yes	313	13.21
2	No	2057	86.79
		2370	100

1p. During the 2019-20 school year, was it a practice of your school to do the following? Require students to wear uniforms

Variable Name: C0134

Require students to wear uniforms

Distribution:		Frequency	Unweighted Percent
1	Yes	361	15.23
2	No	2009	84.77
		2370	100

1q. During the 2019-20 school year, was it a practice of your school to do the following? Enforce a strict dress code

Variable Name: C0136

Practice to enforce a strict dress code

Distribution:		Frequency	Unweighted Percent
1	Yes	1108	46.75
2	No	1262	53.25
		2370	100

1r. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	137	5.78
2	No	2233	94.22
		2370	100

1s. During the 2019-20 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

Provide a structured anonymous threat reporting system

Distribution:		Frequency	Unweighted Percent
1	Yes	1744	73.59
2	No	626	26.41
		2370	100

1t. During the 2019-20 school year, was it a practice of your school to do the following? Require students to wear badges or picture IDs

Variable Name: C0142

Require students to wear badge or picture ID

Distribution:		Frequency	Unweighted Percent
1	Yes	388	16.37
2	No	1982	83.63
		2370	100

1u. During the 2019-20 school year, was it a practice of your school to do the following? Prohibit non-academic use of cell phones or smartphones during school hours

Variable Name: C0153

Prohibit non-academic use of cell phones or smartphones during school hours

Distribution:		Frequency	Unweighted Percent
1	Yes	1623	68.48
2	No	747	31.52
		2370	100

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

Variable Name: C0155

Written plan for active shooter

Distribution:		Frequency	Unweighted Percent
1	Yes	2298	96.96
2	No	72	3.04
		2370	100

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)

Variable Name: C0158

Written plan for natural disasters

Distribution:		Frequency	Unweighted Percent
1	Yes	2289	96.58
2	No	81	3.42
		2370	100

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

Variable Name: C0162

Written plan for hostages

Distribution:		Frequency	Unweighted Percent
1	Yes	1269	53.54
2	No	1101	46.46
		2370	100

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

Variable Name: C0166

Written plan for bomb threats or incidents

Distribution:		Frequency	Unweighted Percent
1	Yes	2235	94.30
2	No	135	5.70
		2370	100

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)

Variable Name: C0170

Written plan for chemical, biological, or radiological threats

Distribution:		Frequency	Unweighted Percent
1	Yes	1788	75.44
2	No	582	24.56
		2370	100

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

Variable Name: C0169

Written plan for suicide threats or incidents

Distribution:		Frequency	Unweighted Percent
1	Yes	2219	93.63
2	No	151	6.37
		2370	100

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

Variable Name: C0161

Written plan for pandemic disease

Distribution:		Frequency	Unweighted Percent
1	Yes	1234	52.07
2	No	1136	47.93
		2370	100

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

Distribution:		Frequency	Unweighted Percent
1	Yes	2144	90.46
2	No	226	9.54
		2370	100

3a. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	2247	94.81
2	No	123	5.19
		2370	100

3b. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	2326	98.14
2	No	44	1.86
		2370	100

3c. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	2201	92.87
2	No	169	7.13
		2370	100

4a. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	2256	95.19
2	No	114	4.81
		2370	100

4b. During the 2019-20 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 for students

Distribution:		Frequency	Unweighted Percent
1	Yes	2202	92.91
2	No	168	7.09
		2370	100

4c. During the 2019-20 school year, did your school have any activities that included the following components for students? Behavioral or behavior modification intervention for students (including use of positive reinforcements)

Variable Name: C0176

Behavioral modification for students

Distribution:		Frequency	Unweighted Percent
1	Yes	2251	94.98
2	No	119	5.02
		2370	100

4d. During the 2019-20 school year, did your school have any activities that included the following components for students? Individual mentoring, tutoring or coaching of students by adults

Variable Name: C0181

Individual mentoring/tutoring/coaching by adults

Distribution:		Frequency	Unweighted Percent
1	Yes	2219	93.63
2	No	151	6.37
		2370	100

4e. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1213	51.18
2	No	1157	48.82
		2370	100

4f. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	245	10.34
2	No	2125	89.66
		2370	100

4g. During the 2019-20 school year, did your school have any activities that included the following components for students? Student involvement in restorative practices (e.g., peace circles or conflict circles)

Variable Name: C0179

Student involvement in restorative practices

Distribution:		Frequency	Unweighted Percent
1	Yes	1392	58.73
2	No	978	41.27
		2370	100

4h. During the 2019-20 school year, did your school have any activities that included the following components for students? Programs to promote a sense of community or social integration among students

Variable Name: C0186

Promote sense of community/social integration

Distribution:		Frequency	Unweighted Percent
1	Yes	2074	87.51
2	No	296	12.49
		2370	100

5. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1622	68.44
2	No	748	31.56
		2370	100

6a. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1055	44.51
2	No	1315	55.49
		2370	100

6b. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1256	53.00
2	No	1114	47.00
		2370	100

6c. During the 2019-20 school year, did your school have any recognized student groups with the following purposes? Acceptance of cultural or religious diversity (e.g., Cultural Awareness Club)

Variable Name: C0608

Cultural or religious diversity acceptance group

Distribution:		Frequency	Unweighted Percent
1	Yes	1031	43.50
2	No	1339	56.50
		2370	100

7a. 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1337	56.41
2	No	1033	43.59
		2370	100

7b. 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1179	49.75
2	No	1191	50.25
		2370	100

8a. During the 2019-20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school? Parent groups

Variable Name: C0204

Community involvement - parent groups

Distribution:		Frequency	Unweighted Percent
1	Yes	1855	78.27
2	No	515	21.73
		2370	100

8b. During the 2019-20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school? Social service agencies

Variable Name: C0206

Community involvement - social services

Distribution:		Frequency	Unweighted Percent
1	Yes	1773	74.81
2	No	597	25.19
		2370	100

8c. During the 2019-20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school? Juvenile justice agencies

Variable Name: C0208

Community involvement - juvenile justice

Distribution:		Frequency	Unweighted Percent
1	Yes	1151	48.57
2	No	1219	51.43
		2370	100

8d. During the 2019-20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school? Law enforcement agencies

Variable Name: C0210

Community involvement - law enforcement

Distribution:		Frequency	Unweighted Percent
1	Yes	2125	89.66
2	No	245	10.34
		2370	100

8e. During the 2019-20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school? Mental health agencies

Variable Name: C0212

Community involvement - mental health

Distribution:		Frequency	Unweighted Percent
1	Yes	1971	83.16
2	No	399	16.84
		2370	100

8f. During the 2019-20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school? Civic organizations or service clubs

Variable Name: C0214

Community involvement - civic organizations

Distribution:		Frequency	Unweighted Percent
1	Yes	1213	51.18
2	No	1157	48.82
		2370	100

8g. During the 2019-20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school? Private corporations or businesses

Variable Name: C0216

Community involvement - businesses

Distribution:		Frequency	Unweighted Percent
1	Yes	849	35.82
2	No	1521	64.18
		2370	100

8h. During the 2019-20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school? Religious organizations

Variable Name: C0218

Community involvement - religious organizations

Distribution:		Frequency	Unweighted Percent
1	Yes	815	34.39
2	No	1555	65.61
		2370	100

9. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1614	68.10
2	No	756	31.90
		2370	100

10a. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1476	62.28
2	No	138	5.82
		2370	100

10b. 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)

Variable Name: C0616

Sworn law enforcement officers present at school activities

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1469	61.98
2	No	145	6.12
		2370	100

10c. 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 or school activities were not occurring

Variable Name: C0618

Sworn law enforcement officers present when school/school activities were not occurring

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	944	39.83
2	No	670	28.27
		2370	100

11a. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1510	63.71
2	No	104	4.39
		2370	100

11b. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1244	52.49
2	No	370	15.61
		2370	100

11c. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1536	64.81
2	No	78	3.29
		2370	100

11d. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	770	32.49
2	No	844	35.61
		2370	100

12a. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1209	51.01
2	No	405	17.09
		2370	100

12b. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1474	62.19
2	No	140	5.91
		2370	100

12c. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	877	37.00
2	No	737	31.10
		2370	100

12d. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1389	58.61
2	No	225	9.49
		2370	100

12e. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1097	46.29
2	No	517	21.81
		2370	100

12f. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1239	52.28
2	No	375	15.82
		2370	100

12g. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	641	27.05
2	No	973	41.05
		2370	100

12h. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1204	50.80
2	No	410	17.30
		2370	100

12i. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1353	57.09
2	No	261	11.01
		2370	100

13. During the 2019-20 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Understanding, 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	756	31.90
1	Yes	1293	54.56
2	No	321	13.54
		2370	100

14a. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1077	45.44
1	Yes	797	33.63
2	No	126	5.32
3	Don't Know	370	15.61
		2370	100

14b. 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 restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray)

Variable Name: C0654

Policies for sworn law enforcement officers include use of restraints or sprays

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1077	45.44
1	Yes	649	27.38
2	No	145	6.12
3	Don't Know	499	21.05
		2370	100

14c. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1077	45.44
1	Yes	568	23.97
2	No	172	7.26
3	Don't Know	553	23.33
		2370	100

14d. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1077	45.44
1	Yes	738	31.14
2	No	125	5.27
3	Don't Know	430	18.14
		2370	100

14e. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1077	45.44
1	Yes	847	35.74
2	No	69	2.91
3	Don't Know	377	15.91
		2370	100

17. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1463	61.73
2	No	907	38.27
		2370	100

18a. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	907	38.27
1	Yes	1309	55.23
2	No	154	6.50
		2370	100

18b. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	907	38.27
1	Yes	1057	44.60
2	No	406	17.13
		2370	100

19. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1082	45.65
2	No	1288	54.35
		2370	100

20a. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1288	54.35
1	Yes	1006	42.45
2	No	76	3.21
		2370	100

20b. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1288	54.35
1	Yes	777	32.78
2	No	305	12.87
		2370	100

21a. During the 2019-20 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

Variable Name: C0674

Inadequate access to professionals limits mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	858	36.20
2	Limits in minor way	849	35.82
3	Does not limit	663	27.97
		2370	100

21b. During the 2019-20 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students? Inadequate funding

Variable Name: C0676

Inadequate funding limits mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	1205	50.84
2	Limits in minor way	656	27.68
3	Does not limit	509	21.48
		2370	100

21c. During the 2019-20 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 districts (e.g., malpractice, insufficient supervision, confidentiality)

Variable Name: C0678

Potential legal issues limit mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	348	14.68
2	Limits in minor way	751	31.69
3	Does not limit	1271	53.63
		2370	100

21d. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	189	7.97
2	Limits in minor way	830	35.02
3	Does not limit	1351	57.00
		2370	100

21e. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	200	8.44
2	Limits in minor way	570	24.05
3	Does not limit	1600	67.51
		2370	100

21f. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	423	17.85
2	Limits in minor way	681	28.73
3	Does not limit	1266	53.42
		2370	100

21g. During the 2019-20 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

Reluctance to label students limits mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	188	7.93
2	Limits in minor way	765	32.28
3	Does not limit	1417	59.79
		2370	100

22a. During the 2019-20 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

Teacher training - classroom management

Distribution:		Frequency	Unweighted Percent
1	Yes	2085	87.97
2	No	285	12.03
		2370	100

22b. During the 2019-20 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

Teacher training - discipline policies related to violence

Distribution:		Frequency	Unweighted Percent
1	Yes	1924	81.18
2	No	446	18.82
		2370	100

22c. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1868	78.82
2	No	502	21.18
		2370	100

22d. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	2051	86.54
2	No	319	13.46
		2370	100

22e. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1524	64.30
2	No	846	35.70
		2370	100

22f. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	2305	97.26
2	No	65	2.74
		2370	100

22g. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1535	64.77
2	No	835	35.23
		2370	100

22h. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1955	82.49
2	No	415	17.51
		2370	100

22i. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1760	74.26
2	No	610	25.74
		2370	100

22j. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1942	81.94
2	No	428	18.06
		2370	100

22k. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1296	54.68
2	No	1074	45.32
		2370	100

22l. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	2043	86.20
2	No	327	13.80
		2370	100

22m. During the 2019-20 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

Distribution:		Frequency	Unweighted Percent
1	Yes	1891	79.79
2	No	479	20.21
		2370	100

23. Aside from sworn law enforcement officers (including School Resource Officers) or other security officers or personnel who carry firearms, during the 2019-20 school year, were there any staff at your school who legally carried a firearm on school property?

Variable Name: C0279

Legally carried a firearm

Distribution:		Frequency	Unweighted Percent
1	Yes	103	4.35
2	No	2267	95.65
		2370	100

24a. 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

Variable Name: C0280

Efforts limited by inadequate/lack of teacher training

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	142	5.99
2	Limits in minor way	835	35.23
3	Does not limit	1393	58.78
		2370	100

24b. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Lack of or inadequate alternative placement or programs for disruptive students

Variable Name: C0282

Efforts limited by inadequate/lack of alternative placement

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	825	34.81
2	Limits in minor way	797	33.63
3	Does not limit	748	31.56
		2370	100

24c. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Likelihood of complaints from parents

Variable Name: C0284

Efforts limited by parental complaints

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	155	6.54
2	Limits in minor way	741	31.27
3	Does not limit	1474	62.19
		2370	100

24d. 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

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	91	3.84
2	Limits in minor way	638	26.92
3	Does not limit	1641	69.24
		2370	100

24e. 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

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	228	9.62
2	Limits in minor way	936	39.49
3	Does not limit	1206	50.89
		2370	100

24f. 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

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	96	4.05
2	Limits in minor way	634	26.75
3	Does not limit	1640	69.20
		2370	100

24g. 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

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	210	8.86
2	Limits in minor way	843	35.57
3	Does not limit	1317	55.57
		2370	100

24h. 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

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	781	32.95
2	Limits in minor way	808	34.09
3	Does not limit	781	32.95
		2370	100

24i. 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

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	248	10.46
2	Limits in minor way	1017	42.91
3	Does not limit	1105	46.62
		2370	100

During the 2019-20 school year, how many hate crimes occurred at your school? (recoded)

Variable Name: C0690_R

Any hate crimes

Distribution:		Frequency	Unweighted Percent
1	Yes	93	3.92
2	No	2277	96.08
		2370	100

28. To the best of your knowledge, during the 2019-20 school year, have there been any incidents of sexual misconduct between a staff member and a student at your school?

Variable Name: C0705

Any incidents of sexual misconduct

Distribution:		Frequency	Unweighted Percent
1	Yes	39	1.65
2	No	2331	98.35
		2370	100

29. Please select the number of arrests including both students and non-students, that occurred at your school during the 2019-20 school year.

Variable Name: C0688

Number of arrests at school (categorical)

Distribution:		Frequency	Unweighted Percent
1	None	1617	68.23
2	1-5	589	24.85
3	6-10	90	3.80
4	11 or more	74	3.12
		2370	100

30a. To the best of your knowledge, how often do the following types of problems occur at your school? Student racial or ethnic tensions

Variable Name: C0374

How often student racial/ethnic tensions

Distribution:		Frequency	Unweighted Percent
1	Happens daily	23	0.97
2	Happens at least once a week	104	4.39
3	Happens at least once a month	149	6.29
4	Happens on occasion	1486	62.70
5	Never happens	608	25.65
		2370	100

30b. 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

Distribution:		Frequency	Unweighted Percent
1	Happens daily	119	5.02
2	Happens at least once a week	321	13.54
3	Happens at least once a month	424	17.89
4	Happens on occasion	1453	61.31
5	Never happens	53	2.24
		2370	100

30c. 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

Distribution:		Frequency	Unweighted Percent
1	Happens daily	15	0.63
2	Happens at least once a week	55	2.32
3	Happens at least once a month	139	5.86
4	Happens on occasion	1467	61.90
5	Never happens	694	29.28
		2370	100

30d. 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

Distribution:		Frequency	Unweighted Percent
1	Happens daily	14	0.59
2	Happens at least once a week	52	2.19
3	Happens at least once a month	93	3.92
4	Happens on occasion	1309	55.23
5	Never happens	902	38.06
		2370	100

30e. 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

Distribution:		Frequency	Unweighted Percent
1	Happens daily	14	0.59
2	Happens at least once a week	38	1.60
3	Happens at least once a month	68	2.87
4	Happens on occasion	1067	45.02
5	Never happens	1183	49.92
		2370	100

30f. 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

Distribution:		Frequency	Unweighted Percent
1	Happens daily	5	0.21
2	Happens at least once a week	13	0.55
3	Happens at least once a month	26	1.10
4	Happens on occasion	784	33.08
5	Never happens	1542	65.06
		2370	100

30g. 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

Distribution:		Frequency	Unweighted Percent
1	Happens daily	3	0.13
2	Happens at least once a week	23	0.97
3	Happens at least once a month	69	2.91
4	Happens on occasion	1206	50.89
5	Never happens	1069	45.11
		2370	100

30h. To the best of your knowledge, how often do the following types of problems occur at your school? Widespread disorder in classroom

Variable Name: C0382

How often widespread disorder in classroom

Distribution:		Frequency	Unweighted Percent
1	Happens daily	35	1.48
2	Happens at least once a week	80	3.38
3	Happens at least once a month	104	4.39
4	Happens on occasion	835	35.23
5	Never happens	1316	55.53
		2370	100

30i. 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

Distribution:		Frequency	Unweighted Percent
1	Happens daily	70	2.95
2	Happens at least once a week	175	7.38
3	Happens at least once a month	230	9.70
4	Happens on occasion	1308	55.19
5	Never happens	587	24.77
		2370	100

30j. 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

How often student acts of disrespect for teachers - not verbal abuse

Distribution:		Frequency	Unweighted Percent
1	Happens daily	165	6.96
2	Happens at least once a week	241	10.17
3	Happens at least once a month	258	10.89
4	Happens on occasion	1229	51.86
5	Never happens	477	20.13
		2370	100

30k. To the best of your knowledge, how often do the following types of problems occur at your school? Gang activities

Variable Name: C0386

How often student gang activities

Distribution:		Frequency	Unweighted Percent
1	Happens daily	6	0.25
2	Happens at least once a week	16	0.68
3	Happens at least once a month	34	1.43
4	Happens on occasion	478	20.17
5	Never happens	1836	77.47
		2370	100

31. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often does cyberbullying among students who attend your school occur?

Variable Name: C0389

How often cyberbullying among students

Distribution:		Frequency	Unweighted Percent
1	Happens daily	188	7.93
2	Happens at least once a week	423	17.85
3	Happens at least once a month	546	23.04
4	Happens on occasion	1089	45.95
5	Never happens	124	5.23
		2370	100

32a1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Removal with no continuing school services for at least remainder of school year

Variable Name: C0390

Removal with no services available

Distribution:		Frequency	Unweighted Percent
1	Yes	898	37.89
2	No	1472	62.11
		2370	100

32a2. If "yes," was the action used this school year? Removal with no continuing school services for at least remainder of school year

Variable Name: C0392

Removal with no services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1472	62.11
1	Yes	233	9.83
2	No	665	28.06
		2370	100

32b1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Removal with school-provided tutoring/home instruction for at least remainder of school year

Variable Name: C0394

Removal with tutoring/home instruction available

Distribution:		Frequency	Unweighted Percent
1	Yes	1231	51.94
2	No	1139	48.06
		2370	100

32b2. If "yes," was the action used this school year? Removal with school-provided tutoring/home instruction for at least remainder of school year

Variable Name: C0396 Removal with tutoring/home instruction available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1139	48.06
1	Yes	508	21.43
2	No	723	30.51
		2370	100

32c1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Transfer to an alternative school for disciplinary reasons

Variable Name: C0398 Transfer to alternative school available

Distribution:		Frequency	Unweighted Percent
1	Yes	1691	71.35
2	No	679	28.65
		2370	100

32c2. If "yes," was the action used this school year? Transfer to an alternative school for disciplinary reasons

Variable Name: C0400 Transfer to alternative school available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	679	28.65
1	Yes	962	40.59
2	No	729	30.76
		2370	100

32d1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Transfer to another regular school for disciplinary reasons

Variable Name: C0402

Transfer to regular school available

Distribution:		Frequency	Unweighted Percent
1	Yes	827	34.89
2	No	1543	65.11
		2370	100

32d2. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1543	65.11
1	Yes	309	13.04
2	No	518	21.86
		2370	100

32e1_1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Out-of-school suspension or removal for less than the remainder of the school year with no curriculum or services provided

Variable Name: C0406

Outside suspension with no services available

Distribution:		Frequency	Unweighted Percent
1	Yes	959	40.46
2	No	1411	59.54
		2370	100

32e1_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 or services provided

Variable Name: C0408

Outside suspension with no services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1411	59.54
1	Yes	775	32.70
2	No	184	7.76
		2370	100

32e2_1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Out-of-school suspension or removal for less than the remainder of the school year with curriculum or services provided

Variable Name: C0410

Outside suspension with services available

Distribution:		Frequency	Unweighted Percent
1	Yes	2043	86.20
2	No	327	13.80
		2370	100

32e2_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 or services provided

Variable Name: C0412

Outside suspension with services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	327	13.80
1	Yes	1696	71.56
2	No	347	14.64
		2370	100

32f1_1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? In-school suspension for less than the remainder of the school year with no curriculum or services provided

Variable Name: C0414

In-school suspension with no services available

Distribution:		Frequency	Unweighted Percent
1	Yes	460	19.41
2	No	1910	80.59
		2370	100

32f1_2. If "yes," was the action used this school year? In-school suspension for less than the remainder of the school year with no curriculum or services provided

Variable Name: C0416

In-school suspension with no services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1910	80.59
1	Yes	363	15.32
2	No	97	4.09
		2370	100

32f2_1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? In-school suspension for less than the remainder of the school year with curriculum or services provided

Variable Name: C0418

In-school suspension with services available

Distribution:		Frequency	Unweighted Percent
1	Yes	2018	85.15
2	No	352	14.85
		2370	100

32f2_2. If "yes," was the action used this school year? In-school suspension for less than the remainder of the school year with curriculum or services provided

Variable Name: C0420

In-school suspension with services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	352	14.85
1	Yes	1803	76.08
2	No	215	9.07
		2370	100

32g1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Referral to a school counselor

Variable Name: C0422

Referral to school counselor available

Distribution:		Frequency	Unweighted Percent
1	Yes	2173	91.69
2	No	197	8.31
		2370	100

32g2. If "yes," was the action used this school year? Referral to a school counselor

Variable Name: C0424

Referral to school counselor available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	197	8.31
1	Yes	2116	89.28
2	No	57	2.41
		2370	100

34h1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Assignment to a program (during school hours) designed to reduce disciplinary problems

Variable Name: C0426

In-school disciplinary program available

Distribution:		Frequency	Unweighted Percent
1	Yes	1392	58.73
2	No	978	41.27
		2370	100

32h2. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	978	41.27
1	Yes	1188	50.13
2	No	204	8.61
		2370	100

32i1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Assignment to a program (outside of school hours) designed to reduce disciplinary problems

Variable Name: C0430

Outside school disciplinary program available

Distribution:		Frequency	Unweighted Percent
1	Yes	884	37.30
2	No	1486	62.70
		2370	100

32i2. 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

Distribution:	Frequency	Unweighted Percent
-1 Legitimate skip	1486	62.70
1 Yes	642	27.09
2 No	242	10.21
	2370	100

32j1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Loss of school bus privileges due to misbehavior

Variable Name: C0434 Loss of bus privileges for misbehavior available

Distribution:	Frequency	Unweighted Percent
1 Yes	2054	86.67
2 No	316	13.33
	2370	100

32j2. If "yes," was the action used this school year? Loss of school bus privileges due to misbehavior

Variable Name: C0436 Loss of bus privileges for misbehavior available - action used

Distribution:	Frequency	Unweighted Percent
-1 Legitimate skip	316	13.33
1 Yes	1581	66.71
2 No	473	19.96
	2370	100

32k1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Corporal punishment

Variable Name: C0438

Corporal punishment available

Distribution:		Frequency	Unweighted Percent
1	Yes	172	7.26
2	No	2198	92.74
		2370	100

32k2. If "yes," was the action used this school year? Corporal punishment

Variable Name: C0440

Corporal punishment available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	2198	92.74
1	Yes	92	3.88
2	No	80	3.38
		2370	100

32l1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Placement on school probation with consequences if another incident occurs

Variable Name: C0442

School probation available

Distribution:		Frequency	Unweighted Percent
1	Yes	1273	53.71
2	No	1097	46.29
		2370	100

32l2. 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

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1097	46.29
1	Yes	985	41.56
2	No	288	12.15
		2370	100

32m1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Detention and/or Saturday school

Variable Name: C0446

Detention/Saturday school available

Distribution:		Frequency	Unweighted Percent
1	Yes	1746	73.67
2	No	624	26.33
		2370	100

32m2. If "yes," was the action used this school year? Detention and/or Saturday school

Variable Name: C0448

Detention/Saturday school available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	624	26.33
1	Yes	1624	68.52
2	No	122	5.15
		2370	100

32n1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Loss of student privileges

Variable Name: C0450

Loss of student privileges available

Distribution:		Frequency	Unweighted Percent
1	Yes	2273	95.91
2	No	97	4.09
		2370	100

32n2. If "yes," was the action used this school year? Loss of student privileges

Variable Name: C0452

Loss of student privileges available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	97	4.09
1	Yes	2158	91.05
2	No	115	4.85
		2370	100

32o1. During the 2019-20 school year, did your school allow for the use of the following disciplinary actions? Requirement of participation in community service

Variable Name: C0454

Require community service available

Distribution:		Frequency	Unweighted Percent
1	Yes	849	35.82
2	No	1521	64.18
		2370	100

32o2. If "yes," was the action used this school year? Requirement of participation in community service

Variable Name: C0456

Require community service available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1521	64.18
1	Yes	662	27.93
2	No	187	7.89
		2370	100

36. Which of the following grades are offered in this school? Prekindergarten

Variable Name: C0024

Grades offered - PreK

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1899	80.13
1	Prekindergarten	471	19.87
		2370	100

36. Which of the following grades are offered in this school? Kindergarten

Variable Name: C0026

Grades offered - K

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1651	69.66
1	Kindergarten	719	30.34
		2370	100

36. Which of the following grades are offered in this school? 1st

Variable Name: C0028

Grades offered - 1st

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1640	69.20
1	1st	730	30.80
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 2nd

Variable Name: C0030

Grades offered - 2nd

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1638	69.11
1	2nd	732	30.89
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 3rd

Variable Name: C0032

Grades offered - 3rd

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1642	69.28
1	3rd	728	30.72
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 4th

Variable Name: C0034

Grades offered - 4th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1628	68.69
1	4th	742	31.31
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 5th

Variable Name: C0036

Grades offered - 5th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1581	66.71
1	5th	789	33.29
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 6th

Variable Name: C0038

Grades offered - 6th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1325	55.91
1	6th	1045	44.09
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 7th

Variable Name: C0040

Grades offered - 7th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1313	55.40
1	7th	1057	44.60
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 8th

Variable Name: C0042

Grades offered - 8th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1305	55.06
1	8th	1065	44.94
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 9th

Variable Name: C0044

Grades offered - 9th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1455	61.39
1	9th	915	38.61
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 10th

Variable Name: C0046

Grades offered - 10th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1452	61.27
1	10th	918	38.73
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 11th

Variable Name: C0048

Grades offered - 11th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1454	61.35
1	11th	916	38.65
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? 12th

Variable Name: C0050

Grades offered - 12th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	1452	61.27
1	12th	918	38.73
		<hr/>	<hr/>
		2370	100

36. Which of the following grades are offered in this school? Ungraded

Variable Name: C0052

Grades offered - ungraded

Distribution:		Frequency	Unweighted Percent
-1	Legitimate Skip	2318	97.81
1	Ungraded	52	2.19
		2370	100

39a. During the 2019-20 school year, how many students transferred to or from your school after the start of school year? Please report on the total mobility, not just transfers due to disciplinary actions. Transferred to the school

Variable Name: C0570

of students transferred to school

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	2382
Mean	49.87
StDev	93.71
Median	27

39b. During the 2019-20 school year, how many students transferred to or from your school after the start of school year? Please report on the total mobility, not just transfers due to disciplinary actions. Transferred from the school

Variable Name: C0572

of students transferred from school

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	943
Mean	40.19
StDev	61
Median	20

40. What percentage of your school's total enrollment is present on an average day?

Variable Name: C0568

Percent attendance on average day

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	100
Mean	92.97
StDev	8.63
Median	95

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

Variable Name: C0538

Typical number of classroom changes

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	18
Mean	5.96
StDev	2.3
Median	6

42b. What percentage of your current students fit the following criteria? English language learner (ELL)

Variable Name: C0526

Percent students English language learners

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	100
Mean	11.81
StDev	17.37
Median	5

42c. What percentage of your current students fit the following criteria? Children with disabilities (CWD)

Variable Name: C0528

Percent children with disabilities

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	100
Mean	15.14
StDev	11.1
Median	13

43a. 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

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	100
Mean	19.17
StDev	18.31
Median	15

43b. 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

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	100
Mean	62.07
StDev	24.61
Median	65

43c. 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

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	100
Mean	71.02
StDev	22.66
Median	75

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

Variable Name: C0560

Crime where your students live

Distribution:	Frequency	Unweighted Percent
1 High level of crime	195	8.23
2 Moderate level of crime	505	21.31
3 Low level of crime	1351	57.00
4 Students come from areas with very different levels of crime	319	13.46
	<hr/>	<hr/>
	2370	100

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

Variable Name: C0562

Crime where your school is located

Distribution:		Frequency	Unweighted Percent
1	High level of crime	162	6.84
2	Moderate level of crime	450	18.99
3	Low level of crime	1758	74.18
		2370	100

Variable Name: C0014_R

Title/position of respondent (recoded)

Distribution:		Frequency	Unweighted Percent
-2	Missing	222	9.37
1	Principal	1874	79.07
2	Vice principal or disciplinarian	146	6.16
3	Security staff	13	0.55
4	Other school-level staff	73	3.08
5	Superintendent or district staff	42	1.77
		2370	100

Variable Name: C0016_R

of years respondent at the school (topcoded)

Continuous Statistics:

Unweighted

N	2147
Min	0
Max	31
Mean	7.60
StDev	6.53
Median	5

Did other school personnel help to complete the questionnaire?

Variable Name: C0076

Other school personnel

Distribution:

Frequency

**Unweighted
Percent**

-2	Missing	221	9.32
1	Yes	692	29.20
2	No	1457	61.48
		2370	100

Month you completed the questionnaire

Variable Name: C0578

Month questionnaire completed

Distribution:		Frequency	Unweighted Percent
-9	Missing	179	7.55
2	February	805	33.97
3	March	586	24.73
4	April	153	6.46
5	May	160	6.75
6	June	77	3.25
7	July	219	9.24
8	August	47	1.98
9	September	137	5.78
10	October	6	0.25
12	December	1	0.04
		2370	100

Day you completed the questionnaire

Variable Name: C0579

Day questionnaire completed

Distribution:		Frequency	Unweighted Percent
-9	Missing	179	7.55
1	1	27	1.14
2	2	46	1.94
3	3	33	1.39
4	4	32	1.35
5	5	15	0.63
6	6	28	1.18
7	7	101	4.26
8	8	32	1.35
9	9	72	3.04
10	10	86	3.63
11	11	67	2.83
12	12	84	3.54
13	13	65	2.74
14	14	77	3.25

15	15	39	1.65
16	16	105	4.43
17	17	54	2.28
18	18	101	4.26
19	19	162	6.84
20	20	175	7.38
21	21	157	6.62
22	22	49	2.07
23	23	42	1.77
24	24	133	5.61
25	25	102	4.30
26	26	124	5.23
27	27	66	2.78
28	28	49	2.07
29	29	16	0.68
30	30	35	1.48

2370

100

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

Variable Name: C0580

Number of minutes to complete questionnaire

Continuous Statistics:	Unweighted
N	2127
Min	10
Max	720
Mean	48.95
StDev	31.92
Median	45

Variable Name: STRATA

Collapsed sampling strata

Distribution:		Frequency	Unweighted Percent
111	Primary, <300, City	17	0.72
112	Primary, <300, Suburb	17	0.72
113	Primary, <300, Town	11	0.46
114	Primary, <300, Rural	37	1.56
121	Primary, 300-499, City	68	2.87
122	Primary, 300-499, Suburb	77	3.25
123	Primary, 300-499, Town	38	1.60
124	Primary, 300-499, Rural	44	1.86
131	Primary, 500-999, City	90	3.80
132	Primary, 500-999, Suburb	133	5.61
133	Primary, 500-999, Town	25	1.05
134	Primary, 500-999, Rural	42	1.77
141	Primary, 1,000+, City	7	0.30
142	Primary, 1,000+, Suburb	11	0.46
143	Primary, 1,000+, Town	3	0.13

144	Primary, 1000+, Rural	4	0.17
211	Middle, <300, City	7	0.30
212	Middle, <300, Suburb	9	0.38
213	Middle, <300, Town	17	0.72
214	Middle, <300, Rural	33	1.39
221	Middle, 300-499, City	40	1.69
222	Middle, 300-499, Suburb	33	1.39
223	Middle, 300-499, Town	46	1.94
224	Middle, 300-499, Rural	37	1.56
231	Middle, 500-999, City	121	5.11
232	Middle, 500-999, Suburb	222	9.37
233	Middle, 500-999, Town	57	2.41
234	Middle, 500-999, Rural	52	2.19
241	Middle, 1,000+, City	43	1.81
242	Middle, 1,000+, Suburb	79	3.33
243	Middle, 1,000+, Town	5	0.21

244	Middle, 1,000+, Rural	17	0.72
311	High, <300, City	18	0.76
312	High, <300, Suburb	8	0.34
313	High, <300, Town	10	0.42
314	High, <300, Rural	45	1.90
321	High, 300-499, City	25	1.05
322	High, 300-499, Suburb	12	0.51
323	High, 300-499, Town	25	1.05
324	High, 300-499, Rural	41	1.73
331	High, 500-999, City	42	1.77
332	High, 500-999, Suburb	51	2.15
333	High, 500-999, Town	53	2.24
334	High, 500-999, Rural	61	2.57
341	High, 1,000+, City	137	5.78
342	High, 1,000+, Suburb	196	8.27
343	High, 1,000+, Town	28	1.18

344	High, 1,000+, Rural	75	3.16
411	Combined, <300, City	4	0.17
412	Combined, <300, Suburb	5	0.21
414	Combined, <300, Town or Rural	24	1.01
422	Combined, 300-499, City or Suburb	5	0.21
424	Combined, 300-499, Town or Rural	16	0.68
431	Combined, 500-999, City	5	0.21
432	Combined, 500-999, Suburb	2	0.08
433	Combined, 500-999, Town	4	0.17
434	Combined, 500-999, Rural	14	0.59
441	Combined, 1,000+, City	8	0.34
442	Combined, 1,000+, Suburb	5	0.21
443	Combined, 1,000+, Town	2	0.08
444	Combined, 1,000+, Rural	7	0.30
		2370	100

Variable Name: CRISIS20

of types of crises covered in written plans

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	8
Mean	6.53
StDev	1.47
Median	7

Variable Name: DISTOT20

Total number of disciplinary actions recorded

Continuous Statistics:	Unweighted
N	1952
Min	0
Max	895
Mean	24.84
StDev	51.84
Median	11

Variable Name: DISALC20

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

Continuous Statistics:	Unweighted
N	629
Min	0
Max	52
Mean	3.32
StDev	4.84
Median	2

Variable Name: DISATT20

Total number of disciplinary actions recorded for physical attacks or fights

Continuous Statistics:	Unweighted
N	1864
Min	0
Max	873
Mean	16.46
StDev	41.58
Median	7

Variable Name: DISDRUG20

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

Continuous Statistics:	Unweighted
N	1185
Min	0
Max	210
Mean	10.22
StDev	16.22
Median	5

Variable Name: DISFIRE20

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

Continuous Statistics:	Unweighted
N	116
Min	0
Max	5
Mean	1.52
StDev	1.15
Median	1

Variable Name: DISWEAP20

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

Continuous Statistics:	Unweighted
N	601
Min	0
Max	635
Mean	5.7
StDev	28.92
Median	2

Variable Name: INCID20

Total number of incidents recorded

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	1393
Mean	27.43
StDev	49.59
Median	14

Variable Name: INCPOL20

Total number of incidents reported to sworn law enforcement

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	740
Mean	12.24
StDev	29.55
Median	3

Variable Name: NONVIOINC20

Total number of non-violent incidents recorded

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	443
Mean	11.58
StDev	21.48
Median	5

Variable Name: NONVIOPOL20

Total number of non-violent incidents reported to sworn law enforcement

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	442
Mean	6.83
StDev	17.38
Median	1

Variable Name: OTHACT20

Total number of other disciplinary actions for specified offenses

Continuous Statistics:	Unweighted
N	1952
Min	0
Max	793
Mean	14.87
StDev	38.85
Median	5

Variable Name: OUTSUS20

Total number of out-of-school suspensions

Continuous Statistics:	Unweighted
N	1952
Min	0
Max	515
Mean	6.81
StDev	21.39
Median	1

Variable Name: PROBWK20

of types of disciplinary problems that occur daily or at least once a week

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	10
Mean	0.67
StDev	1.34
Median	0

Variable Name: REMOVL20

Total number of removals with no continuing school services for specified offenses

Continuous Statistics:	Unweighted
N	1952
Min	0
Max	47
Mean	0.44
StDev	2.47
Median	0

Variable Name: SEC_FT20

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

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	70
Mean	1.61
StDev	3.56
Median	1

Variable Name: SEC_PT20

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

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	22
Mean	0.71
StDev	1.51
Median	0

Variable Name: STUOFF20

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

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	752
Mean	17.99
StDev	33.24
Median	8

Variable Name: SVINC20

Total number of serious violent incidents recorded

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	44
Mean	1.08
StDev	2.95
Median	0

Variable Name: SVPOL20

Total number of serious violent incidents reported to sworn law enforcement

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	40
Mean	0.68
StDev	2.2
Median	0

Variable Name: TRANSF20

Total number of transfers to alternative schools for specified offenses

Continuous Statistics:	Unweighted
N	1952
Min	0
Max	79
Mean	2.73
StDev	7.42
Median	0

Variable Name: VIOINC20

Total number of violent incidents recorded

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	1156
Mean	15.85
StDev	35.9
Median	7

Variable Name: VIOPOL20

Total number of violent incidents reported to sworn law enforcement

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	305
Mean	5.42
StDev	15.96
Median	1

Variable Name: FR_URBAN

Urbanicity - Based on urban-centric location of school

Distribution:	Frequency	Unweighted Percent
1 City	633	26.71
2 Suburb	864	36.46
3 Town	325	13.71
4 Rural	548	23.12
	2370	100

Variable Name: FR_LVELX

Grade level of school(NEW)

Distribution:

		Frequency	Unweighted Percent
1	Elementary	624	26.33
2	Middle	818	34.51
3	High/Secondary	827	34.89
4	Combined/Other	101	4.26
		2370	100

Variable Name: FR_SIZE

Size of school

Distribution:

		Frequency	Unweighted Percent
1	< 300	262	11.05
2	300 - 499	507	21.39
3	500 - 999	974	41.10
4	1,000 +	627	26.46
		2370	100

Variable Name: PERMINX

Percent minority enrollment (categorical)

Distribution:		Frequency	Unweighted Percent
1	Less than 5 percent	96	4.05
2	5 percent to less than 20 percent	563	23.76
3	20 percent to less than 50 percent	733	30.93
4	50 percent or more	978	41.27
		2370	100

Variable Name: PERCWHTX

Percent White, non-Hispanic enrollment

Distribution:		Frequency	Unweighted Percent
1	More than 95 percent	96	4.05
2	More than 80 but less than or equal to 95 percent	563	23.76
3	More than 50 but less than or equal to 80 percent	733	30.93
4	50 percent or less	978	41.27
		2370	100

Variable Name: FINALWGT

Final school weight

Continuous Statistics:	Unweighted
N	2370
Min	8.79
Max	169.79
Mean	35.07
StDev	30.17
Median	19.05

Variable Name: REPFWT1

Jackknife replicate 1

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.2
Mean	35.06
StDev	30.92
Median	19.02

Variable Name: REPFWT2

Jackknife replicate 2

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.73
Mean	35.06
StDev	30.7
Median	19.19

Variable Name: REPFWT3

Jackknife replicate 3

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	170.07
Mean	35.07
StDev	30.87
Median	19.27

Variable Name: REPFWT4

Jackknife replicate 4

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.13
Mean	35.06
StDev	30.77
Median	19.29

Variable Name: REPFWT5

Jackknife replicate 5

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.41
Mean	35.06
StDev	30.98
Median	19.42

Variable Name: REPFWT6

Jackknife replicate 6

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	175.64
Mean	35.06
StDev	30.95
Median	19.25

Variable Name: REPFWT7

Jackknife replicate 7

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	174.5
Mean	35.06
StDev	31.14
Median	19.4

Variable Name: REPFWT8

Jackknife replicate 8

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.49
Mean	35.06
StDev	30.8
Median	19

Variable Name: REPFWT9

Jackknife replicate 9

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	171.37
Mean	35.06
StDev	30.65
Median	19.25

Variable Name: REPFWT10

Jackknife replicate 10

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.94
Mean	35.06
StDev	30.92
Median	19.16

Variable Name: REPFWT11

Jackknife replicate 11

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.68
Mean	35.08
StDev	31.01
Median	18.92

Variable Name: REPFWT12

Jackknife replicate 12

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	171.56
Mean	35.06
StDev	30.79
Median	19.17

Variable Name: REPFWT13

Jackknife replicate 13

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	175.3
Mean	35.06
StDev	31.06
Median	19.02

Variable Name: REPFWT14

Jackknife replicate 14

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	176.24
Mean	35.06
StDev	31
Median	19.18

Variable Name: REPFWT15

Jackknife replicate 15

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.75
Mean	35.06
StDev	31.11
Median	18.99

Variable Name: REPFWT16

Jackknife replicate 16

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	170.53
Mean	35.07
StDev	30.77
Median	18.99

Variable Name: REPFWT17

Jackknife replicate 17

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.09
Mean	35.06
StDev	30.9
Median	19.17

Variable Name: REPFWT18

Jackknife replicate 18

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.89
Mean	35.07
StDev	31
Median	19.06

Variable Name: REPFWT19

Jackknife replicate 19

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.7
Mean	35.06
StDev	31.04
Median	19.29

Variable Name: REPFWT20

Jackknife replicate 20

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.41
Mean	35.06
StDev	30.86
Median	19.09

Variable Name: REPFWT21

Jackknife replicate 21

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.35
Mean	35.07
StDev	30.89
Median	19.11

Variable Name: REPFWT22

Jackknife replicate 22

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.03
Mean	35.06
StDev	30.8
Median	18.76

Variable Name: REPFWT23

Jackknife replicate 23

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	171.64
Mean	35.07
StDev	30.7
Median	19.4

Variable Name: REPFWT24

Jackknife replicate 24

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.66
Mean	35.06
StDev	31
Median	19.41

Variable Name: REPFWT25

Jackknife replicate 25

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.66
Mean	35.1
StDev	31.02
Median	19.14

Variable Name: REPFWT26

Jackknife replicate 26

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.71
Mean	35.06
StDev	30.9
Median	19.23

Variable Name: REPFWT27

Jackknife replicate 27

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.08
Mean	35.06
StDev	30.59
Median	19.46

Variable Name: REPFWT28

Jackknife replicate 28

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	175.14
Mean	35.09
StDev	30.84
Median	19.38

Variable Name: REPFWT29

Jackknife replicate 29

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.79
Mean	35.08
StDev	30.93
Median	19.36

Variable Name: REPFWT30

Jackknife replicate 30

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	174.68
Mean	35.07
StDev	30.83
Median	19.06

Variable Name: REPFWT31

Jackknife replicate 31

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	171.42
Mean	35.06
StDev	30.78
Median	19.13

Variable Name: REPFWT32

Jackknife replicate 32

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.66
Mean	35.07
StDev	30.77
Median	19.25

Variable Name: REPFWT33

Jackknife replicate 33

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	174.84
Mean	35.09
StDev	30.84
Median	19.33

Variable Name: REPFWT34

Jackknife replicate 34

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.46
Mean	35.07
StDev	30.9
Median	19.3

Variable Name: REPFWT35

Jackknife replicate 35

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	174.35
Mean	35.07
StDev	30.86
Median	19.12

Variable Name: REPFWT36

Jackknife replicate 36

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	171.31
Mean	35.08
StDev	30.99
Median	18.82

Variable Name: REPFWT37

Jackknife replicate 37

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	175.76
Mean	35.06
StDev	31.05
Median	19.05

Variable Name: REPFWT38

Jackknife replicate 38

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	176.16
Mean	35.07
StDev	31.01
Median	19.16

Variable Name: REPFWT39

Jackknife replicate 39

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	173.38
Mean	35.06
StDev	30.97
Median	19.25

Variable Name: REPFWT40

Jackknife replicate 40

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	176.08
Mean	35.06
StDev	30.84
Median	19

Variable Name: REPFWT41

Jackknife replicate 41

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	171.65
Mean	35.08
StDev	30.83
Median	19.11

Variable Name: REPFWT42

Jackknife replicate 42

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	177.94
Mean	35.06
StDev	30.91
Median	19.02

Variable Name: REPFWT43

Jackknife replicate 43

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	171.82
Mean	35.09
StDev	31.04
Median	19.25

Variable Name: REPFWT44

Jackknife replicate 44

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	175.05
Mean	35.06
StDev	30.88
Median	19.02

Variable Name: REPFWT45

Jackknife replicate 45

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	174.63
Mean	35.07
StDev	30.9
Median	19.06

Variable Name: REPFWT46

Jackknife replicate 46

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.22
Mean	35.07
StDev	30.86
Median	19.21

Variable Name: REPFWT47

Jackknife replicate 47

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	172.74
Mean	35.08
StDev	30.82
Median	19.39

Variable Name: REPFWT48

Jackknife replicate 48

Continuous Statistics:	Unweighted
N	2370
Min	0
Max	169.71
Mean	35.06
StDev	30.8
Median	19.56

Jackknife replicate 49

Variable Name: REPFWT50

Jackknife replicate 50

Variable Name: IC0110

Imputation Flag for C0110

Page 109

Variable Name: IC0112**Imputation Flag for C0112**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0114**Imputation Flag for C0114**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2352	99.24
7	Item was imputed by using data from the record for a similar case (donor)	18	0.76
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0121**Imputation Flag for C0121**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0122**Imputation Flag for C0122**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2359	99.54
7	Item was imputed by using data from the record for a similar case (donor)	11	0.46
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0138**Imputation Flag for C0138**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0139**Imputation Flag for C0139**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2360	99.58
7	Item was imputed by using data from the record for a similar case (donor)	10	0.42
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0141**Imputation Flag for C0141**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2354	99.32
7	Item was imputed by using data from the record for a similar case (donor)	16	0.68
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0144**Imputation Flag for C0144**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2360	99.58
7	Item was imputed by using data from the record for a similar case (donor)	10	0.42
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0146**Imputation Flag for C0146**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0150**Imputation Flag for C0150**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2362	99.66
7	Item was imputed by using data from the record for a similar case (donor)	8	0.34
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0116**Imputation Flag for C0116**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0120**Imputation Flag for C0120**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2340	98.73
7	Item was imputed by using data from the record for a similar case (donor)	30	1.27
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0125**Imputation Flag for C0125**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0129**Imputation Flag for C0129**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0134**Imputation Flag for C0134**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0136**Imputation Flag for C0136**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0140**Imputation Flag for C0140**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2345	98.95
7	Item was imputed by using data from the record for a similar case (donor)	25	1.05
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0143**Imputation Flag for C0143**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2353	99.28
7	Item was imputed by using data from the record for a similar case (donor)	17	0.72
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0142**Imputation Flag for C0142**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0153**Imputation Flag for C0153**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2360	99.58
7	Item was imputed by using data from the record for a similar case (donor)	10	0.42
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0155**Imputation Flag for C0155**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0158**Imputation Flag for C0158**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2365	99.79
7	Item was imputed by using data from the record for a similar case (donor)	5	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0162**Imputation Flag for C0162**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2359	99.54
7	Item was imputed by using data from the record for a similar case (donor)	11	0.46
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0166**Imputation Flag for C0166**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0170**Imputation Flag for C0170**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2360	99.58
7	Item was imputed by using data from the record for a similar case (donor)	10	0.42
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0169**Imputation Flag for C0169**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0161**Imputation Flag for C0161**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2362	99.66
7	Item was imputed by using data from the record for a similar case (donor)	8	0.34
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0157**Imputation Flag for C0157**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2369	99.96
7	Item was imputed by using data from the record for a similar case (donor)	1	0.04
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0163**Imputation Flag for C0163**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2369	99.96
7	Item was imputed by using data from the record for a similar case (donor)	1	0.04
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0165**Imputation Flag for C0165**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2368	99.92
7	Item was imputed by using data from the record for a similar case (donor)	2	0.08
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0167**Imputation Flag for C0167**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2369	99.96
7	Item was imputed by using data from the record for a similar case (donor)	1	0.04
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0174**Imputation Flag for C0174**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0183**Imputation Flag for C0183**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2353	99.28
7	Item was imputed by using data from the record for a similar case (donor)	17	0.72
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0176**Imputation Flag for C0176**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0181**Imputation Flag for C0181**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2364	99.75
7	Item was imputed by using data from the record for a similar case (donor)	6	0.25
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0175**Imputation Flag for C0175**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0177**Imputation Flag for C0177**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0179**Imputation Flag for C0179**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0186**Imputation Flag for C0186**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0600**Imputation Flag for C0600**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0604**Imputation Flag for C0604**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2364	99.75
7	Item was imputed by using data from the record for a similar case (donor)	6	0.25
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0606**Imputation Flag for C0606**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2364	99.75
7	Item was imputed by using data from the record for a similar case (donor)	6	0.25
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0608**Imputation Flag for C0608**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2366	99.83
7	Item was imputed by using data from the record for a similar case (donor)	4	0.17
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0190**Imputation Flag for C0190**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2362	99.66
7	Item was imputed by using data from the record for a similar case (donor)	8	0.34
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0192

Imputation Flag for C0192

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2360	99.58
7	Item was imputed by using data from the record for a similar case (donor)	10	0.42
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0204

Imputation Flag for C0204

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2360	99.58
7	Item was imputed by using data from the record for a similar case (donor)	10	0.42
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0206**Imputation Flag for C0206**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2359	99.54
7	Item was imputed by using data from the record for a similar case (donor)	11	0.46
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0208**Imputation Flag for C0208**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0210**Imputation Flag for C0210**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0212**Imputation Flag for C0212**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2349	99.11
7	Item was imputed by using data from the record for a similar case (donor)	21	0.89
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0214**Imputation Flag for C0214**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2350	99.16
7	Item was imputed by using data from the record for a similar case (donor)	20	0.84
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0216**Imputation Flag for C0216**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0218**Imputation Flag for C0218**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2360	99.58
7	Item was imputed by using data from the record for a similar case (donor)	10	0.42
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0610**Imputation Flag for C0610**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0614**Imputation Flag for C0614**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2359	99.54
7	Item was imputed by using data from the record for a similar case (donor)	11	0.46
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0616**Imputation Flag for C0616**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2360	99.58
7	Item was imputed by using data from the record for a similar case (donor)	10	0.42
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0618**Imputation Flag for C0618**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2362	99.66
7	Item was imputed by using data from the record for a similar case (donor)	8	0.34
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0621**Imputation Flag for C0621**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0622**Imputation Flag for C0622**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2353	99.28
7	Item was imputed by using data from the record for a similar case (donor)	17	0.72
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0624**Imputation Flag for C0624**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0626**Imputation Flag for C0626**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0628**Imputation Flag for C0628**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2356	99.41
7	Item was imputed by using data from the record for a similar case (donor)	14	0.59
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0630**Imputation Flag for C0630**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0632**Imputation Flag for C0632**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2353	99.28
7	Item was imputed by using data from the record for a similar case (donor)	17	0.72
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0636**Imputation Flag for C0636**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2352	99.24
7	Item was imputed by using data from the record for a similar case (donor)	18	0.76
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0638**Imputation Flag for C0638**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0640**Imputation Flag for C0640**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0642**Imputation Flag for C0642**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2352	99.24
7	Item was imputed by using data from the record for a similar case (donor)	18	0.76
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0644**Imputation Flag for C0644**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0646**Imputation Flag for C0646**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0650**Imputation Flag for C0650**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2353	99.28
7	Item was imputed by using data from the record for a similar case (donor)	17	0.72
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0652**Imputation Flag for C0652**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2354	99.32
7	Item was imputed by using data from the record for a similar case (donor)	14	0.59
8	Item was imputed by using the mean or mode of data for groups of similar cases	2	0.08
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0654**Imputation Flag for C0654**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2352	99.24
7	Item was imputed by using data from the record for a similar case (donor)	16	0.68
8	Item was imputed by using the mean or mode of data for groups of similar cases	2	0.08
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0656**Imputation Flag for C0656**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2344	98.90
7	Item was imputed by using data from the record for a similar case (donor)	22	0.93
8	Item was imputed by using the mean or mode of data for groups of similar cases	4	0.17
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0658**Imputation Flag for C0658**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2349	99.11
7	Item was imputed by using data from the record for a similar case (donor)	18	0.76
8	Item was imputed by using the mean or mode of data for groups of similar cases	3	0.13
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0660**Imputation Flag for C0660**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2351	99.20
7	Item was imputed by using data from the record for a similar case (donor)	16	0.68
8	Item was imputed by using the mean or mode of data for groups of similar cases	3	0.13
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0661**Imputation Flag for C0661**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2368	99.92
7	Item was imputed by using data from the record for a similar case (donor)	2	0.08
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0663**Imputation Flag for C0663**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2362	99.66
7	Item was imputed by using data from the record for a similar case (donor)	8	0.34
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0665**Imputation Flag for C0665**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2345	98.95
7	Item was imputed by using data from the record for a similar case (donor)	25	1.05
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0667**Imputation Flag for C0667**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2368	99.92
7	Item was imputed by using data from the record for a similar case (donor)	2	0.08
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0669**Imputation Flag for C0669**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0671**Imputation Flag for C0671**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2350	99.16
7	Item was imputed by using data from the record for a similar case (donor)	20	0.84
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0674**Imputation Flag for C0674**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0676**Imputation Flag for C0676**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2348	99.07
7	Item was imputed by using data from the record for a similar case (donor)	22	0.93
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0678

Imputation Flag for C0678

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2349	99.11
7	Item was imputed by using data from the record for a similar case (donor)	21	0.89
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0681

Imputation Flag for C0681

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2349	99.11
7	Item was imputed by using data from the record for a similar case (donor)	21	0.89
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0682**Imputation Flag for C0682**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2336	98.57
7	Item was imputed by using data from the record for a similar case (donor)	34	1.43
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0684**Imputation Flag for C0684**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2344	98.90
7	Item was imputed by using data from the record for a similar case (donor)	26	1.10
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0686**Imputation Flag for C0686**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2344	98.90
7	Item was imputed by using data from the record for a similar case (donor)	26	1.10
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0266**Imputation Flag for C0266**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2359	99.54
7	Item was imputed by using data from the record for a similar case (donor)	11	0.46
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0268**Imputation Flag for C0268**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0265**Imputation Flag for C0265**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0267

Imputation Flag for C0267

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0269

Imputation Flag for C0269

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0270**Imputation Flag for C0270**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0272**Imputation Flag for C0272**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0278**Imputation Flag for C0278**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0271**Imputation Flag for C0271**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2356	99.41
7	Item was imputed by using data from the record for a similar case (donor)	14	0.59
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0273**Imputation Flag for C0273**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0274**Imputation Flag for C0274**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2360	99.58
7	Item was imputed by using data from the record for a similar case (donor)	10	0.42
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0276**Imputation Flag for C0276**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0277**Imputation Flag for C0277**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2365	99.79
7	Item was imputed by using data from the record for a similar case (donor)	5	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0279**Imputation Flag for C0279**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2349	99.11
7	Item was imputed by using data from the record for a similar case (donor)	21	0.89
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0280**Imputation Flag for C0280**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2346	98.99
7	Item was imputed by using data from the record for a similar case (donor)	24	1.01
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0282**Imputation Flag for C0282**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2346	98.99
7	Item was imputed by using data from the record for a similar case (donor)	24	1.01
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0284**Imputation Flag for C0284**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2344	98.90
7	Item was imputed by using data from the record for a similar case (donor)	26	1.10
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0286**Imputation Flag for C0286**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2334	98.48
7	Item was imputed by using data from the record for a similar case (donor)	36	1.52
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0288**Imputation Flag for C0288**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2339	98.69
7	Item was imputed by using data from the record for a similar case (donor)	31	1.31
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0290

Imputation Flag for C0290

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2345	98.95
7	Item was imputed by using data from the record for a similar case (donor)	25	1.05
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0292

Imputation Flag for C0292

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2338	98.65
7	Item was imputed by using data from the record for a similar case (donor)	32	1.35
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0294

Imputation Flag for C0294

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2343	98.86
7	Item was imputed by using data from the record for a similar case (donor)	27	1.14
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0296

Imputation Flag for C0296

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2346	98.99
7	Item was imputed by using data from the record for a similar case (donor)	24	1.01
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0705

Imputation Flag for C0705

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2366	99.83
7	Item was imputed by using data from the record for a similar case (donor)	4	0.17
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0688

Imputation Flag for C0688

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0374**Imputation Flag for C0374**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2363	99.70
7	Item was imputed by using data from the record for a similar case (donor)	7	0.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0376**Imputation Flag for C0376**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0378**Imputation Flag for C0378**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0381**Imputation Flag for C0381**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0383**Imputation Flag for C0383**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2359	99.54
7	Item was imputed by using data from the record for a similar case (donor)	11	0.46
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0385**Imputation Flag for C0385**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0387

Imputation Flag for C0387

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0382

Imputation Flag for C0382

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2368	99.92
7	Item was imputed by using data from the record for a similar case (donor)	2	0.08
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0380**Imputation Flag for C0380**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2362	99.66
7	Item was imputed by using data from the record for a similar case (donor)	8	0.34
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0384**Imputation Flag for C0384**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0386**Imputation Flag for C0386**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2368	99.92
7	Item was imputed by using data from the record for a similar case (donor)	2	0.08
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0389**Imputation Flag for C0389**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2367	99.87
7	Item was imputed by using data from the record for a similar case (donor)	3	0.13
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0390**Imputation Flag for C0390**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2362	99.66
7	Item was imputed by using data from the record for a similar case (donor)	8	0.34
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0392**Imputation Flag for C0392**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0394

Imputation Flag for C0394

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2353	99.28
7	Item was imputed by using data from the record for a similar case (donor)	17	0.72
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0396

Imputation Flag for C0396

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2335	98.52
7	Item was imputed by using data from the record for a similar case (donor)	35	1.48
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0398**Imputation Flag for C0398**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2361	99.62
7	Item was imputed by using data from the record for a similar case (donor)	9	0.38
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0400**Imputation Flag for C0400**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2368	99.92
7	Item was imputed by using data from the record for a similar case (donor)	2	0.08
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0402**Imputation Flag for C0402**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2358	99.49
7	Item was imputed by using data from the record for a similar case (donor)	12	0.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0404**Imputation Flag for C0404**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2356	99.41
7	Item was imputed by using data from the record for a similar case (donor)	14	0.59
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0406**Imputation Flag for C0406**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2267	95.65
7	Item was imputed by using data from the record for a similar case (donor)	91	3.84
8	Item was imputed by using the mean or mode of data for groups of similar cases	11	0.46
9	Data value was adjusted during analysts' post-imputation review of data	1	0.04
		2370	100

Variable Name: IC0408**Imputation Flag for C0408**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2277	96.08
7	Item was imputed by using data from the record for a similar case (donor)	84	3.54
8	Item was imputed by using the mean or mode of data for groups of similar cases	9	0.38
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0410**Imputation Flag for C0410**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2300	97.05
7	Item was imputed by using data from the record for a similar case (donor)	67	2.83
8	Item was imputed by using the mean or mode of data for groups of similar cases	3	0.13
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0412**Imputation Flag for C0412**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2136	90.13
7	Item was imputed by using data from the record for a similar case (donor)	214	9.03
8	Item was imputed by using the mean or mode of data for groups of similar cases	18	0.76
9	Data value was adjusted during analysts' post-imputation review of data	2	0.08
		2370	100

Variable Name: IC0414**Imputation Flag for C0414**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2351	99.20
7	Item was imputed by using data from the record for a similar case (donor)	19	0.80
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0416**Imputation Flag for C0416**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2352	99.24
7	Item was imputed by using data from the record for a similar case (donor)	18	0.76
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0418**Imputation Flag for C0418**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2349	99.11
7	Item was imputed by using data from the record for a similar case (donor)	21	0.89
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0420**Imputation Flag for C0420**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2245	94.73
7	Item was imputed by using data from the record for a similar case (donor)	125	5.27
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0422**Imputation Flag for C0422**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2359	99.54
7	Item was imputed by using data from the record for a similar case (donor)	11	0.46
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0424**Imputation Flag for C0424**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2302	97.13
7	Item was imputed by using data from the record for a similar case (donor)	68	2.87
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0426**Imputation Flag for C0426**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0428**Imputation Flag for C0428**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2322	97.97
7	Item was imputed by using data from the record for a similar case (donor)	48	2.03
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0430**Imputation Flag for C0430**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0432**Imputation Flag for C0432**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2349	99.11
7	Item was imputed by using data from the record for a similar case (donor)	20	0.84
8	Item was imputed by using the mean or mode of data for groups of similar cases	1	0.04
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0434**Imputation Flag for C0434**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0436**Imputation Flag for C0436**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2304	97.22
7	Item was imputed by using data from the record for a similar case (donor)	66	2.78
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0438**Imputation Flag for C0438**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2349	99.11
7	Item was imputed by using data from the record for a similar case (donor)	21	0.89
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0440**Imputation Flag for C0440**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2362	99.66
7	Item was imputed by using data from the record for a similar case (donor)	8	0.34
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0442**Imputation Flag for C0442**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2348	99.07
7	Item was imputed by using data from the record for a similar case (donor)	22	0.93
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0444**Imputation Flag for C0444**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2329	98.27
7	Item was imputed by using data from the record for a similar case (donor)	41	1.73
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0446**Imputation Flag for C0446**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2356	99.41
7	Item was imputed by using data from the record for a similar case (donor)	14	0.59
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0448**Imputation Flag for C0448**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2327	98.19
7	Item was imputed by using data from the record for a similar case (donor)	43	1.81
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0450**Imputation Flag for C0450**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2355	99.37
7	Item was imputed by using data from the record for a similar case (donor)	15	0.63
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0452**Imputation Flag for C0452**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2294	96.79
7	Item was imputed by using data from the record for a similar case (donor)	76	3.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0454**Imputation Flag for C0454**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2357	99.45
7	Item was imputed by using data from the record for a similar case (donor)	13	0.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0456**Imputation Flag for C0456**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2350	99.16
7	Item was imputed by using data from the record for a similar case (donor)	20	0.84
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0024**Imputation Flag for C0024**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0026**Imputation Flag for C0026**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0028**Imputation Flag for C0028**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0030**Imputation Flag for C0030**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0032**Imputation Flag for C0032**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0034**Imputation Flag for C0034**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0036**Imputation Flag for C0036**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0038**Imputation Flag for C0038**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0040

Imputation Flag for C0040

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0042

Imputation Flag for C0042

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0044

Imputation Flag for C0044

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0046

Imputation Flag for C0046

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0048**Imputation Flag for C0048**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0050**Imputation Flag for C0050**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0052**Imputation Flag for C0052**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0570**Imputation Flag for C0570**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	1957	82.57
7	Item was imputed by using data from the record for a similar case (donor)	413	17.43
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0572**Imputation Flag for C0572**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2078	87.68
7	Item was imputed by using data from the record for a similar case (donor)	273	11.52
8	Item was imputed by using the mean or mode of data for groups of similar cases	9	0.38
9	Data value was adjusted during analysts' post-imputation review of data	10	0.42
		2370	100

Variable Name: IC0568**Imputation Flag for C0568**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2238	94.43
7	Item was imputed by using data from the record for a similar case (donor)	132	5.57
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0538**Imputation Flag for C0538**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2252	95.02
7	Item was imputed by using data from the record for a similar case (donor)	118	4.98
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0526**Imputation Flag for C0526**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2140	90.30
7	Item was imputed by using data from the record for a similar case (donor)	229	9.66
8	Item was imputed by using the mean or mode of data for groups of similar cases	1	0.04
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0528**Imputation Flag for C0528**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2119	89.41
7	Item was imputed by using data from the record for a similar case (donor)	250	10.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	1	0.04
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0532**Imputation Flag for C0532**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	1969	83.08
7	Item was imputed by using data from the record for a similar case (donor)	401	16.92
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0534**Imputation Flag for C0534**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2026	85.49
7	Item was imputed by using data from the record for a similar case (donor)	344	14.51
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0536**Imputation Flag for C0536**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2024	85.40
7	Item was imputed by using data from the record for a similar case (donor)	346	14.60
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0560**Imputation Flag for C0560**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2183	92.11
7	Item was imputed by using data from the record for a similar case (donor)	187	7.89
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0562**Imputation Flag for C0562**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2179	91.94
7	Item was imputed by using data from the record for a similar case (donor)	191	8.06
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Variable Name: IC0580

Imputation Flag for C0580

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2370	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		2370	100

Appendix D. List of Variables That Differ Between the SSOCS:2020 Restricted-Use and Public-Use Data Files

Table D-1. SSOCS:2020 variables in the restricted-use file that differ from the public-use file

Variable type and name	Variable label
<i>Variables that were omitted from the public-use file</i>	
<i>Frame variables from the CCD 2017-18</i>	
FR_ASN	Asian/Pacific Islander students
FR_BLK	Black, non-Hispanic students
FR_CCDID	Unique school ID
FR_CHRT	Charter school indicator
FR_FIPST	FIPS state number
FR_HIGD	Highest grade offered
FR_HISP	Hispanic students
FR_INDN	Am Indian/Alaska Native students
FR_LEAID	Unique agency ID
FR_LOCI2	NCES urban-centric locale code
FR_LOGD	Lowest grade offered
FR_LVL	School level (old)
FR_MEM	Total number of students in district
FR_NOST	Total number of students in school
FR_PERMINX	Percent minority enrollment
FR_PERWTX	Percent White, non-Hispanic students
FR_SCH	Number of schools in district
FR_WHIT	White, non-Hispanic students
CENREGN	Census region code
FR_PAC	Hawaiian Native/Pacific Islander students
FR_TR	Students of Two or more races
FR_STCNTY	FIPS county number (FIPS state + county)
<i>Questionnaire Variables</i>	
C0014	Title/position of respondent
C0016	# of years respondent at the school
C0232	# of full-time security officers
C0234	# of part-time security officers
C0236	# of full-time School Resource Officers
C0238	# of part-time School Resource Officers
C0240	# of full-time sworn law enforcement officers - not SROs
C0242	# of part-time sworn law enforcement officers - not SROs
C0310	# of rapes/attempted rapes - total
C0312	# of rapes/attempted rapes reported to sworn law enforcement officers
C0314	# of sexual assaults other than rape - total
C0316	# of sexual assaults other than rape reported to sworn law enforcement officers
C0318	# of robberies with weapon - total
C0320	# of robberies with weapon reported to sworn law enforcement officers
C0322	# of robberies without weapon - total
C0324	# of robberies without weapon reported to sworn law enforcement officers
C0326	# of attacks with weapon - total
C0328	# of attacks with weapon reported to sworn law enforcement officers
C0330	# of attacks without weapon - total
C0332	# of attacks without weapon reported to sworn law enforcement officers
C0334	# of threats of attack with weapon - total
C0336	# of threats of attack with weapon reported to sworn law enforcement officers
C0338	# of threats of attack without weapon - total
C0340	# of threats of attack without weapon reported to sworn law enforcement officers
C0342	# of incidents theft/larceny - total
C0344	# of incidents theft/larceny reported to sworn law enforcement officers
C0346	# of possession of firearms - total
C0348	# of possession of firearms reported to sworn law enforcement officers
C0350	# of possession knife/sharp object - total
C0352	# of possession knife/sharp object reported to sworn law enforcement officers
C0354	# of distribution, possession, or use of drugs - total
C0355	# of distribution, possession, or use of prescription drugs - total
C0356	# of distribution, possession, or use of drugs reported to sworn law enforcement officers
C0357	# of distribution, possession, or use of prescription drugs reported to sworn law enforcement officers
C0358	# of distribution, possession, or use of alcohol - total

Table D-1. SSOCS:2020 variables in the restricted-use file that differ from the public-use file—Continued

Variable type and name	Variable label
<i>Variables that were omitted from the public-use file—Continued</i>	
C0360	# of distribution, possession, or use of alcohol reported to sworn law enforcement officers
C0362	# of incidents of vandalism - total
C0364	# of incidents of vandalism reported to sworn law enforcement officers
C0458	# students involved in use/possession firearm/explosive device - total
C0460	# of removals for firearm use/possession
C0462	# of transfers for firearm use/possession
C0464	# of suspensions for firearm use/possession
C0466	# of other actions for firearm use/possession
C0468	# of students involved in use/possession weapon (other than firearm/explosive device) - total
C0470	# of removals for non-firearm weapon use
C0472	# of transfers for non-firearm weapon use
C0474	# of suspensions for non-firearm weapon use
C0476	# of other actions for non-firearm weapon use
C0478	# students involved in distribution/possession/use illegal drugs - total
C0480	# of removals for distribution/possession/use illegal drugs
C0482	# of transfers for distribution/possession/use illegal drugs
C0484	# of suspensions for distribution/possession/use illegal drugs
C0486	# of other actions for distribution/possession/use illegal drugs
C0488	# of students involved in distribution/possession/use alcohol - total
C0490	# of removals for distribution/possession/use alcohol
C0492	# of transfers for distribution/possession/use alcohol
C0494	# of suspensions for distribution/possession/use alcohol
C0496	# of other actions for distribution/possession/use alcohol
C0498	# students involved in attacks/fights - total
C0500	# of removals for attacks/fights
C0502	# of transfers for attacks/fights
C0504	# of suspensions for attacks/fights
C0506	# of other actions for attacks/fights
C0518	# of removals with no service - total
C0520	# of transfers to alternative schools - total
C0522	Total students
C0524	Percent eligible for free or reduced-price lunch
C0530	Percent male
C0564	School type
C0565_ORIGINAL	Verbatim responses - school type
C0574	Start month for 2019-20 school year
C0575	Start day for 2019-20 school year
C0576	End month for 2019-20 school year MMDDYYYY
C0577	End day for 2019-20 school year
C0522CAT	Enrollment size (categorical)
C0524CAT	Percentage of students eligible for free or reduced-price lunch (categorical)
C0530CAT	Percentage male enrollment (categorical)
C0690	# of hate crimes
C0692	Hate crimes motivated by bias against race
C0694	Hate crimes motivated by bias against national origin or ethnicity
C0696	Hate crimes motivated by bias against sex
C0698	Hate crimes motivated by bias against religion
C0700	Hate crimes motivated by bias against disability
C0702	Hate crimes motivated by bias against sexual orientation
C0704	Hate crimes motivated by bias against gender identity
<i>Composite variables</i>	
FTE	Classroom teachers
FTE20CAT	Total number of full-time-equivalent teaching staff (categorical)
STPFTE20	Ratio of students to full-time-equivalent teaching staff
STRCAT	Ratio of students to full-time-equivalent teaching staff (categorical)

Table D-1. SSOCs:2020 variables in the restricted-use file that differ from the public-use file—Continued

Variable type and name	Variable label
<i>Variables that were omitted from the public-use file—Continued</i>	
<i>Imputation flags</i>	
IC0232	Imputation Flag for C0232
IC0234	Imputation Flag for C0234
IC0236	Imputation Flag for C0236
IC0238	Imputation Flag for C0238
IC0240	Imputation Flag for C0240
IC0242	Imputation Flag for C0242
IC0310	Imputation Flag for C0310
IC0312	Imputation Flag for C0312
IC0314	Imputation Flag for C0314
IC0316	Imputation Flag for C0316
IC0318	Imputation Flag for C0318
IC0320	Imputation Flag for C0320
IC0322	Imputation Flag for C0322
IC0324	Imputation Flag for C0324
IC0326	Imputation Flag for C0326
IC0328	Imputation Flag for C0328
IC0330	Imputation Flag for C0330
IC0332	Imputation Flag for C0332
IC0334	Imputation Flag for C0334
IC0336	Imputation Flag for C0336
IC0338	Imputation Flag for C0338
IC0340	Imputation Flag for C0340
IC0342	Imputation Flag for C0342
IC0344	Imputation Flag for C0344
IC0346	Imputation Flag for C0346
IC0348	Imputation Flag for C0348
IC0350	Imputation Flag for C0350
IC0352	Imputation Flag for C0352
IC0354	Imputation Flag for C0354
IC0355	Imputation Flag for C0355
IC0356	Imputation Flag for C0356
IC0357	Imputation Flag for C0357
IC0358	Imputation Flag for C0358
IC0360	Imputation Flag for C0360
IC0362	Imputation Flag for C0362
IC0364	Imputation Flag for C0364
IC0458	Imputation Flag for C0458
IC0460	Imputation Flag for C0460
IC0462	Imputation Flag for C0462
IC0464	Imputation Flag for C0464
IC0466	Imputation Flag for C0466
IC0468	Imputation Flag for C0468
IC0470	Imputation Flag for C0470
IC0472	Imputation Flag for C0472
IC0474	Imputation Flag for C0474
IC0476	Imputation Flag for C0476
IC0478	Imputation Flag for C0478
IC0480	Imputation Flag for C0480
IC0482	Imputation Flag for C0482
IC0484	Imputation Flag for C0484
IC0486	Imputation Flag for C0486
IC0488	Imputation Flag for C0488
IC0490	Imputation Flag for C0490
IC0492	Imputation Flag for C0492
IC0494	Imputation Flag for C0494
IC0496	Imputation Flag for C0496
IC0498	Imputation Flag for C0498
IC0500	Imputation Flag for C0500
IC0502	Imputation Flag for C0502

Table D-1. SSOCS:2020 variables in the restricted-use file that differ from the public-use file—Continued

Variable type and name	Variable label
<i>Variables that were omitted from the public-use file—Continued</i>	
IC0504	Imputation Flag for C0504
IC0506	Imputation Flag for C0506
IC0518	Imputation Flag for C0518
IC0520	Imputation Flag for C0520
IC0522	Imputation Flag for C0522
IC0524	Imputation Flag for C0524
IC0530	Imputation Flag for C0530
IC0564	Imputation Flag for C0564
IC0565_ORIGINAL	Imputation Flag for C0565_ORIGINAL
IC0574	Imputation Flag for C0574
IC0575	Imputation Flag for C0575
IC0576	Imputation Flag for C0576
IC0577	Imputation Flag for C0577
IC0690	Imputation Flag for C0690
IC0692	Imputation Flag for C0692
IC0694	Imputation Flag for C0694
IC0696	Imputation Flag for C0696
IC0698	Imputation Flag for C0698
IC0700	Imputation Flag for C0700
IC0702	Imputation Flag for C0702
IC0704	Imputation Flag for C0704
<i>Derived variables</i>	
C0014_R	Title/position of respondent (recoded)
C0016_R	# of years respondent at the school (topcoded)
C0690_R	Any hate crimes

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS:2020).

Appendix E. Unit Nonresponse Bias Analysis for the 2019-20 School Survey on Crime and Safety

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).¹ This appendix summarizes the results of the unit-level nonresponse bias analysis performed on the 2019–20 School Survey on Crime and Safety (SSOCS:2020). Unless noted otherwise, estimates were produced for this report 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 actual size of the sample. It can also produce bias if the nonrespondents have characteristics of interest that are different from those of the respondents (Statistics Canada 2009).² 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:2020 sample consists of 4,800 schools, of which 49 were ineligible for the survey and 2,370 completed the survey. Item nonresponse refers to survey questions with missing responses for interviewed schools.

Two sources of information are used in the SSOCS nonresponse bias analysis: the sampling frame data and the SSOCS response data. 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 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 characteristics³ to ensure that the sample is representative of the target population. Next, respondent and nonrespondent distributions are compared on these eight school 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.⁴ Key survey estimates are compared between low-response-

¹ U.S. Department of Education, National Center for Education Statistics. (2014). *NCES Statistical Standards* (NCES 2014-097). Retrieved May 5, 2022 from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014097>.

² Statistics Canada. (2009). *Statistics Canada Quality Guidelines* (5th ed.). Retrieved May 12, 2017, from <https://www.statcan.gc.ca/pub/12-539-x/12-539-x2009001-eng.pdf>.

³ Five characteristics were used in the sampling design (enrollment size; school level; locale; percent White, non-Hispanic enrollment; and region), and the other three characteristics were derived from continuous variables available in the sampling frame (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).

⁴ Cramer, J. S. (2002). The origins of logistic regression (Technical Report TI 2002-119/4). Amsterdam: Tinbergen Institute. pp. 167-178. Retrieved from <https://papers.tinbergen.nl/02119.pdf>.

propensity schools and the balance of the respondent sample. Finally, the effect of the nonresponse weighting adjustment is evaluated. For this evaluation, differences in response propensity are presented across the nonresponse adjustment cells created using chi-square automatic interaction detection (CHAID),⁵ which identifies the school characteristics that are the best predictors of response. Then, the distributions of the eight school characteristics are compared using the full sample (using base weights) and respondents (using both base weights and the final weights adjusted for nonresponse).

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 the distributions of the SSOCS:2020 sample across the selected school characteristic variables to the corresponding distributions in the sampling frame. The sampling frame for SSOCS:2020 was derived from the 2017-18 Common Core of Data (CCD) Public Elementary/Secondary School Universe Data File. The SSOCS sample was chosen by stratifying the subset of schools from the CCD population by enrollment size, school level, and type of locale. Within each stratum, the schools were first sorted by percent White, non-Hispanic enrollment; region; and an identification number consisting of state, district code, and school ID. A systematic random sample was then drawn.

Table E-1 displays the distributions of the SSOCS:2020 sample (including the schools that were later determined to be ineligible) and 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 not differ 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 not significantly different from the target population across the categories of school level. The larger the chi-square statistic, the less likely the two distributions are independent of the key statistic examined.

⁵CHAID is a procedure for selecting covariates used in adjustment cells, employing a decision tree framework. For further details, see Kass, G.V. (1980). An Exploratory Technique for Investigating Large Quantities of Categorical Data. *Applied Statistics*, 29(2) (1980), pp. 119-127.

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 of the school characteristics examined, the sample and the target population do not exhibit different distributions and selection bias is unlikely to be present in the sample selection design.

Table E-1. Comparison of sample and target population, by school characteristics: SSOCS:2020

Item description	Base-weighted sample (percent)	Target population (percent)	Likelihood ratio	p value ¹
Enrollment size				
Less than 300	21.4	21.4		
300-499	30.7	30.7		
500-999	37.3	37.3		
1,000 or more	10.7	10.7	<0.01	1.00
School level				
Elementary	59.1	59.1		
Middle	17.6	17.6		
High/secondary	19.3	19.3		
Combined/other	4.0	4.0	<0.01	1.00
Type of locale				
City	27.6	27.6		
Suburb	32.8	32.8		
Town	12.6	12.6		
Rural	27.0	27.0	<0.01	1.00
Percent White, non-Hispanic Enrollment				
More than 95 percent	5.3	5.4		
More than 80 to 95 percent	21.6	21.6		
More than 50 to 80 percent	27.3	27.1		
50 percent or less	45.8	45.8	0.19	0.98
Region				
Northeast	16.6	16.6		
Midwest	24.3	24.2		
South	35.5	35.6		
West	23.6	23.6	0.03	1.00
Number of full-time-equivalent (FTE) teaching staff				
Less than 29	46.1	46.4		
29 to less than 45	30.3	30.2		
45 to less than 70	15.7	15.5		
70 or more	7.9	7.9	0.32	0.96
Student-to-FTE teaching staff ratio				
Less than 12	14.7	13.8		
12 through 16	40.4	40.4		
More than 16	44.9	45.8	1.58	0.45
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	18.6	18.7		
More than 25 to 50 percent	28.0	28.2		
More than 50 to 75 percent	26.4	26.3		
More than 75 percent	27.0	26.7	0.17	0.98

¹ Based on a chi-square distribution with $df = 3$, using a significance level of $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

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 weighted in a number of different ways. Typically, unweighted and base-weighted response rates are calculated for NCES studies. 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:2020 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 nonrespondents. However, the SSOCS sampling frame (derived from the CCD) includes a number of school characteristic variables that are known for both responding and nonresponding schools; eight of these variables are used to analyze unit nonresponse bias in SSOCS:2020. Five of the variables (enrollment size; school level; locale; percent White, non-Hispanic enrollment; and region) were used in the sampling design; 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 in the sampling frame. For SSOCS:2020, 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, SSOCS:2016, and SSOCS:2018 nonresponse bias analyses.

The overall base-weighted response rate for SSOCS:2020 was 54.1 percent and the overall unweighted response rate was 49.9 percent. Table E-2a provides descriptive statistics on the base-weighted response rates for the school characteristic variables used in the unit-level bias analysis. In general, schools with 500 or more students, middle schools, city schools, schools with 50 percent or less White, non-Hispanic enrollment, schools with 45 or more FTE teaching staff, and schools in which over 75 percent of the students are eligible for free or reduced-price lunch were less likely to respond to the SSOCS:2020 survey.

Table E-2a. Response rates by school characteristics: SSOCs:2020

School characteristic	Base-weighted response rate	Standard error	95% Confidence interval lower bound	95% confidence interval upper bound	Difference from total response rate	
Total	54.1	0.95	52.3	56.0		
Enrollment size						
Less than 300	59.0	2.76	53.6	64.4	4.9	*
300-499	58.2	1.81	54.7	61.7	4.1	*
500-999	49.9	1.47	47.0	52.8	-4.2	*
1,000 or more	47.3	1.32	44.7	49.8	-6.9	*
School level						
Elementary	55.1	1.44	52.3	57.9	1.0	
Middle	50.8	1.25	48.3	53.2	-3.4	*
High/secondary	52.1	1.31	49.6	54.7	-2.0	
Combined/other	64.3	3.95	56.6	72.0	10.2	*
Type of locale						
City	41.7	1.59	38.6	44.8	-12.4	*
Suburb	51.6	1.46	48.7	54.4	-2.5	
Town	64.4	2.58	59.3	69.4	10.2	*
Rural	64.9	2.04	60.9	68.9	10.8	*
Percent White, non-Hispanic enrollment						
More than 95 percent	64.9	5.27	54.5	75.2	10.8	*
More than 80 to 95 percent	66.7	2.00	62.8	70.6	12.6	*
More than 50 to 80 percent	57.6	1.67	54.3	60.9	3.5	*
50 percent or less	44.8	1.02	42.8	46.8	-9.3	*
Region						
Northeast	50.6	2.69	45.3	55.9	-3.5	
Midwest	58.6	1.66	55.3	61.8	4.4	*
South	52.9	1.73	49.5	56.3	-1.2	
West	53.8	2.10	49.7	57.9	0.4	
Number of full-time-equivalent (FTE) teaching staff						
Less than 29	57.7	1.51	54.7	60.6	3.5	*
29 to less than 45	54.5	1.68	51.2	57.8	0.4	
45 to less than 70	46.9	1.94	43.1	50.7	-7.2	*
70 or more	46.4	1.43	43.5	49.2	-7.8	*
Student-to-FTE teaching staff ratio						
Less than 12	54.6	3.48	47.8	61.4	0.5	
12 through 16	54.4	1.58	51.3	57.5	0.3	
More than 16	53.7	1.41	51.0	56.5	-0.4	
Percentage of students eligible for free or reduced-price lunch						
0 to 25 percent	56.7	2.18	52.4	60.9	2.5	
More than 25 to 50 percent	59.1	1.65	55.9	62.3	5.0	*
More than 50 to 75 percent	54.3	1.95	50.4	58.1	0.1	
More than 75 percent	47.0	1.96	43.2	50.9	-7.1	*

* Denotes a significant difference between the response rate of the school characteristic and the total response rate at the 5 percent significance level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCs), 2020.

Frequency distributions were compared between 69 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 may 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 E-2b and E-2c provide marginal summaries of the analysis. Table E-2b summarizes the results from likelihood ratio tests of independence between each school characteristic and the 69 key variables, while table E-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 E-A, which follows the summary at the end of this appendix. 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 E-2b. Summary of chi-square test of independence between school characteristics and 69 key survey variables: SSOCs:2020

School characteristic	Number of significant ¹ relationships with key survey variables	Number of nonsignificant ¹ relationships with key survey variables	Not evaluated ²
Enrollment size	44	24	1
School level	38	24	7
Type of locale	34	35	0
Percent White, non-Hispanic enrollment	30	30	9
Region	30	39	0
Number of full-time-equivalent (FTE) teaching staff	49	19	1
Student-to-FTE teaching staff ratio	23	46	0
Percentage of students eligible for free or reduced-price lunch	37	32	0

¹ Based on a chi-square distribution with df = 3, using a significance level of $\alpha = .05$.

² Chi-square test was not performed due to insufficient observations in one or more cells.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCs), 2020.

Table E-2c. Summary of school characteristics for which 69 key survey variable distributions differed significantly: SSOCs:2020

Number of school characteristics for which key survey variable distributions differed significantly ¹	Number of key survey variables
0	3
1	7
2	12
3	4
4	7
5	14
6	14
7	4
8	4

¹Based on a chi-square distribution with $df = 3$, using a significance level of $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCs), 2020.

Over half of the key survey variables have significant relationships with at least four school characteristics, providing reason to believe 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 distribution, possession, or use of illegal drugs
- School had at least one incident of the distribution, possession, or use of alcohol
- School had at least one incident of physical attack or fight without a weapon
- School had at least one incident of theft/larceny
- School reported having a written plan that describes procedures to be performed in the event of natural disasters
- School reported that efforts to reduce or prevent crime are limited in a major way by inadequate funds
- School reported that efforts to provide mental health services are limited in a major way by inadequate access to licensed mental health professionals⁶

Comparison of Respondents and Nonrespondents

The second component of nonresponse bias relates to the differences between respondents and nonrespondents across school characteristics. Table E-3 compares respondents and nonrespondents on the eight school characteristic variables for which data are available from the sampling frame. Base-weighted distributions and

⁶ These differences represent only some of the statistically significant relationships that resulted from this analysis. To avoid unnecessarily reporting too much detail, this paragraph lists only those variables with significant relationships with at least seven characteristics.

the differences in the distributions between respondents and nonrespondents are shown.

The largest differences in distributions were found for schools with 50 percent or less White, non-Hispanic enrollment (-17.1 percent), city schools (-13.7 percent), rural schools (11.8 percent), schools with 80 to 95 percent White, non-Hispanic enrollment (11.0 percent), and schools with more than 75 percent of students eligible for free or reduced-price lunch (-7.7 percent).⁷ The likelihood-ratio test statistic for independence in each two-way table is shown in table E-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; percent White, non-Hispanic enrollment; number of FTE teaching staff; and percentage of students eligible for free or reduced-price lunch. Therefore, there is a statistically significant relationship between each of these six school characteristic variables and the likelihood of responding to the SSOCS:2020 survey.

⁷ These differences represent only some of the statistically significant relationships that resulted from this analysis. To avoid unnecessarily reporting too much detail, this paragraph lists only those differences greater than the absolute value of 7 (see table E-3 for a complete list). A negative difference means that the respondent proportion is lower than the nonrespondent proportion.

Table E-3. Comparison of respondents and nonrespondents, by school characteristics: SSOCs:2020

Item description	Respondents (Base-weighted percent)	Nonrespondents (Base-weighted percent)	Difference (percent)	Likelihood ratio	<i>p</i> value ¹	
Enrollment size						
Less than 300	23.3	19.1	4.2			
300-499	33.1	28.0	5.1			
500-999	34.3	40.6	-6.3			
1,000 or more	9.3	12.2	-2.9	23.73	<0.01	*
School level						
Elementary	60.2	57.9	2.3			
Middle	16.5	18.9	-2.4			
High/secondary	18.6	20.1	-1.5			
Combined/other	4.7	3.1	1.6	14.08	<0.01	*
Type of locale						
City	21.1	34.8	-13.7			
Suburb	31.3	34.6	-3.3			
Town	15.1	9.8	5.2			
Rural	32.6	20.7	11.8	102.97	<0.01	*
Percent White, non-Hispanic Enrollment						
More than 95 percent	6.3	4.1	2.3			
More than 80 to 95 percent	26.7	15.8	11.0			
More than 50 to 80 percent	29.2	25.3	3.8			
50 percent or less	37.8	54.9	-17.1	87.36	<0.01	*
Region						
Northeast	15.5	17.9	-2.4			
Midwest	26.5	22.1	4.4			
South	34.8	36.4	-1.7			
West	23.2	23.5	-0.3	7.36	0.06	
Number of full-time-equivalent (FTE) teaching staff						
Less than 29	49.0	42.4	6.6			
29 to less than 45	30.6	30.1	0.5			
45 to less than 70	13.6	18.2	-4.6			
70 or more	6.8	9.2	-2.5	32.01	<0.01	*
Student-to-FTE teaching staff ratio						
Less than 12	14.8	14.5	0.3			
12 through 16	40.8	40.4	0.4			
More than 16	44.4	45.1	-0.7	0.09	0.96	
Percentage of students eligible for free or reduced-price lunch						
0 to 25 percent	19.6	17.7	1.9			
More than 25 to 50 percent	30.6	25.0	5.6			
More than 50 to 75 percent	26.5	26.4	0.2			
More than 75 percent	23.3	31.0	-7.7	23.29	<0.01	*

* $p < .05$.

¹ Based on a chi-square distribution with $df = 3$, using a significance level of $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCs), 2020.

Modeling Response Propensity

Across the population, one subgroup may be more likely to respond to SSOCs:2020 than another subgroup. Using a regression model, the relationships between multiple school characteristics and response propensity can be examined simultaneously. 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 these characteristics (enrollment size; school level; locale; percent White, non-Hispanic enrollment; census region; number of FTE teaching staff; student-to-FTE teacher ratio; and percentage of students eligible for free or reduced-price lunch), 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 odds⁸ of responding to the SSOCS:2020 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 characteristic variable was taken as the reference group.

Table E-4a reports the odds ratios of schools responding to SSOCS:2020, given a particular school-level characteristic. For example, the odds ratio estimate for *town* schools is 1.977, which means these schools have about 2.0 times the odds of responding of *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 a coefficient is significantly different from the reference category, the lower and upper 95 percent confidence limits of the odds ratio were examined and are also reported in table E-4a. At the significance level of .05, when the value of 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 district⁹ refusals since special districts have a higher refusal rate than nonspecial districts and a higher proportional representation in cities than in other areas). Also, elementary schools have a significantly higher response propensity than middle schools, but not significantly different with respect to high/secondary schools or combined/other schools. No other significant differences in response propensity were identified among the remaining school characteristics. This suggests that these

⁸ 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.

⁹ Special district schools require district approval prior to contacting.

two characteristics are major drivers of the other differences that were observed in the bivariate analysis.

Table E-4a. Comparison of odds ratios for the likelihood of schools responding to the survey, by school characteristics: SSOCS:2020

Item description	Odds ratio	Lower 95%confidence limit of odds ratio ¹	Upper 95% confidence limit of odds ratio ¹
Enrollment size			
Less than 300	<i>Reference Group</i>		
300-499	1.029	0.709	1.492
500-999	0.745	0.459	1.208
1,000 or more	0.759	0.405	1.423
School level			
Elementary	<i>Reference Group</i>		
Middle	0.834	0.703	0.990 ²
High/secondary	0.830	0.670	1.028
Combined/other	1.121	0.759	1.656
Type of locale			
City	<i>Reference Group</i>		
Suburb	1.330	1.071	1.652 ²
Town	1.977	1.524	2.566 ²
Rural	1.918	1.464	2.513 ²
Percent White, non-Hispanic enrollment			
More than 95 percent	<i>Reference Group</i>		
More than 80 to 95 percent	1.211	0.745	1.966
More than 50 to 80 percent	0.948	0.600	1.498
50 percent or less	0.653	0.408	1.044
Region			
Northeast	<i>Reference Group</i>		
Midwest	1.138	0.860	1.506
South	1.144	0.843	1.552
West	1.220	0.864	1.723
Number of full-time-equivalent (FTE) teaching staff			
Less than 29	<i>Reference group</i>		
29 to less than 45	1.178	0.884	1.569
45 to less than 70	1.046	0.678	1.613
70 or more	1.119	0.682	1.836
Student-to-FTE teaching staff ratio			
Less than 12	<i>Reference group</i>		
12 through 16	1.117	0.784	1.591
More than 16	1.278	0.858	1.903
Percentage of students eligible for free or reduced-price lunch			
0 to 25 percent	<i>Reference group</i>		
More than 25 to 50 percent	1.063	0.837	1.352
More than 50 to 75 percent	1.008	0.780	1.302
More than 75 percent	0.987	0.711	1.369

¹ Based on exponentiating the log-odds standard error from jackknife replication with $df = 50$, with $\alpha = .05$.

² Denotes the confidence interval did not contain the value 1.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

The logistic regression odds ratios shown in table E-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:2020 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.¹⁰ The standard deviation of the response propensities is obtained from the model, and the R indicator is estimated by the following equation:

$$\hat{R} = 1 - 2S_{\hat{p}} = 1 - 2 \sqrt{\frac{1}{\sum_{i=1}^n w_i - 1} \sum_{i=1}^n w_i (\hat{p}_i - \bar{\hat{p}})^2},$$

Where:

$S_{\hat{p}}$ = the standard deviation of the response propensities over the target population

w_i = the base weight for school i

\hat{p}_i = the estimated response propensity for school i

$\bar{\hat{p}}$ = the mean of the estimated response propensities, $\hat{p}_i, i = 1, \dots, n$

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 0.75. This can be interpreted as signifying a moderate representativeness.

Lastly, the respondents were split into two independent samples based on estimated response propensity, and estimates of 69 key statistics were calculated 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 69 key statistics calculated from both samples were compared using t tests. Of the 69 key statistics, 41 significant differences were detected between the estimates calculated with the two samples. Most of the significant differences are positive, meaning that 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, except for the following items:

¹⁰ For more information on R indicators, see Witt, M.B. (2010). *Estimating the R-indicator, Its Standard Error and Other Related Statistics with SAS and SUDAAN*. Paper presented at JSM Proceedings, Section on Survey Research Methods. American Statistical Association.

- Schools having a written plan that describes procedures to be performed in the event of natural disaster
- Schools reporting that their efforts to provide mental health services to students were limited by inadequate funding

This suggests that prior to nonresponse adjustments, SSOCS may be underestimating the prevalence of these items of interest. The results are provided in table E-4b.

Table E-4b. Comparison of key estimates for low-propensity quintile and balance of interviewed sample: SSOCS:2020

Key estimate	Low-propensity quintile estimate	Balance of sample estimate	Difference	p value ¹
<i>Percentage of public schools reporting at least one occurrence of the following incidents during the 2019-20 school year:</i>				
Rape or attempted rape (C0310)	1.3	0.8	0.5	0.18
Sexual assault other than rape (C0314)	7.3	4.5	2.9	0.01 *
Robbery with a weapon (C0318)	2.5	0.4	2.1	0.02 *
Robbery without a weapon (C0322)	10.0	3.8	6.2	<0.01 *
Physical attack or fight with a weapon (C0326)	9.8	8.5	1.3	0.47
Physical attack or fight without a weapon (C0330)	70.3	54.8	15.5	<0.01 *
Threat of a physical attack with a weapon (C0334)	14.9	7.9	7.0	<0.01 *
Threat of a physical attack without a weapon (C0338)	48.4	36.3	12.1	<0.01 *
Theft/larceny (C0342)	41.2	27.5	13.7	<0.01 *
Possession of a firearm or explosive device (C0346)	6.3	2.4	3.9	<0.01 *
Possession of a knife or sharp object (C0350)	42.0	28.4	13.6	<0.01 *
The distribution, possession, or use of illegal drugs (C0354)	40.0	23.2	16.8	<0.01 *
The inappropriate distribution, possession, or use of prescription drugs (C0355)	11.9	7.4	4.5	<0.01 *
The distribution, possession, or use of alcohol (C0358)	18.8	12.1	6.7	<0.01 *
Vandalism (C0362)	39.6	28.9	10.7	<0.01 *
Hate crime (C0690)	4.1	1.4	2.6	<0.01 *
<i>Percentage of public schools reporting a daily or at least once per week occurrence of the following problems during the 2019-20 school year:</i>				
Student racial/ethnic tensions (C0374)	5.0	3.1	1.9	0.10
Student bullying (C0376)	21.5	11.6	9.9	<0.01 *
Student sexual harassment of other students (C0378)	3.2	1.1	2.1	0.02 *
Student harassment of other students based on sexual orientation (C0381)	1.9	1.0	1.0	0.06
Student harassment of other students based on gender identity (C0383)	1.8	0.7	1.1	0.03 *
Student harassment of others based on religion (C0385)	0.4	0.3	0.2	0.35
Student harassment of others based on disability (C0387)	1.0	0.7	0.2	0.58
Widespread disorder in classrooms (C0382)	8.3	2.3	6.0	<0.01 *
Student verbal abuse of teachers (C0380)	17.4	6.4	11.0	<0.01 *
Student acts of disrespect for teachers other than verbal abuse (C0384)	23.1	12.0	11.2	<0.01 *
Gang activities (C0386)	1.3	0.2	1.1	0.02 *
Cyberbullying among students (C0389)	20.4	14.0	6.4	0.01 *
<i>The number of the following disciplinary actions that were given per school for student involvement in the use or possession of a weapon other than a firearm or explosive device at school during the 2019-20 school year:</i>				
Removals without continuing services for at least the remainder of the school year (C0470)	1.3	0.6	0.7	0.04 *
Transfers to alternative schools (C0472)	7.0	2.8	4.2	<0.01 *
Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (C0474)	12.4	5.5	6.9	<0.01 *
Other disciplinary actions (C0476)	14.7	7.5	7.1	<0.01 *
<i>Percentage of public schools reporting having any activities that included the following components for students during the 2019-20 school year:</i>				
Prevention curriculum, instruction, or training for students (C0174)	96.6	95.8	0.8	0.39
Social emotional learning (SEL) for students (C0183)	95.4	93.8	1.6	0.19
Behavioral or behavior modification intervention for students (C0176)	97.2	95.1	2.1	0.04 *
Individual mentoring, tutoring, or coaching of students by adults (C0181)	95.8	90.6	5.2	<0.01 *
Student involvement in peer mediation (C0175)	60.0	45.6	14.4	<0.01 *
Student court to address student conduct problems or minor offenses (C0177)	10.6	6.8	3.8	0.02 *
Student involvement in restorative practices (C0179)	73.5	54.0	19.6	<0.01 *
Programs to promote a sense of community or social integration among students (C0186)	90.3	86.6	3.7	0.04 *
<i>Percentage of public schools with a written plan for the following crisis situations during the 2019-20 school year:</i>				
Active shooter (C0155)	97.2	95.7	1.5	0.14
Natural disasters (C0158)	94.0	97.3	-3.2	0.04 *

Table E-4b. Comparison of key estimates for low-propensity quintile and balance of interviewed sample: SSOCS:2020—continued

Key estimate	Low-propensity quintile estimate	Balance of sample estimate	Difference	p value ¹	
Hostages (C0162)	52.7	52.8	-0.1	0.98	
Bomb threats or incidents (C0166)	94.6	92.8	1.8	0.19	
Chemical, biological, or radiological threats or incidents (C0170)	71.5	74.6	-3.1	0.29	
Suicide threats or incidents (C0169)	92.8	90.2	2.6	0.15	
Pandemic disease (C0161)	50.4	52.8	-2.4	0.47	
Post-crisis reunification of students with their families (C0157)	89.7	88.9	0.8	0.65	
<i>Percentage of public schools that drilled students on the following emergency procedures during the 2019-20 school year:</i>					
Evacuation (C0163)	95.2	93.7	1.5	0.29	
Lockdown (C0165)	98.9	97.1	1.9	0.01	*
Shelter-in-place (C0167)	91.7	91.1	0.7	0.71	
<i>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 2019-20 school year:</i>					
Lack of or inadequate teacher training in classroom management (C0280)	6.9	4.9	2.1	0.12	
Lack of or inadequate alternative placements or programs for disruptive students (C0282)	39.9	33.7	6.2	0.06	
Likelihood of complaints from parents (C0284)	10.2	5.2	5.0	<0.01	*
Lack of teacher support for school policies (C0286)	5.8	3.1	2.8	0.03	*
Lack of parental support for school policies (C0288)	14.6	7.7	7.0	<0.01	*
Teachers' fear of student retaliation (C0290)	5.4	3.4	2.0	0.15	
Fear of litigation (C0292)	11.7	9.2	2.5	0.22	
Inadequate funds (C0294)	34.7	36.3	-1.6	0.55	
Inconsistent application of school policies by faculty or staff (C0296)	14.8	7.3	7.4	<0.01	*
<i>Percentage of public schools where a mental health professional was available to students for the following services during the 2019-20 school year:</i>					
Diagnostic assessment for mental health disorders (C0661, C0663, or C0665)	64.6	50.0	14.6	<0.01	*
Treatment for mental health disorders (C0667, C0669, or C0671)	44.9	41.3	3.6	0.22	
<i>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 2019-20 school year:</i>					
Inadequate access to licensed mental health professionals (C0674)	38.0	41.6	-3.6	0.22	
Inadequate funding (C0676)	50.0	56.6	-6.6	0.02	*
Potential legal issues for school or district (C0678)	17.2	14.4	2.8	0.22	
Concerns about reactions from parents (C0681)	9.8	7.9	1.9	0.24	
Lack of community support for providing mental health services to students (C0682)	12.0	9.0	3.0	0.16	
Written or unwritten policies regarding the school's requirement to pay for the diagnostics assessment or treatment of students (C0684)	22.2	18.2	4.0	0.13	
Reluctance to label students with mental health disorders to avoid stigmatizing the child (C0686)	12.5	6.7	5.8	0.01	*

* $p < .05$.

¹ Based on a two-tailed t distribution with $df = 50$, $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

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 a 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 the response predictors that were identified at each step. CHAID can be particularly useful for picking up interactions between characteristics that would not be captured in the main-effects logistic regression used above. The 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 school characteristics discussed in earlier sections were used as the auxiliary variables in the CHAID analysis. These characteristics are enrollment size; school level; locale, percent White, non-Hispanic students; region; number of FTE teaching staff; student-to-FTE teaching staff ratio; and percentage of students eligible for free or reduced-price lunch. 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 14 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 E-5. The weighted unit response rates among adjustment cells vary from 35.2 to 72.3 percent, and the unweighted response rates vary from 35.6 to 71.7 percent. The resulting cell definitions from the CHAID analysis were used to create the nonresponse adjustment cells that are used to produce the SSOCS:2020 final weights, which are the weights that are given in the SSOCS data file and should be used in data analysis.

Table E-5. Nonresponse adjustment cells, weighted and unweighted response rates of cells, and number of respondents: SSOCS:2020

Cell	Response rate (percent)		Number of respondents
	Weighted	Unweighted	
1	64.7	62.6	87
2	68.9	66.9	111
3	72.3	71.7	175
4	63.1	61.6	313
5	55.7	53.1	187
6	63.7	57.9	205
7	54.2	49.3	147
8	48.9	51.0	171
9	52.9	50.0	170
10	41.6	37.7	171
11	52.2	49.2	183
12	35.2	35.6	181
13	44.1	42.3	66
14	39.8	38.7	203

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

To evaluate the effect of the nonresponse weighting adjustment, a comparison analysis was conducted to look for differences between the eligible sample (4,751 cases with sample selection base weights) and the respondents only (2,370 completed questionnaires with both the sample selection base weights and the post-raking final weights, which are adjusted for nonresponse). The weighting adjustment should minimize any differences originally found between these two groups 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 characteristics, the nonresponse bias is estimated as:

$$\hat{B}(p_r) = \hat{p}_r - \hat{p}_t$$

Where:

\hat{p}_t = the estimated percentage based on all eligible sample cases (base weighted); and

\hat{p}_r = the estimated percentage 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:

$$RelB(\hat{p}_r) = \frac{\hat{B}(p_r)}{\hat{p}_r}$$

The mean and median estimated relative biases across all eight school characteristics are calculated as a summary measure.

Tables E-6 and E-7 contain summary statistics of the findings. Table E-6 provides the comparisons between respondents and the eligible sample on the school characteristics. Base-weighted distributions are used to describe differences between the respondents and the eligible sample before the nonresponse adjustment, and final weights are used to describe differences after the adjustment. In conjunction with table E-6, table E-7 demonstrates that the adjustments were effective at removing the observed bias in the school characteristics. According to the table, 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 E-B, at the end of this appendix.

Table E-6. Summary of unit nonresponse bias before and after nonresponse adjustment: SSOCS:2020

Nonresponse bias statistics	Total
Before nonresponse adjustment	
Mean estimated percent relative bias (absolute value)	9.1
Median estimated percent relative bias (absolute value)	7.0
Percentage of variable categories significantly ¹ biased	61.3
After nonresponse adjustment	
Mean estimated percent relative bias (absolute value)	1.0
Median estimated percent relative bias (absolute value)	0.2
Percentage of variable categories significantly ¹ biased	0.0

¹ Based on a two-tailed t distribution with $df = 50$, $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

Table E-7. Effects of nonresponse adjustment on bias reduction in school characteristics: SSOCS:2020

Significance in bias before nonresponse adjustment	Change in absolute bias due to nonresponse adjustment	Significance in bias after nonresponse adjustment	Number of characteristics
Not significant	Reduction	Not significant	8
		Significant	0
	Increase in difference	Not significant	4
		Significant	0
Significant	>50 percent reduction	Not significant	19
		Significant	0
	10 percent-50 percent reduction	Not significant	0
		Significant	0
	<10 percent reduction	Not significant	0
		Significant	0
	Increase in difference	Not significant	0
		Significant	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

Summary

This appendix documents the unit-level nonresponse bias analysis for SSOCS:2020. When the sample was first compared to the target population, similar distributions were found across all eight school characteristic variables and, therefore, no selection bias was found in the survey sample design.

The overall weighted response rate was 54.1 percent. In general, larger schools, middle schools, city schools, schools with 50 percent or less White, non-Hispanic enrollment, schools with a large FTE teaching staff, and schools with a high percentage of students eligible for free or reduced-price lunch were less likely than average to respond to the SSOCS:2020 survey. Over half of the 69 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, non-Hispanic enrollment; number of FTE teaching staff; and percentage of students eligible for free or reduced-price lunch. The largest differences were found for schools with

50 percent or less White, non-Hispanic enrollment (-17.1 percent), city schools (-13.7 percent), rural schools (11.8 percent), schools with more than 80 to 95 percent White, non-Hispanic enrollment (11.0 percent), and schools with more than 75 percent of students eligible for free or reduced-price lunch (-7.7 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 among the categories of the eight school characteristic variables found that city schools were significantly less likely to respond to the SSOCS survey than were suburban, town, or rural schools and that elementary schools were significantly more likely to respond than were middle schools but were not significantly different with respect to high/secondary schools or combined/other schools. This implies that, controlling for the eight school characteristics, differences in response rates by locale and school level are key drivers of the previously observed differences between the respondent and nonrespondent distributions.

About 59 percent (41 out of 69 key survey variables) of the estimates for key survey variables calculated for cases with a low response propensity are significantly different from the 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, except for the following items:

- Schools having a written plan that describes procedures to be performed in the event of natural disaster
- Schools reporting that their efforts to provide mental health services to students were limited by inadequate funding

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.

Among the 69 key survey variables, these are 6 variables where (1) distributions varied significantly across the levels of a school characteristics for at least seven of the school characteristics; and (2) low-propensity respondents (used as a proxy for nonrespondents) differed from the rest of the respondents on their responses to these variables.

Finally, the full sample (with base weights) was compared to the respondents (with base weights and final weights) to evaluate the effectiveness of the nonresponse

weighting adjustment. The results show that before the nonresponse adjustment, there was significant bias in approximately 61 percent of the 31 categories of the eight school characteristics. After the adjustment, none of the categories was 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 adjustments removed some of the nonresponse bias in the survey estimates.

Table E-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 69 key survey variables: SSOCs:2020

Key estimate	Enrollment size	School level	Locale	Percent White, non-Hispanic enrollment	Region	Number of FTE teaching staff	Student-to-FTE staff ratio	Percentage of students eligible for free or reduced-price lunch
<i>Percent of public schools reporting at least one occurrence of the following incidents during the 2019-20 school year:</i>								
Rape or attempted rape (C0310)	<0.01	**	0.72	0.92	0.01	<0.01	0.34	0.15
Sexual assault other than rape (C0314)	<0.01	<0.01	0.22	0.32	0.09	<0.01	0.02	0.01
Robbery with a weapon (C0318)	0.03	**	0.82	**	0.70	<0.01	0.03	0.14
Robbery without a weapon (C0322)	<0.01	<0.01	0.10	**	0.02	<0.01	<0.01	0.20
Physical attack or fight with a weapon (C0326)	0.11	0.08	0.36	0.01	0.98	0.05	0.79	0.25
Physical attack or fight without a weapon (C0330)	<0.01	<0.01	<0.01	0.02	<0.01	<0.01	<0.01	0.17
Threat of a physical attack with a weapon (C0334)	0.01	<0.01	0.66	0.21	0.04	<0.01	0.56	0.01
Threat of a physical attack without a weapon (C0338)	<0.01	<0.01	0.08	0.08	<0.01	<0.01	0.02	0.02
Theft/larceny (C0342)	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	0.01	<0.01
Possession of a firearm or explosive device (C0346)	<0.01	<0.01	0.08	**	0.11	<0.01	0.03	0.05
Possession of a knife or sharp object (C0350)	<0.01	<0.01	0.01	0.02	0.01	<0.01	<0.01	<0.01
The distribution, possession, or use of illegal drugs (C0354)	<0.01	<0.01	<0.01	0.02	0.03	<0.01	0.01	0.01
The inappropriate distribution, possession, or use of prescription drugs (C0355)	<0.01	<0.01	<0.01	0.19	0.02	<0.01	0.01	0.06
The distribution, possession, or use of alcohol (C0358)	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01
Vandalism (C0362)	<0.01	<0.01	0.10	0.15	<0.01	<0.01	<0.01	<0.01
Hate crime (C0690)	<0.01	**	0.06	0.21	<0.01	<0.01	0.04	0.21
<i>Percent of public schools reporting a daily or at least once per week occurrence of the following problems during the 2019-20 school year:</i>								
Student racial/ethnic tensions (C0374)	0.08	<0.01	0.82	**	0.40	0.01	0.96	0.88
Student bullying (C0376)	0.06	<0.01	0.34	0.93	0.40	<0.01	0.60	0.38
Student sexual harassment of other students (C0378)	<0.01	<0.01	<0.01	**	0.87	<0.01	<0.01	0.97
Student harassment of other students based on sexual orientation (C0381)	<0.01	<0.01	0.65	0.98	0.29	<0.01	<0.01	0.78
Student harassment of other students based on gender identity (C0383)	<0.01	<0.01	0.79	0.98	0.63	<0.01	<0.01	0.31
Student harassment of others based on religion (C0385)	**	**	0.06	**	0.51	**	0.22	0.15
Student harassment of others based on disability (C0387)	0.38	0.21	0.11	0.79	1.00	0.19	0.20	<0.01
Widespread disorder in classrooms (C0382)	0.14	0.03	0.03	**	0.24	0.01	0.22	0.01
Student verbal abuse of teachers (C0380)	0.94	0.38	0.08	<0.01	<0.01	0.30	0.84	<0.01
Student acts of disrespect for teachers other than verbal abuse (C0384)	0.92	0.05	0.43	0.73	<0.01	0.53	0.68	0.01
Gang activities (C0386)	0.04	**	0.16	**	0.13	0.09	0.12	<0.01
Cyberbullying among students (C0389)	<0.01	<0.01	0.01	<0.01	0.01	<0.01	0.48	0.06

**Table E-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 69 key survey variables:
SSOCS:2020–Continued**

Key estimate	Enrollment size	School level	Locale	Percent White, non-Hispanic enrollment	Region	Number of FTE teaching staff	Student-to- FTE staff ratio	Percentage of students eligible for free or reduced- price lunch
<i>The number of the following disciplinary actions that were given per school for student involvement in the use or possession of a weapon other than a firearm or explosive device at school during the 2019–20 school year:</i>								
Removals without continuing services for at least the remainder of the school year (C0470)	<0.01	**	0.34	**	0.47	<0.01	0.04	0.03
Transfers to alternative schools (C0472)	<0.01	<0.01	0.13	0.05	<0.01	<0.01	0.24	<0.01
Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (C0474)	<0.01	<0.01	0.84	0.09	<0.01	<0.01	0.02	0.02
Other disciplinary action (C0476)	<0.01	0.01	0.14	0.34	<0.01	0.02	0.01	0.07
<i>Percentage of public schools reporting having any activities that included the following components for students during the 2019–20 school year:</i>								
Prevention curriculum, instruction, or training for students (C0174)	<0.01	<0.01	<0.01	<0.01	0.06	<0.01	0.77	<0.01
Social emotional learning (SEL) for students (C0183)	<0.01	<0.01	<0.01	<0.01	0.12	<0.01	0.92	<0.01
Behavioral or behavior modification intervention for students (C0176)	<0.01	<0.01	<0.01	<0.01	0.12	<0.01	0.99	<0.01
Individual attention, mentoring, tutoring, or coaching of students by adults (C0181)	0.03	0.27	<0.01	<0.01	0.03	0.01	0.80	<0.01
Student involvement in peer meditation (C0175)	0.72	0.18	0.07	0.10	0.59	0.43	0.04	0.34
Student court to address student conduct problems or minor offenses (C0177)	0.04	<0.01	0.48	0.12	<0.01	0.01	0.95	<0.01
Student involvement in restorative circles (C0179)	<0.01	<0.01	0.18	0.24	0.01	0.11	0.17	0.99
Programs to promote a sense of community or social integration among students (C0186)	<0.01	<0.01	<0.01	<0.01	0.07	0.01	0.99	<0.01
<i>Percentage of public schools with a written plan for the following crisis situations during the 2019–20 school year:</i>								
Active shooter (C0155)	<0.01	0.05	<0.01	<0.01	0.08	<0.01	0.87	<0.01
Natural disasters (C0158)	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	0.50	<0.01
Hostages (C0162)	0.19	0.65	<0.01	<0.01	0.07	0.13	0.18	0.07
Bomb threats or incidents (C0166)	<0.01	0.32	<0.01	<0.01	0.13	<0.01	0.59	<0.01
Chemical, biological, or radiological threats or incidents (C0170)	0.14	0.84	<0.01	<0.01	0.64	0.04	0.55	<0.01
Suicide threat or incident (C0169)	0.05	0.28	<0.01	<0.01	0.39	0.03	0.84	<0.01
Pandemic disease (C0161)	<0.01	0.38	<0.01	<0.01	0.39	0.04	0.71	<0.01
Post-crisis reunification of students with their families (C0157)	0.05	0.23	<0.01	<0.01	0.22	0.01	0.61	<0.01

**Table E-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 69 key survey variables:
SSOCS:2020–Continued**

Key estimate	Enrollment size	School level	Locale	Percent White, non-Hispanic enrollment	Region	Number of FTE teaching staff	Student-to- FTE staff ratio	Percentage of students eligible for free or reduced- price lunch
<i>Percentage of public schools that drilled students on the following emergency procedures during the 2019-20 school year:</i>								
Evacuation (C0163)	<0.01	0.03	<0.01	<0.01	0.12	<0.01	0.97	<0.01
Lockdown (C0165)	<0.01	0.04	<0.01	<0.01	0.06	<0.01	0.80	<0.01
Shelter-in-place (C0167)	<0.01	0.41	<0.01	<0.01	0.21	<0.01	0.83	<0.01
<i>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 2019-20 school year:</i>								
Lack of or inadequate teacher training in classroom management (C0280)	0.45	0.06	0.15	0.25	0.03	0.72	0.48	0.57
Lack of or inadequate alternative placements or programs for disruptive students (C0282)	0.15	0.21	<0.01	0.10	<0.01	0.01	<0.01	<0.01
Likelihood of complaints from parents (C0284)	0.93	0.81	0.46	0.24	0.05	0.51	0.02	0.55
Lack of teacher support for school policies (C0286)	0.93	0.38	0.04	0.32	0.93	0.88	0.86	0.15
<i>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 2019-20 school year, continued:</i>								
Lack of parental support for school policies (C0288)	0.56	0.39	0.17	0.02	0.06	0.29	0.16	0.06
Teachers' fear of student retaliation (C0290)	0.14	0.62	0.03	0.98	0.44	0.79	0.24	0.76
Fear of litigation (C0292)	0.17	<0.01	0.26	0.63	0.20	0.55	0.01	0.91
Inadequate funds (C0294)	<0.01	0.01	<0.01	<0.01	0.01	<0.01	0.36	<0.01
Inconsistent application of school policies by faculty or staff (C0296)	0.36	0.10	0.05	0.80	0.17	0.05	0.32	0.09
<i>Percentage of public schools where a mental health professional was available to students for the following services during the 2019-20 school year:</i>								
Diagnostic assessment for mental health disorders (C0661, C0663, or C0665)	0.04	<0.01	0.02	<0.01	0.04	<0.01	0.71	0.05
Treatment for mental health disorders (C0667, C0669, or C0671)	0.29	0.27	<0.01	<0.01	0.30	0.10	0.47	0.82
<i>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 2019-20 school year:</i>								
Inadequate access to licensed mental health professionals (C0674)	<0.01	<0.01	<0.01	<0.01	0.04	<0.01	0.99	0.01
Inadequate funding (C0676)	<0.01	<0.01	<0.01	<0.01	0.18	<0.01	0.82	<0.01

**Table E-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 69 key survey variables:
SSOCS:2020–Continued**

Key estimate	Enrollment size	School level	Locale	Percent White, non-Hispanic enrollment	Region	Number of FTE teaching staff	Student-to- FTE staff ratio	Percentage of students eligible for free or reduced- price lunch
Potential legal issues for school or district (C0678)	0.95	0.11	0.08	0.22	0.13	0.42	0.45	0.52
Concerns about reactions from parents (C0681)	0.70	0.19	0.49	0.98	0.10	0.81	0.44	0.95
Lack of community support for providing mental health services to students (C0682)	0.03	0.03	0.30	0.92	0.71	0.20	0.14	0.70
Written or unwritten policies regarding the school's requirement to pay for the diagnostics assessment or treatment of students (C0684)	0.61	0.01	0.13	0.41	<0.01	0.26	0.96	0.45
Reluctance to label students with mental health disorders to avoid stigmatizing the child (C0686)	0.92	**	0.97	0.56	<0.01	0.83	0.11	0.96

** A 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).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table E-B. Comparison of eligible sample and respondents, by school characteristics: SSOCS:2020

Item description	Eligible sample, base weighted (percent)	Respondents, base weighted (percent)	Relative difference, base weighted (percent)		Respondents, final weighted (percent)	Relative difference, final weighted (percent)
Enrollment size						
Less than 300	21.3	23.3	8.3	*	21.3	#
300-499	30.8	33.1	7.0	*	30.8	#
500-999	37.2	34.3	-8.5	*	37.2	#
1,000 or more	10.7	9.3	-14.5	*	10.6	-0.1
School level						
Elementary	59.2	60.2	1.8		59.2	#
Middle	17.6	16.5	-6.6	*	17.6	-0.1
High/secondary	19.3	18.6	-3.8		19.3	#
Combined/other	4.0	4.7	15.8	*	4.0	#
Type of locale						
City	27.4	21.1	-29.8	*	27.4	#
Suburb	32.8	31.3	-4.9		32.8	#
Town	12.7	15.1	15.9	*	12.7	#
Rural	27.1	32.6	16.7	*	27.1	#
Percent White, non-Hispanic enrollment						
More than 95 percent	5.3	6.3	16.6	*	5.3	0.2
More than 80 to 95 percent	21.7	26.7	18.8	*	21.9	0.8
More than 50 to 80 percent	27.4	29.2	6.0	*	27.3	-0.3
50 percent or less	45.6	37.8	-20.8	*	45.5	-0.2
Region						
Northeast	16.6	15.5	-7.0		16.0	-3.6
Midwest	24.5	26.5	7.6	*	24.5	0.1
South	35.5	34.8	-2.2		35.9	1.2
West	23.4	23.2	-0.7		23.5	0.6
Number of full-time-equivalent (FTE) teaching staff						
Less than 29	46.0	49.0	6.2	*	45.4	-1.3
29 to less than 45	30.4	30.6	0.7		31.5	3.6
45 to less than 70	15.7	13.6	-15.4	*	15.2	-3.8
70 or more	7.9	6.8	-16.8	*	7.9	0.6
Student-to-FTE teaching staff ratio						
Less than 12	14.6	14.8	0.8		13.9	-5.1
12 through 16	40.6	40.8	0.5		40.5	-0.2
More than 16	44.8	44.4	-0.7		45.6	1.7
Percentage of students eligible for free or reduced-price lunch						
0 to 25 percent	18.7	19.6	4.5		18.5	-1.1
More than 25 to 50 percent	28.0	30.6	8.4	*	28.9	3.0
More than 50 to 75 percent	26.4	26.5	0.3		26.1	-1.5
More than 75 percent	26.8	23.3	-15.1	*	26.6	-1.0

* $p < .05$.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

Appendix F. Base-Weighted Item Response Rates for the 2019-20 School Survey on Crime and Safety

Table F-1. Detailed base-weighted item response rates for the 2019-20 school year: SSOCs:2020

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0110	School practice require visitor check in and badges	2370	99.55	DIRECT COPY
C0112	Building access controlled locked/monitored doors	2370	99.56	DIRECT COPY
C0114	Grounds access controlled locked/monitored gates	2370	99.05	DIRECT COPY
C0121	Equip classrooms with locks so that doors are locked from inside	2370	99.65	DIRECT COPY
C0122	Practice to close campus for lunch	2370	99.69	DIRECT COPY
C0138	Provide school lockers to students	2370	99.75	DIRECT COPY
C0139	Silent alarms or panic buttons directly connected to law enforcement	2370	99.67	DIRECT COPY
C0141	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	2370	99.48	DIRECT COPY
C0144	Require faculty and staff to wear badge or picture ID	2370	99.60	DIRECT COPY
C0146	Security camera(s) monitor the school	2370	99.26	DIRECT COPY
C0150	Provide two-way radios to any staff	2370	99.84	DIRECT COPY
C0116	Students pass through metal detectors	2370	99.76	DIRECT COPY
C0120	Have random metal detector checks on students	2370	99.01	DIRECT COPY
C0125	Random sweeps for contraband	2370	99.55	DIRECT COPY
C0129	Require drug testing for students in extra-curricular activities	2370	99.52	DIRECT COPY
C0134	Require students to wear uniforms	2370	99.81	DIRECT COPY
C0136	Practice to enforce a strict dress code	2370	99.72	DIRECT COPY
C0140	Require clear book bags or ban book bags	2370	99.16	DIRECT COPY
C0143	Provide a structured anonymous threat reporting system	2370	99.64	DIRECT COPY
C0142	Require students to wear badge or picture ID	2370	99.58	DIRECT COPY
C0153	Prohibit nonacademic use of cell phones or smartphones during school hours	2370	99.72	DIRECT COPY
C0155	Written plan for active shooter	2370	99.73	DIRECT COPY
C0158	Written plan for natural disasters	2370	99.70	DIRECT COPY
C0162	Written plan for hostages	2370	99.61	DIRECT COPY
C0166	Written plan for bomb threats or incidents	2370	99.82	DIRECT COPY
C0170	Written plan for chemical, biological, or radiological threats	2370	99.39	DIRECT COPY
C0169	Written plan for suicide threat or incident	2370	99.86	DIRECT COPY
C0161	Written plan for pandemic disease	2370	99.61	DIRECT COPY
C0157	Written plan for post-crisis reunification of students with their families	2370	99.98	DIRECT COPY
C0163	Drilled students on plan for evacuation	2370	99.99	DIRECT COPY
C0165	Drilled students on plan for lockdown	2370	99.87	DIRECT COPY
C0167	Drilled students on plan for shelter-in-place	2370	99.99	DIRECT COPY
C0174	Prevention curriculum/instruction/training	2370	99.66	DIRECT COPY
C0183	Social emotional learning training for students	2370	99.40	DIRECT COPY
C0176	Behavioral modification for students	2370	99.40	DIRECT COPY
C0181	Individual mentoring/tutoring/coaching by adults	2370	99.86	DIRECT COPY
C0175	Student involvement in peer mediation	2370	99.80	DIRECT COPY
C0177	Student court to address student conduct problems or minor offenses	2370	99.47	DIRECT COPY
C0179	Student involvement in restorative circles	2370	99.62	DIRECT COPY
C0186	Promote sense of community/social integration	2370	99.77	DIRECT COPY
C0600	Have a threat assessment team	2370	99.65	DIRECT COPY
C0604	LGBTQ acceptance group	2370	99.72	DIRECT COPY
C0606	Disability acceptance group	2370	99.84	DIRECT COPY
C0608	Cultural diversity acceptance group	2370	99.89	DIRECT COPY
C0190	Formal process to obtain parental input	2370	99.70	DIRECT COPY
C0192	Provide training or assistance to parents	2370	99.73	DIRECT COPY
C0204	Community involvement - parent groups	2370	99.69	DIRECT COPY
C0206	Community involvement - social services	2370	99.80	DIRECT COPY
C0208	Community involvement - juvenile justice	2370	99.73	DIRECT COPY
C0210	Community involvement - law enforcement	2370	99.56	DIRECT COPY

**Table F-1. Detailed base-weighted item response rates for the 201-20 school year: SSOCs:2020–
Continued**

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0212	Community involvement - mental health	2370	99.36	DIRECT COPY
C0214	Community involvement - civic organizations	2370	99.02	DIRECT COPY
C0216	Community involvement - businesses	2370	99.60	DIRECT COPY
C0218	Community involvement - religious organizations	2370	99.54	DIRECT COPY
C0610	Sworn law enforcement officers at school	2370	100.00	DIRECT COPY
C0614	Sworn law enforcement officers while students arriving or leaving	1614	98.90	DIRECT COPY
C0616	Sworn law enforcement officers present at school activities	1614	98.94	DIRECT COPY
C0618	Sworn law enforcement officers present when school/school activities were not occurring	1614	98.99	DIRECT COPY
C0621	Sworn law enforcement officers carry physical restraints	1614	98.73	DIRECT COPY
C0622	Sworn law enforcement officers carry chemical sprays	1614	98.21	DIRECT COPY
C0624	Sworn law enforcement officers carry firearms	1614	98.56	DIRECT COPY
C0626	Sworn law enforcement officers wear a body camera	1614	98.66	DIRECT COPY
C0628	Sworn law enforcement officers participate in traffic control	1614	98.58	DIRECT COPY
C0630	Sworn law enforcement officers participate in patrol	1614	98.83	DIRECT COPY
C0632	Sworn law enforcement officers participate in discipline	1614	98.42	DIRECT COPY
C0636	Sworn law enforcement officers participate in solving school problems	1614	98.31	DIRECT COPY
C0638	Sworn law enforcement officers participate in prevention training	1614	98.18	DIRECT COPY
C0640	Sworn law enforcement officers participate in student mentoring	1614	98.22	DIRECT COPY
C0642	Sworn law enforcement officers participate in teaching law-related courses	1614	98.23	DIRECT COPY
C0644	Sworn law enforcement officers participate in recording or reporting discipline problems	1614	98.63	DIRECT COPY
C0646	Sworn law enforcement officers participate in providing legal definitions	1614	98.80	DIRECT COPY
C0650	Formalized policies for sworn law enforcement officers	1614	98.26	DIRECT COPY
C0652	Policies for sworn law enforcement officers include student discipline	1293	98.07	DIRECT COPY/CLERICAL
C0654	Policies for sworn law enforcement officers include use of restraints	1293	97.52	DIRECT COPY/CLERICAL
C0656	Policies for sworn law enforcement officers include use of firearms	1293	96.72	DIRECT COPY/CLERICAL
C0658	Policies for sworn law enforcement officers include making arrests	1293	97.82	DIRECT COPY/CLERICAL
C0660	Policies for sworn law enforcement officers include reporting of offenses	1293	97.88	DIRECT COPY/CLERICAL
C0236	# of full-time School Resource Officers	1614	97.66	RATIO
C0238	# of part-time School Resource Officers	1614	98.49	RATIO
C0240	# of full-time sworn law enforcement officers - not SROs	1614	91.16	RATIO
C0242	# of part-time sworn law enforcement officers - not SROs	1614	92.72	RATIO
C0232	# of full-time security guards	2370	96.67	RATIO
C0234	# of part-time security guards	2370	98.65	RATIO
C0661	Diagnostic mental health assessment for mental disorders	2370	99.96	DIRECT COPY
C0663	Diagnostic mental health assessment at school by school-employed or contracted mental health professional	1463	99.59	DIRECT COPY

**Table F-1. Detailed base-weighted item response rates for the 2019-20 school year: SSOCs:2020—
Continued**

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0665	Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional	1463	98.24	DIRECT COPY
C0667	Treatment to students for mental health disorders	2370	99.90	DIRECT COPY
C0669	Treatment at school by school-employed or contracted mental health professional	1082	98.88	DIRECT COPY
C0671	Treatment outside of school by school-employed or contracted mental health professional	1082	97.60	DIRECT COPY
C0674	Inadequate access to professionals limits mental health efforts	2370	99.16	DIRECT COPY
C0676	Inadequate funding limits mental health efforts	2370	98.91	DIRECT COPY
C0678	Potential legal issues limit mental health efforts	2370	98.77	DIRECT COPY
C0681	Concerns about reactions from parents limit mental health efforts	2370	98.87	DIRECT COPY
C0682	Lack of community support limits mental health efforts	2370	98.37	DIRECT COPY
C0684	Payment policies limit mental health efforts	2370	98.66	DIRECT COPY
C0686	Reluctance to label students limits mental health efforts	2370	98.71	DIRECT COPY
C0266	Teacher training - classroom management	2370	99.45	DIRECT COPY
C0268	Teacher training - discipline policies related to violence	2370	99.49	DIRECT COPY
C0265	Teacher training - discipline policies related to cyberbullying	2370	99.20	DIRECT COPY
C0267	Teacher training - discipline policies related to bullying	2370	99.55	DIRECT COPY
C0269	Teacher training - alcohol/drug discipline policy	2370	99.33	DIRECT COPY
C0270	Teacher training - safety procedures	2370	99.06	DIRECT COPY
C0272	Teacher training - early warning signs for violent behavior	2370	99.36	DIRECT COPY
C0278	Teacher training - signs of self-harm or suicidal tendencies	2370	99.39	DIRECT COPY
C0271	Teacher training - intervention and referral strategies	2370	99.21	DIRECT COPY
C0273	Teacher training - recognize bullying behavior	2370	99.09	DIRECT COPY
C0274	Teacher training - student alcohol/drug abuse	2370	99.57	DIRECT COPY
C0276	Teacher training - positive behavioral intervention	2370	99.65	DIRECT COPY
C0277	Teacher training - crisis prevention and intervention	2370	99.72	DIRECT COPY
C0279	Legally carried a firearm	2370	99.20	DIRECT COPY
C0280	Efforts limited by inadequate/lack of teacher training	2370	98.81	DIRECT COPY
C0282	Efforts limited by inadequate/lack of alternative placement	2370	98.71	DIRECT COPY
C0284	Efforts limited by parental complaints	2370	98.77	DIRECT COPY
C0286	Efforts limited by inadequate/lack of teacher support	2370	98.13	DIRECT COPY
C0288	Efforts limited by inadequate/lack of parent support	2370	98.40	DIRECT COPY
C0290	Efforts limited by fear of student retaliation	2370	98.65	DIRECT COPY
C0292	Efforts limited by fear of litigation	2370	98.17	DIRECT COPY
C0294	Efforts limited by inadequate funds	2370	98.55	DIRECT COPY
C0296	Efforts limited by inconsistent application of policies	2370	98.65	DIRECT COPY
C0310	# of rapes/attempted rapes - total	2370	99.94	RATIO
C0312	# of rapes/attempted rapes reported to police	2370	100.00	RATIO
C0314	# of sexual assaults other than rape - total	2370	99.74	RATIO
C0316	# of sexual assaults other than rape reported to police	2370	99.66	RATIO
C0318	# of robberies with weapon - total	2370	99.40	RATIO
C0320	# of robberies with weapon reported to police	2370	99.93	RATIO
C0322	# of robberies without weapon - total	2370	98.99	RATIO
C0324	# of robberies without weapon reported to police	2370	99.74	RATIO
C0326	# of attacks with weapon - total	2370	80.11	RATIO/CLERICAL
C0328	# of attacks with weapon reported to police	2370	88.79	RATIO/CLERICAL
C0330	# of attacks without weapon - total	2370	90.20	RATIO/CLERICAL
C0332	# of attacks without weapon reported to police	2370	88.07	RATIO/CLERICAL

**Table F-1. Detailed base-weighted item response rates for the 2019-20 school year: SSOCs:2020—
Continued**

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0334	# of threats of attack with weapon - total	2370	99.55	RATIO
C0336	# of threats of attack with weapon reported to police	2370	99.31	RATIO
C0338	# of threats of attack without weapon - total	2370	99.24	RATIO
C0340	# of threats of attack without weapon reported to police	2370	97.18	RATIO
C0342	# of incidents theft/larceny - total	2370	99.33	RATIO
C0344	# of incidents theft/larceny reported to police	2370	97.39	RATIO
C0346	# of possession of firearms - total	2370	99.14	RATIO/CLERICAL
C0348	# of possession of firearms reported to police	2370	99.33	RATIO
C0350	# of possession knife/sharp object - total	2370	99.84	RATIO
C0352	# of possession knife/sharp object reported to police	2370	98.36	RATIO
C0354	# of distribution, possession, or use of drugs - total	2370	97.63	RATIO/CLERICAL
C0356	# of distribution, possession, or use of drugs reported to police	2370	97.03	RATIO
C0355	# of distribution, possession, or use of prescription drugs - total	2370	99.75	RATIO
C0357	# of distribution, possession, or use of prescription drugs reported to police	2370	99.52	RATIO
C0358	# of distribution, possession, or use of alcohol - total	2370	98.34	RATIO/CLERICAL
C0360	# of distribution, possession, or use of alcohol reported to police	2370	98.22	RATIO
C0362	# of incidents of vandalism - total	2370	99.58	RATIO
C0364	# of incidents of vandalism reported to police	2370	98.60	RATIO
C0690	# of hate crimes	2370	99.92	RATIO
C0692				DIRECT
	Hate crimes motivated by bias against race or color	93	96.67	COPY/CLERICAL
C0694	Hate crimes motivated by bias against national origin or ethnicity	93	96.10	DIRECT
				COPY/CLERICAL
C0696				DIRECT
	Hate crimes motivated by bias against gender	93	95.01	COPY/CLERICAL
C0698				DIRECT
	Hate crimes motivated by bias against religion	93	93.76	COPY/CLERICAL
C0700				DIRECT
	Hate crimes motivated by bias against disability	93	94.52	COPY/CLERICAL
C0702	Hate crimes motivated by bias against sexual orientation	93	94.57	DIRECT
				COPY/CLERICAL
C0704				DIRECT
	Hate crimes motivated by bias against gender identity	93	96.10	COPY/CLERICAL
C0705	Any incidents of sexual misconduct	2370	99.84	DIRECT COPY
C0688	Number of arrests at school (categorical)	2370	99.80	DIRECT COPY
C0374	How often student racial/ethnic tensions	2370	99.78	DIRECT COPY
C0376	How often student bullying	2370	99.81	DIRECT COPY
C0378	How often student sexual harassment of students	2370	99.27	DIRECT COPY
C0381	How often student harassment based on sexual orientation	2370	99.64	DIRECT COPY
C0383	How often student harassment based on gender identity	2370	99.17	DIRECT COPY
C0385	How often student harassment based on religion	2370	99.12	DIRECT COPY
C0387	How often student harassment based on disability	2370	99.38	DIRECT COPY
C0382	How often widespread disorder in classrooms	2370	99.95	DIRECT COPY
C0380	How often student verbal abuse of teachers	2370	99.82	DIRECT COPY
C0384	How often student acts of disrespect for teachers - not verbal abuse	2370	99.53	DIRECT COPY
C0386	How often student gang activities	2370	99.96	DIRECT COPY
C0389	How often cyberbullying among students	2370	99.95	DIRECT COPY
C0390	Removal with no services available	2370	99.56	DIRECT COPY
C0392	Removal with no services available - action used	898	100.00	DIRECT COPY
C0394	Removal with tutoring/home instruction available	2370	98.91	DIRECT COPY
C0396	Removal with tutoring/home instruction available - action used	1231	97.34	DIRECT COPY

Table F-1. Detailed base-weighted item response rates for the 2019-20 school year: SSOCs:2020—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0398	Transfer to alternative school available	2370	99.51	DIRECT COPY
C0400	Transfer to alternative school available - action used	1691	99.84	DIRECT COPY
C0402	Transfer to regular school available	2370	99.52	DIRECT COPY
C0404	Transfer to regular school available - action used	827	98.71	DIRECT COPY
C0406				DIRECT
	Outside suspension with no services available	2370	96.96	COPY/CLERICAL
C0408	Outside suspension with no services available - action used	959	92.63	DIRECT
C0410				COPY/CLERICAL
	Outside suspension with services available	2370	97.70	DIRECT
C0412	Outside suspension with services available - action used	2043	90.12	COPY/CLERICAL
C0414	In-school suspension with no services available	2370	99.27	DIRECT COPY
C0416	In-school suspension with no services available - action used	460	95.12	DIRECT COPY
C0418	In-school suspension with services available	2370	98.85	DIRECT COPY
C0420	In-school suspension with services available - action used	2018	93.80	DIRECT COPY
C0422	Referral to school counselor available	2370	99.55	DIRECT COPY
C0424	Referral to school counselor available - action used	2173	96.88	DIRECT COPY
C0426	In-school disciplinary program available	2370	99.42	DIRECT COPY
C0428	In-school disciplinary program available - action used	1392	95.98	DIRECT COPY
C0430	Outside school disciplinary program available	2370	99.36	DIRECT COPY
C0432	Outside school disciplinary program available - action used	884	97.96	DIRECT
C0434	Loss of bus privileges for misbehavior available	2370	99.40	COPY/CLERICAL
C0436	Loss of bus privileges for misbehavior available - action used	2054	97.09	DIRECT COPY
C0438	Corporal punishment available	2370	99.34	DIRECT COPY
C0440	Corporal punishment available - action used	172	94.73	DIRECT COPY
C0442	School probation available	2370	99.13	DIRECT COPY
C0444	School probation available - action used	1273	96.26	DIRECT COPY
C0446	Detention/Saturday school available	2370	99.39	DIRECT COPY
C0448	Detention/Saturday school available - action used	1746	97.98	DIRECT COPY
C0450	Loss of student privileges available	2370	99.37	DIRECT COPY
C0452	Loss of student privileges available - action used	2273	96.57	DIRECT COPY
C0454	Require community service available	2370	99.36	DIRECT COPY
C0456	Require community service available - action used	849	97.45	DIRECT COPY
C0458	# students involved in use/possession firearm/explosive device - total	2370	100.00	DIRECT COPY
C0460	# of removals for firearm use/possession	116	100.00	DIRECT COPY
C0462				DIRECT
	# of transfers for firearm use/possession	116	99.07	COPY/CLERICAL
C0464				DIRECT
	# of suspensions for firearm use/possession	116	99.07	COPY/CLERICAL
C0466	# of other actions for firearm use/possession	116	100.00	DIRECT COPY
C0468	# of students involved in use/possession weapon (other than firearm/explosive device) - total	2370	99.49	DIRECT COPY
C0470	# of removals for nonfirearm weapon use	601	99.86	DIRECT COPY
C0472				DIRECT
	# of transfers for nonfirearm weapon use	601	99.02	COPY/CLERICAL
C0474				DIRECT
	# of suspensions for nonfirearm weapon use	601	98.83	COPY/CLERICAL
C0476				DIRECT
	# of other actions for nonfirearm weapon use	601	98.65	COPY/CLERICAL
C0478	# students involved in distribution/possession/use illegal drugs - total	2370	98.10	DIRECT
C0480	# of removals for distribution/possession/use illegal drugs	1185	99.51	COPY/CLERICAL

**Table F-1. Detailed base-weighted item response rates for the 2019-20 school year: SSOCs:2020–
Continued**

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0482	# of transfers for distribution/possession/use illegal drugs	1185	98.68	DIRECT COPY/CLERICAL
C0484	# of suspensions for distribution/possession/use illegal drugs	1185	97.66	DIRECT COPY/CLERICAL
C0486	# of other actions for distribution/possession/use illegal drugs	1185	97.13	DIRECT COPY/CLERICAL
C0488	# of students involved in distribution/possession/use alcohol - total	2370	99.99	DIRECT COPY
C0490	# of removals for distribution/possession/use alcohol	629	99.91	DIRECT COPY
C0492				DIRECT
	# of transfers for distribution/possession/use alcohol	629	99.00	COPY/CLERICAL
C0494	# of suspensions for distribution/possession/use alcohol	629	98.66	DIRECT COPY/CLERICAL
C0496	# of other actions for distribution/possession/use alcohol	629	98.60	DIRECT COPY/CLERICAL
C0498	# students involved in attacks/fights - total	2370	97.94	DIRECT COPY
C0500	# of removals for attacks/fights	1864	99.88	DIRECT COPY
C0502				DIRECT
	# of transfers for attacks/fights	1864	99.21	COPY/CLERICAL
C0504				DIRECT
	# of suspensions for attacks/fights	1864	97.73	COPY/CLERICAL
C0506				DIRECT
	# of other actions for attacks/fights	1864	96.46	COPY/CLERICAL
C0518	# of removals with no service - total	2370	98.63	RATIO/CLERICAL
C0520	# of transfers to alternative schools - total	2370	98.44	RATIO/CLERICAL
C0564				DIRECT
	School type	2370	99.86	COPY/CLERICAL
C0565_				
ORIGINAL	Verbatim responses - school type	5	–	NONE
C0024-				
C0052	Grades offered	2370	98.96	NONE
C0574-				
C0575	Start date for 2019-20 school year	2370	100.00	NONE
C0576-				
C0577	End date for 2019-20 school year	2370	100.00	NONE
C0522	Total students	2370	100.00	NONE
C0570	# of students transferred to school	2370	83.80	RATIO
C0572	# of students transferred from school	2370	90.41	RATIO/CLERICAL
C0568	Average percent daily attendance	2370	94.69	DIRECT COPY
C0538	Typical number of classroom changes	2370	95.19	DIRECT COPY
C0524	Percent eligible for free or reduced-price lunch	2370	99.01	DIRECT COPY
C0526				DIRECT
	Percent students English language learners	2370	90.90	COPY/CLERICAL
C0528				DIRECT
	Percent children with disabilities	2370	89.69	COPY/CLERICAL
C0530	Percent male	2370	99.74	DIRECT COPY
C0532	Percent students below 15th percentile standardized tests	2370	83.62	DIRECT COPY
C0534	Percent students likely to go to college	2370	85.18	DIRECT COPY
C0536	Percent students academic achievement important	2370	85.44	DIRECT COPY
C0560	Crime where students live	2370	92.40	DIRECT COPY
C0562	Crime where school located	2370	91.96	DIRECT COPY

–Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCs), 2020.

Appendix G. Item Nonresponse Bias Analysis for the 2019-20 School Survey on Crime and Safety

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 summary of the item-level nonresponse bias analysis for the 2019-20 School Survey on Crime and Safety (SSOCS:2020) serves to supplement the unit-level nonresponse bias analysis in appendix E. Unless noted otherwise, the estimates in this appendix were produced using the final weights.

The SSOCS:2020 sample consists of 4,800 schools, of which 49 were ineligible for the survey and 2,370 completed the survey, yielding a 54.1 percent weighted response rate and a 49.9 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 distributions obtained from the eligible sample. As in most surveys, responses to some items on the SSOCS:2020 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.

Most items in SSOCS:2020 had high response rates. The mean item response rate was 98 percent and, therefore, there is little potential for nonresponse bias in most items. However, for the items with weighted response rates lower than 85 percent, the potential for nonresponse bias must be examined. There were three such items in SSOCS:2020: C0326, C0532, and C0570.

This summary begins by describing the three items that were included in the nonresponse bias analysis and then examines their sensitivity to potential bias by imposing extreme assumptions on the item nonrespondents. Further analysis was performed by comparing the item respondents and nonrespondents with respect to the distributions of the school characteristics available from the sampling frame and other SSOCS survey variables to determine whether cases were missing at random. The potential for item nonresponse bias is deemed negligible if no statistically significant differences are detected between the nonrespondents and respondents.

Key Survey Items in the Item-level Nonresponse Bias Analysis

Since the mean item response rate for SSOCs:2020 survey items is 98 percent, even if item nonrespondents differ considerably from respondents, the item nonresponse bias will be negligible for most items. Per NCES standards, only items with a response rate of less than 85 percent were considered for this analysis.

In all, 250¹ survey variables in the SSOCs restricted-use file were examined, and 3 had a weighted item response rate lower than 85 percent. Table G-1 contains the name and description of the variables included in the bias analysis, the number of eligible respondents for each variable, and their weighted and unweighted response rates. Weighted results are shown with final weights and base weights.² Final weights, rather than base weights, were used for the analyses in this appendix to reflect the item responses of respondents most accurately.

Table G-1. Details for items with response rates less than 85 percent: SSOCs:2020

Variable name	Variable description	Eligible respondents	Item-level response rates (percent)		
			Weighted with final weights	Weighted with base weights	Unweighted
C0326	Number of physical attacks or fights with a weapon	2,370	80.0	80.1	81.0
C0532	Percentage of students below the 15th percentile on standardized tests	2,370	83.5	83.6	83.1
C0570	Number of students transferred to school	2,370	84.1	83.8	82.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCs), 2020.

Using Extreme Assumptions to Assess the Potential for Item Nonresponse Bias

To assess possible nonresponse bias, sets of imputed values were generated by imposing extreme assumptions on the item nonrespondents. This provides an estimate of bias that would result under a “worst-case” scenario in which all item nonrespondents have either the highest or lowest value from the original distribution. Two new sets of imputed values, one based on a “low” assumption and one based on a “high” assumption, were created for each variable. A “low” imputed value variable was created by resetting imputed values to the minimum value of the original distribution and a “high” imputed value variable was created by resetting imputed values to the maximum value of the original distribution.³ Both the “low” imputed value variable means and the “high” imputed value variable means were compared to the original means (table G-2).

¹ There are 267 survey items in SSOCs:2020, but the 15 subitems of item 36 (C0024-C0052), the 2 subitems of item 37a (C0574 and C0575), and the 2 subitems of item 37b (C0576 and C0577) were each combined for response rate purposes. In addition, item C0565_ORIGINAL was excluded as it is a write-in item and thus not considered in the calculation of response rates.

² A base weight is calculated as the inverse of a school's sampling probability, while the final weight is the base weight adjusted for unit nonresponse and is adjusted to match to externally provided totals.

³ The two analysis items C0326 and C0570 are discrete count data and were treated as ordinal data when executing the analysis plan.

For items C0326, C0532, and C0570, the potential for bias exists for both low and high imputed values because the mean with low imputed values and the mean with high imputed values differ significantly from the original mean. In other words, if the missing responses tend to be low values for these items, the SSOCS:2020 item estimate will be biased upward; if the missing responses tend to be high values for these items, the SSOCS:2020 item estimate will be biased downward.

Table G-2. Comparison of original and extreme imputed value item mean estimates for items with low and high extreme imputed value estimates: SSOCS:2020

Variable	Minimum observed value	Low imputed value estimate	s.e. ¹	Original estimate	s.e. ¹	Maximum observed value	High imputed value estimate	s.e. ¹
C0326	0	0.10 *	0.025	0.12	0.031	31	6.31 *	0.371
C0532	0	16.14 *	0.502	19.32	0.568	100	32.59 *	0.843
C0570	0	31.20 *	1.070	37.09	1.255	2382	409.60 *	23.510

¹ s.e. = standard error.

* p < .05, using a t test of the difference between the low/high value and the original value.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

In table G-2, there appears to be a greater risk of noticeable downward bias than of noticeable upward bias because the difference between the high estimate and the original estimate is much larger than the difference between the low estimate and the original estimate.

However, this is primarily a function of the highly skewed nature of these variables, for which a small number of schools reported relatively large values. While this table shows a worst-case scenario, in practice it is highly unlikely that all item nonrespondents would have reported the highest value for these variables. Indeed, even if item nonrespondents on average are more likely to provide higher responses, it is likely that many would still be reporting 0 or relatively low values. Thus, even if item nonrespondents do tend on average toward higher values of these variables, any downward bias is likely to be far smaller in magnitude than is implied by these results.

Item Nonresponse Bias

Comparison of Item Respondents and Item Nonrespondents Across School Characteristics

Measuring the magnitude of nonresponse bias at the item level can be problematic, since it is not known how item nonrespondents' answers would differ from item respondents' answers. However, how the level of item response differs across school characteristics can be examined. The SSOCS sampling frame has data available for eight school-level characteristic variables for the entire sample. Five categorical variables (enrollment size; level; locale; percent White, non-Hispanic enrollment; and region) were used directly in the sampling design, while the remaining 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 in the sampling frame. For SSOCS:2020, the categorical definitions for the student-to-teacher ratio and the percentage eligible for free or reduced-price lunch variables were collapsed differently compared with previous SSOCS collections in order to align with the categories used in NCES reporting products. Since there are no corresponding NCES table stubs for the number of FTE teachers, the categorical definitions were kept consistent with those used for the SSOCS:2016 nonresponse bias analysis.⁴

Comparison of Item Respondents and Item Nonrespondents Across Survey Variables with High Item Response Rates

Two items, C0560 (perceived level of crime in students' neighborhood) and C0562 (perceived level of crime in school's neighborhood), which are likely to be correlated with responses to key items, have high item response rates. Item C0560 has a weighted item response rate of 92.4 percent, while item C0562 has a weighted item response rate of 92.0 percent. Distributions of these variables were also compared between respondents and nonrespondents to items C0326, C0532, and C0570. Item C0560 has four discrete response values, while C0562 has three values.

Number of attacks with a weapon (C0326)

The results of the likelihood-ratio chi-square tests for independence, based on each two-way comparison in table G-3, indicate that for item C0326, statistically significant relationships exist between a school's propensity to respond and its (1) school level; and (2) percent White, non-Hispanic enrollment. Elementary schools were less likely to respond to item C0326, while schools with 95 to 100 percent White, non-Hispanic enrollment were more likely to respond.

There appears to be a significant relationship between items C0560 and C0562 (the two variables likely to be correlated with the responses to key items) and the responses to item C0326, suggesting at least a low risk of item nonresponse bias. However, item C0326 has highly skewed responses. About 96 percent of the responses are zero and over 98 percent are 3 or fewer among the 1,919 respondents. If there is no discernable difference in the way schools respond to item C0326 across the school-level characteristic variables, then the impact of such a relationship will probably not be as drastic as it appears to be in the extreme value analysis. This provides some reason to expect that the "extreme" scenario is unrealistic.

⁴ The categories for the 2016 nonresponse bias analysis are used because none of the items in SSOCS:2018 required a bias analysis.

Table G-3. Comparison of item respondents and nonrespondents for the number of attacks with a weapon variable (C0326): SSOCS:2020

Item description	Percent			Likelihood ratio	p value
	Respondents n = 1,919	Nonrespondents n = 451	Difference		
Enrollment size					
Less than 300	22.0	18.9	3.1	1.67	0.64
300-499	30.7	31.0	-0.3		
500-999	36.7	39.1	-2.4		
1,000 or more	10.6	11.0	-0.4		
School level					
Elementary	57.7	65.0	-7.3	9.70	0.02 *
Middle	18.2	15.1	3.1		
High/secondary	20.1	16.1	3.9		
Combined/other	4.0	3.7	0.3		
Type of locale					
City	27.1	28.5	-1.3	0.29	0.96
Suburb	32.8	32.9	-0.2		
Town	12.8	12.3	0.5		
Rural	27.3	26.3	1.0		
Percent White, non-Hispanic enrollment					
More than 95 percent	6.1	2.0	4.1	12.61	0.01 *
More than 80 to 95 percent	22.5	19.4	3.1		
More than 50 to 80 percent	26.6	30.3	-3.7		
50 percent or less	44.8	48.3	-3.4		
Region					
Northeast	16.0	16.1	-0.1	0.83	0.84
Midwest	25.0	22.8	2.1		
South	35.4	38.0	-2.6		
West	23.6	23.1	0.5		
Number of full-time-equivalent (FTE) teaching staff					
Less than 29	45.1	46.5	-1.4	0.53	0.91
29 to less than 45	31.7	30.9	0.8		
45 to less than 70	15.4	14.3	1.0		
70 or more	7.9	8.3	-0.4		
Student-to-FTE teaching staff ratio					
Less than 12	14.4	11.9	2.5	1.16	0.56
12 through 16	40.7	39.7	1.1		
More than 16	44.8	48.4	-3.6		
Percentage of students eligible for free or reduced-price lunch					
0 to 25 percent	19.7	13.6	6.1	7.42	0.06
More than 25 to 50 percent	28.8	29.3	-0.5		
More than 50 to 75 percent	26.1	26.0	0.1		
More than 75 percent	25.4	31.1	-5.7		
Perceived level of crime in students' neighborhood					
High	9.2	8.1	1.1	0.33	0.95
Moderate	22.4	23.1	-0.7		
Low	55.2	56.0	-0.8		
Students come from areas with very different levels	13.2	12.9	0.3		
Perceived level of crime in schools' neighborhood					
High	8.5	6.5	2.0	0.98	0.61
Moderate	20.5	22.5	-2.0		
Low	71.0	71.0	0.0		

* p < .05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

Percentage of students below the 15th percentile on standardized tests (C0532)

The results of the likelihood-ratio chi-square test for independence in table G-4 indicate that for item C0532, statistically significant relationships exist between a school's propensity to respond and its (1) enrollment size; and (2) student-to-FTE teaching staff ratio. Schools with enrollment between 300 and 499 were less likely to respond to item C0532, while schools with enrollment less than 300 and schools with a student-to-FTE teaching staff ratio less than 12 were more likely to respond.

There appears to be a significant relationship between the two variables likely to be correlated with the responses to key items (items C0560 and C0562) and the responses to item C0532, suggesting at least a low risk of item nonresponse bias. However, item C0532 has highly skewed responses: About 4 percent of the responses are zero, about 50 percent are 14 or less, and over 80 percent are 26 or less among the 1,969 respondents. If there is no discernable difference in the way that schools respond to item C0532 across the school-level characteristic variables, then the impact of such a relationship will probably not be as drastic as it appears to be in the extreme value analysis. This provides some reason to expect that the "extreme" scenario is unrealistic.

Table G-4. Comparison of item respondents and nonrespondents for the percentage of students below the 15th percentile on standardized tests variable (C0532): SSOCS:2020

Item description	Percent		Difference	Likelihood ratio	p value
	Respondents n = 1,969	Nonrespondents n = 401			
Enrollment size					
Less than 300	22.5	15.4	7.1	9.06	0.03 *
300-499	29.8	35.9	-6.1		
500-999	37.3	36.7	0.6		
1,000 or more	10.4	11.9	-1.6		
School level					
Elementary	59.0	60.2	-1.3	1.09	0.78
Middle	17.5	18.3	-0.8		
High/secondary	19.5	18.1	1.4		
Combined/other	4.1	3.5	0.6		
Type of locale					
City	27.2	28.5	-1.3	1.69	0.64
Suburb	32.8	32.9	-0.1		
Town	13.1	10.4	2.7		
Rural	26.9	28.2	-1.3		
Percent White, non-Hispanic enrollment					
More than 95 percent	5.3	5.5	-0.2	1.98	0.58
More than 80 95 percent	22.7	17.8	4.8		
More than 50 to 80 percent	27.0	28.8	-1.8		
50 percent or less	45.1	47.8	-2.8		
Region					
Northeast	15.9	16.5	-0.6	2.24	0.52
Midwest	24.0	27.1	-3.1		
South	36.7	32.1	4.6		
West	23.3	24.3	-1.0		
Number of full-time-equivalent (FTE) teaching staff					
Less than 29	45.6	44.5	1.0	3.71	0.29
29 to less than 45	30.8	34.9	-4.1		
45 to less than 70	15.7	12.6	3.1		
70 or more	7.9	8.0	-0.1		
Student-to-FTE teaching staff ratio					
Less than 12	15.0	8.7	6.3	6.88	0.03 *
12 through 16	39.9	43.6	-3.7		
More than 16	45.1	47.7	-2.6		
Percentage of students eligible for free or reduced-price lunch					
0 to 25 percent	18.9	16.3	2.7	6.23	0.10
More than 25 to 50 percent	29.8	24.2	5.6		
More than 50 to 75 percent	25.0	31.4	-6.4		
More than 75 percent	26.3	28.2	-1.9		
Perceived level of crime in students' neighborhood					
High	9.2	7.6	1.6	1.85	0.60
Moderate	22.6	22.2	0.5		
Low	55.5	54.6	0.9		
Students come from areas with very different levels	12.6	15.6	-3.0		
Perceived level of crime in schools' neighborhood					
High	8.3	6.9	1.4	1.73	0.42
Moderate	21.4	18.2	3.2		
Low	70.3	74.9	-4.6		

* p < .05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

Number of students transferred to school (C0570)

The results of the likelihood-ratio chi-square test for independence in table G-5 indicate that for item C0570, statistically significant relationships exist between a school's propensity to respond and the perceived level of crime in students' neighborhood. Schools with students who come from neighborhoods with very different levels of crime were less likely to respond to item C0570, while schools with students who come from neighborhoods with a moderate perceived level of crime were more likely to respond.

There appears to be a significant relationship between perceived level of crime in students' neighborhood and the responses to item C0570, suggesting at least a low risk of item nonresponse bias. However, item C0570 has highly skewed responses: among the 1,957 respondents, about 2 percent of the responses are zero, about 51 percent are 27 or less, and over 75 percent are 56 or less. If there is no discernable difference in the way schools respond to item C0570 across the school-level characteristic variables, then the impact of such a relationship will probably not be as drastic as it appears to be in the extreme value analysis. This provides some reason to expect that the "extreme" scenario is unrealistic.

Table G-5. Comparison of item respondents and nonrespondents for the number of students transferred to school variable (C0570): SSOCs:2020

Item description	Percent		Difference	Likelihood ratio	p value
	Respondents n = 1,957	Nonrespondents n = 413			
Enrollment size					
Less than 300	22.0	18.0	4.0	2.77	0.43
300-499	30.9	30.1	0.8		
500-999	36.7	39.9	-3.2		
1,000 or more	10.4	12.0	-1.6		
School level					
Elementary	59.9	55.5	4.3	3.07	0.38
Middle	17.3	19.4	-2.1		
High/secondary	19.0	20.7	-1.7		
Combined/other	3.9	4.4	-0.5		
Type of locale					
City	27.8	25.3	2.4	1.00	0.80
Suburb	32.8	32.6	0.3		
Town	12.6	12.9	-0.3		
Rural	26.7	29.2	-2.5		
Percent White, non-Hispanic enrollment					
More than 95 percent	5.2	5.7	-0.5	5.67	0.13
More than 80 to 95 percent	22.1	20.4	1.7		
More than 50 to 80 percent	26.0	34.1	-8.0		
50 percent or less	46.6	39.8	6.8		
Region					
Northeast	16.2	15.2	1.0	0.96	0.81
Midwest	24.1	26.6	-2.5		
South	36.3	34.1	2.2		
West	23.4	24.0	-0.7		
Number of full-time-equivalent (FTE) teaching staff					
Less than 29	45.2	46.5	-1.4	3.93	0.27
29 to less than 45	31.4	32.2	-0.8		
45 to less than 70	15.8	11.9	3.9		
70 or more	7.7	9.4	-1.7		
Student-to-FTE teaching staff ratio					
Less than 12	14.3	11.8	2.6	3.13	0.21
12 through 16	41.0	37.8	3.2		
More than 16	44.6	50.4	-5.8		
Percent of students eligible for free or reduced-price lunch					
0 to 25 percent	18.0	21.3	-3.3	3.86	0.28
More than 25 to 50 percent	29.0	28.3	0.7		
More than 50 to 75 percent	25.6	28.2	-2.6		
More than 75 percent	27.4	22.2	5.2		
Perceived level of crime in students' neighborhood					
High	8.9	9.3	-0.5	8.40	0.04 *
Moderate	23.6	17.1	6.5		
Low	55.5	54.9	0.6		
Students come from areas with very different levels	12.1	18.7	-6.6		
Perceived level of crime in schools' neighborhood					
High	7.7	10.0	-2.2	3.37	0.19
Moderate	21.6	17.0	4.6		
Low	70.7	73.0	-2.3		

* p < .05

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCs), 2020.

Summary

The mean item response rate for SSOCs:2020 was about 98 percent. Of the 250 survey items examined in this analysis, three items (C0326, C0532, and C0570) had a weighted item response rate lower than 85 percent. These items were examined for potential bias per NCES standards. Using extreme assumptions for imputation, all three were sensitive to the potential effects of nonresponse bias. The biggest risk of bias appears to be the scenario in which item nonrespondents report substantially higher values in these variables. The likelihood-ratio chi-square test statistics for independence suggest that the missing cases for variables C0326, C0532, and C0570 each have at least a low risk of item nonresponse bias in one or two of the school characteristic variables considered.

The analyses also showed that the distributions for these variables were highly skewed. This leads to the conclusion that if there is no discernable difference in the way that schools are responding to the three items across the school-level characteristic variables, then the impact of such relationships will not be as drastic as it appears to be in each item's extreme value analysis. This provides some reason to expect that the "extreme" scenario is unrealistic. The combination of these analyses led to the determination that the potential for bias was not enough to warrant the exclusion of these items from the data file.

The total response rate was not measured against any standard in this analysis. Item C0326 had the lowest base-weighted item response rate of 80.1 percent; given the unit response rate of 54.1 percent, it also had the lowest total response rate of any item at 43.3 percent.

Appendix H. Detailed Editing Procedures, By Item for the 2019-20 School Survey on Crime and Safety

Consistency Edits and Rectification Procedures for Correcting Data Inconsistencies

Note: Item numbers refer to the numbering on the SSOCs paper questionnaire, which can be found in appendix A and is labeled with item source codes that correspond to variable names. See section 5.4 for more details.

Survey item #	Consistency edit	Rectification procedure
9	If the respondent indicated that his/her school did not have any sworn law enforcement officers (including School Resource Officers) present at least once a week (item 9=2), all subsequent questions regarding the number and characteristics of school sworn law enforcement personnel should have been skipped. All components of items 10 through 12 and item 15 must equal “-1,” which is the code for “legitimate skip.”	If item 9 was not marked “Yes” and the respondent marked “Yes” for any part of items 10, 11, or 12 or entered a nonzero value to any component of item 15, then item 9 was marked as “Yes.”
13	If the respondent indicated that his/her school did not have any formalized policies or written documents outlining the roles, responsibilities, and expectations of sworn law enforcement officers item 14 should have been skipped.	If item 13 was not marked “Yes” but any part of item 14 was marked “Yes,” then item 13 was changed to “Yes.”
17	If the respondent indicated that his/her school did not provide diagnostic mental health assessments to evaluate students for mental health disorders, item 18 should have been skipped.	If Item 17 was not marked “Yes” but any part of item 18 was marked “Yes,” then item 17 was changed to “Yes.”
19	If the respondent indicated that his/her school did not provide treatment to students for mental health disorders, item 20 should have been skipped.	If Item 19 was not marked “Yes” but any part of item 20 was marked “Yes,” then item 19 was changed to “Yes.”
25	If the number of recorded incidents in column 1 of item 25(a-l) is greater than or equal to zero, then the number of reported incidents to the police in column 2 of item 25(a-l) should be less than or equal to the number of recorded incidents in column 1 of item 25(a-l).	If the number of incidents reported to the police in column 2 of item 25(a-l) was greater than the number of recorded incidents in column 1 of item 25(a-l), and the number of recorded incidents in column 1 of item 25(a-l) was greater than or equal to zero, the entry in column 1 of item 25(a-l) was deleted, and a value was imputed.
25	If column 1 of item 33e is greater than zero, the total number of physical attacks or fights recorded (item 25d_i or item 25d_ii column 1) must also be greater than zero.	If there was a nonzero response in column 1 of item 33e, and the respondent also indicated that there were no recorded incidents of physical attacks or fights with or without a weapon (item 25d_i column 1=0 and item 25d_ii column 1=0), both item 25d_i column 1 and item 25d_ii column 1 were deleted and a value was imputed.
25	If column 1 of item 33a is greater than zero, the total number of recorded incidents of possession of a firearm/explosive device (item 25g column 1) must also be greater than zero.	If there was a greater than zero response in column 1 of item 33a, and the respondent also indicated that there were no recorded incidents of possession of a firearm/explosive device (item 25g column 1=0), then item 25g column 1 was deleted and imputed.
25	If column 1 of item 33c is greater than zero, then the number of recorded incidents of the distribution, possession, or use of illegal drugs (item 25i column 1) must also be greater than zero.	If there was a nonzero response in column 1 of item 33c, and the number of recorded incidents of the distribution, possession, or use of illegal drugs (item 25i column 1) was zero, then item 25i column 1 was deleted and imputed.
25	If column 1 of item 33d is greater than zero, then the number of recorded incidents of the distribution, possession, or use of alcohol (item 25k column 1) must also be greater than zero.	If there was a nonzero response in column 1 of item 33d, and the number of recorded incidents of the distribution, possession, or use of alcohol (item 25k column 1) was zero, then item 25k column 1 was deleted and imputed.
26	If the respondent indicated that no hate crimes occurred at his/her school, then none of the responses in item 27 should be marked “Yes.”	If the response for item 26 was “None,” but any of the items in 27 were marked “Yes,” then the entry in item 26 was deleted and imputed.

Survey item		
#	Consistency edit	Rectification procedure
32	A respondent indicating that his/her school has used specified disciplinary actions this year (32(a-o) column 2=1) should have also indicated that the school allows for the use of the specified disciplinary action (item 32(a-o) column 1=1).	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.”
32	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 33 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 32a column 1=1) and (2) used this action during this school year (item 32a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 33 column 2) but also indicated that either “No,” the school does not allow for the disciplinary action of removal with no continuing services for at least the remainder of the school year (item 32a column 1=2) or that “No,” the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year in this school year (item 32a column 2=2), or the item was left blank (item 32a), the “No” or missing values in item 32a were changed to “Yes.”
32	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 34a), the school must have (1) allowed the use of removals with no continuing services for at least the remainder of the school year (item 32a column 1=1) and (2) used this action during this school year (item 32a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 34a) but also indicated that the school does not allow for the use of removals with no continuing services for at least the remainder of the school year (item 32a column 1=2) or that the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year (item 32a column 2=2), or the item was left blank (item 32a), then the “No” or missing values in item 32a were changed to “Yes.”
32	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 34a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 33 column 2) is missing or equal to zero, then this action was not used in this school year (item 32a column 2).	If the respondent indicated that the number of students with no continuing services for at least the remainder of the school year for all disciplinary reasons (item 34a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 33 column 2) was missing or equal to zero, then this action was not used in this school year and item 32a column 2 was edited to “No.”
32	If the respondent indicated that the total number of transfers to alternative schools for selected offenses (item 33 column 3) was greater than or equal to 1, then the school must have (1) allowed the use of transfers to alternative schools for disciplinary reasons (item 32c column 1=1) and (2) used this action during this school year (item 32c column 2=1).	If the respondent indicated that students were transferred to alternative schools for selected offenses (item 33 column 3) and also indicated that either “No,” the school does not allow for the use of transfers to an alternative school for disciplinary reasons (item 32c column 1=2) or that the school has not used the disciplinary action of transfers to an alternative school for disciplinary reasons this school year (item 32c column 2=2), or the item was left blank (item 32c), then the “No” or missing values in item 32c were changed to “Yes.”
32	If the respondent indicated that the total number of transfers to alternative schools for disciplinary reasons was greater than zero (item 34b), the school must have (1) allowed for the use of transfers to alternative schools for disciplinary reasons (item 32c column 1=1) and (2) used this action during this school year (item 32c column 2=1).	If the respondent indicated that students were transferred to alternative schools for disciplinary reasons (item 34b) and also indicated that the school does not allow for the use of transfers to alternative schools (item 32c column 1=2) or the school has not used the disciplinary action of transferring students to alternative schools this school year (item 32c column 2=2), or the item was left blank (item 32c), the “No” or missing values in item 32c were changed to “Yes.”
32	If the total number of students that transferred to alternative schools for disciplinary reasons (item 34b) is zero and the number of transfers to alternative schools for selected offenses (item 33 column 3) is missing or equal to zero, then this action was not used in this school year (item 32c column 2).	If the respondent indicated that the number of students that transferred to alternative schools for disciplinary reasons (item 34b) was zero and the number of transfers to alternative schools for each selected offense (item 33 column 3) was missing or equal to zero, then this action was not used in this school year and item 32c column 2 was changed to “No.”

Survey item		
#	Consistency edit	Rectification procedure
32	If the total number of transfers from the school during the 2019-20 school year (item 39b) is zero, then the use of transfers to an alternative school for disciplinary reasons (item 32c column 2) or transfers to any other regular school for disciplinary reasons (item 32d column 2) must be “No.”	If the total number of transfers from the school in the 2019-20 school year (item 39b) was zero but the use of transfers to an alternative school for disciplinary reasons (item 32c column 2) or transfers to any other regular school for disciplinary reasons (item 32d column 2) was “Yes” or was left blank, the “Yes” or missing value was edited to “No.”
32	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 33 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 32e_i column 1=1 or item 32e_ii column 1=1) and (2) have used this action during this school year (item 32e_i column 2=1 or item 32e_ii column 2=1).	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 33 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 32e_i column 1=2 or 32e_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 32e_ii column 1=2 or 32e_ii column 2=2), then any values in item 32e_i and 32e_ii that were marked “No” were deleted and imputed.
34	If item 34a is greater than or equal to zero, then it should be greater than or equal to the sum of the entries in column 2 of item 33.	If item 34a was greater than or equal to zero and was less than the sum of the entries in column 2 of item 33, then the entry in item 34a was deleted and imputed.
34	The school’s enrollment (item 38) must be greater than the total number of transfers without continuing services for all disciplinary reasons (item 34a).	If item 34a was larger than the nonzero enrollment in item 38, then the entry in item 34a was deleted and imputed.
34	If item 34b is greater than or equal to zero, then it should be greater than or equal to the sum of the entries in column 3 of item 33.	If item 34b was greater than or equal to zero and was less than the sum of the entries in column 3 of item 33, then the entry in item 34b was deleted and imputed.
34	The school’s enrollment (item 38) must be greater than the total number of transfers to alternative schools for all disciplinary reasons (item 34b).	If item 34b was larger than the nonzero enrollment in item 38, then the entry in item 34b was deleted and imputed.
35	If the respondent did not select one of the school types listed (item 35) or selected one of the school types other than “Other” but supplied a response in the “Other - specify” box of item 35, then the school type of “Other” should have been selected.	If none of the school types listed (item 35) was checked by the respondent, or the respondent selected one of the school types other than “Other,” but the “Other - specify” box of item 35 was not blank, then the missing value for school type or any response recorded for school type other than “Other” (item 35) was edited to “Other” (item 35=5).
39	The number of students who transferred from the school for all reasons (item 39b) must be greater than or equal to the sum of transfers to alternative schools for specified offenses (item 33 column 3) and greater than or equal to the total number of transfers to alternative schools for all disciplinary reasons (item 34b).	If the total transfers from the school in item 39b was less than item 34b or the sum of column 3 in item 33, then the entry in item 39b was deleted, and a value was imputed.
41	The number of classroom changes in a day (item 41) should not exceed 20.	If a respondent indicated that there are more than 20 classroom changes in a day (item 41), then the value was deleted and imputed.

Logic Edits and Rectification Procedures for Correcting Data Inconsistencies

Survey item #	Logic edit	Rectification procedure
1	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 unanswered parts of item 1 are inferred to be “No.”	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.”
2	If the respondent marks at least 2 parts of item 2 as “Yes” and none of the responses is marked “No,” then any unanswered parts of item 2 are inferred to be “No.”	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 parts were marked as “No.”
3	If the respondent marks at least 1 part of item 3 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 3 are inferred to be “No.”	If at least 1 part of item 3 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
4	If the respondent marks at least 2 parts of item 4 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 4 are inferred to be “No.”	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 parts were marked as “No.”
6	If the respondent marks at least 1 part of item 6 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 6 are inferred to be “No.”	If at least 1 part of item 6 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
8	If the respondent marks at least 2 parts of item 8 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 8 are inferred to be “No.”	If at least 2 parts of item 8 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
10	If the respondent marks at least 1 part of item 10 as “Yes,” and none of the responses are marked “No,” then any unanswered parts of item 10 are inferred to be “No.”	If the respondent marked at least 1 part of item 10 as “Yes,” and none of the responses were marked “No,” then any unanswered parts of item 10 were marked as “No.”
10	A respondent who answers “Yes” to item 9 must answer “Yes” to at least one subitem of item 10, and at least one subitem of item 15 must not be zero.	If the respondent answered “Yes” to item 9, but answered “No” to each subitem of question 10 and “0” to each subitem of question 15, then one subitem of question 10 was imputed as “Yes” and one subitem of question 15 was imputed as “1.” A random number was generated. One of the components of item 10 was changed to a value of “1” based on the value of the random number and known proportions from prior iterations of SSOCS.
11	If the respondent marks at least 1 part of item 11 as “Yes,” and none of the responses are marked “No,” then any unanswered parts of item 11 are inferred to be “No.”	If at least 1 part of item 11 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
12	If the respondent marks at least 2 parts of item 12 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 12 are inferred to be “No.”	If at least 2 parts of item 12 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
15	If the respondent chooses a nonzero response to either parts of item 15a, and the other part is unanswered, then the unanswered part is inferred to be zero.	If either part of item 15a had a nonzero response and the other part was unanswered, the unanswered part was marked as zero.
15	A respondent who answers “Yes” to item 9 must answer “Yes” to at least one subitem of item 10, and at least one subitem of item 15 must not be zero.	If the respondent answered “Yes” to item 9 but answered “No” to each subitem of question 10 and “0” to each subitem of question 15, then one subitem of question 10 was imputed as “Yes” and one subitem of question 15 was imputed as “1.” A random number was generated. One of the components of item 15 was changed to a value of “1” based on the value of the random number and known proportions from prior iterations of SSOCS.

Survey item #	Logic edit	Rectification procedure
15	If the respondent chooses a nonzero response to either parts of item 15b, and the other part is unanswered, then the unanswered part is inferred to be zero.	If either part of item 15b had a nonzero response and the other part was unanswered, then the unanswered part was marked as zero.
16	If the respondent chooses a nonzero response to either parts of item 16, and the other part is unanswered, then the unanswered part is inferred to be zero.	If either part of item 16 had a nonzero response and the other part was unanswered, then the unanswered part was marked as zero.
18	A respondent who answers “Yes” to item 17 must answer “Yes” to at least one subitem of item 18.	If the respondent answered “Yes” to item 17 but answered “No” to each subitem of question 18, then one subitem of question 18 was imputed as “Yes.” A random number was generated. One of the components of item 18 was changed to a value of “1” based on the value of the random number and known proportions from prior iterations of SSOCS.
20	A respondent who answers “Yes” to item 19 must answer “Yes” to at least one subitem of item 20.	If the respondent answered “Yes” to item 19 but answered “No” to each subitem of question 20, then one subitem of question 20 was imputed as “Yes.” A random number was generated. One of the components of item 20 was changed to a value of “1” based on the value of the random number and known proportions from prior iterations of SSOCS.
21	If the respondent marks at least 2 responses of item 21 as “Limits in a major way” and/or “Limits in a minor way” and none of the responses is marked “Does not limit,” then any unanswered parts of item 21 are inferred to be “Does not limit.”	If there were at least two responses in item 21 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 21 were marked as “Does not limit.”
22	If the respondent marks at least 3 parts of item 22 as “Yes,” and none of the responses are marked “No,” then any unanswered parts of item 22 are inferred to be “No.”	If at least 3 parts of item 22 were marked “Yes” and none were marked “No,” then any unanswered parts of item 22 were marked as “No.”
24	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 unanswered parts of item 24 are inferred to be “Does not limit.”	If at least 2 parts of item 24 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 24 were marked as “Does not limit.”
25	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.	If the number of recorded incidents of specified offenses was equal to zero and the number of specified incidents reported to police was unanswered, the blank response was edited to zero.
27	If the respondent marks at least 2 parts of item 27 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 27 are inferred to be “No.”	If at least 2 parts of item 27 were marked “Yes” and none were marked “No,” then any unanswered parts of item 27 were marked as “No.”
32	If the respondent marks at least 4 parts of item 32 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 32 are inferred to be “No.”	If at least 4 parts of item 32 were marked “Yes” and none were marked “No,” then any unanswered parts of item 32 were marked as “No.”
33	If the sum of disciplinary actions used for a specified offense is greater than zero (item 33(a-e) columns 2-5), then it is inferred that one or more students should be involved in the specified offense.	If the sum of disciplinary actions used for a specified offense was greater than zero (item 33(a-e) columns 2-5), and the respondent reported the total number of students as zero, then the total number of students involved (item 33 column 1) was blanked and imputed.
33	If the sum of disciplinary actions used for a specified offense is greater than zero (item 33(a-e) columns 2-5), then it is inferred that one or more students should be involved in the specified offense.	If the sum of disciplinary actions used for a specified offense was greater than zero (item 33(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 33(a-e) column 1) blank, then the total number of students was set equal to the sum of disciplinary actions used (columns 2-5).

Survey item		
#	Logic edit	Rectification procedure
33	If the total number of students involved in a specified offense (item 33(a-e) column 1) is zero and the sum of disciplinary actions taken (item 33(a-e) columns 2-5) is unanswered or equal to zero, then any unanswered items in columns 2-5 are inferred to be zero.	If zero students were recorded as being involved in a specified offense (item 33(a-e) column 1) and the sum of disciplinary actions taken for the specified offense (item 33(a-e) columns 2-5) was unanswered or equal to zero, then a zero was entered for any items in columns 2-5 that did not have a value.
33	If the number of removals with no continuing school services for at least the remainder of the school year (item 33 column 2) and the number of transfers to alternative schools (item 33 column 3) have the same value, then the total number of students involved in a specified offense (item 33(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 33 (a-e) column 2) and the number of transfers to alternative schools (item 33(a-e) column 3).	If the respondent indicated that the total number of students involved in a specified offense (item 33(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 33 (a-e) column 2) and the number of transfers to alternative schools (item 33 (a-e) column 3), and the number of removals with no continuing school services for at least the remainder of the school year (item 33 column 2) and the number of transfers to alternative schools (item 33 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 33 (a-e) column 2) was edited to zero.
33	If the total number of students involved in a specified offense (item 33(a-e) column 1) is given and this number equals the sum of disciplinary actions taken for the offense (item 33(a-e) columns 2-5), then any unanswered data from columns 2-5 are inferred to be zero.	If the total number of students involved in a specified offense (item 33(a-e) column 1) was given and the number equals the sum of disciplinary actions taken for the offense (item 33(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.
33	If a respondent marked "No" to item 32a 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 32a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 33 column 2) and the total number of students removed from his/her school without continuing services for at least the remainder of the school year for disciplinary reasons is equal to zero (item 34a), then any unanswered data from column 2 of item 33 are inferred to be zero.	If a respondent marked "No" to item 32a 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 32a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 33 column 2) and the total number of students removed from his/her school without continuing services for at least the remainder of the school year for disciplinary reasons was equal to zero (item 34a), then any unanswered data from column 2 was changed to zero.
33	If there were no recorded incidents of the possession of a firearm/explosive device and no reported incidents to police (item 25g) 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 33a), then any unanswered parts of item 33a are inferred to be zero.	If the total number of recorded incidents of possession of a firearm/explosive device (item 25g) was zero and the sum of disciplinary actions for use/possession of a firearm or explosive device and the number of students involved was unanswered or equal to zero (item 33a), then for any items in item 33a that did not have a value, a value of zero was entered.
33	If the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 33 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 34a), then any unanswered data from column 2 are inferred to be zero.	If the respondent indicated that the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 33 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 34a) and the respondent left some parts unanswered in item 33 column 2, then a zero was entered in the unanswered fields.
33	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 34a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 33 column 2) is unanswered or equal to zero, then any unanswered parts from column 2 are inferred to be zero.	If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (item 34a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 33 column 2) was unanswered or equal to zero, any unanswered parts from column 2 were replaced with a zero.

Survey item		
#	Logic edit	Rectification procedure
33	If the respondent indicated that zero students were transferred to alternative schools for disciplinary reasons (item 34b), and the sum of transfers to alternative schools for specified offenses (item 33 column 3) is unanswered or equal to zero, any unanswered items in column 3 are inferred to be zero.	If the total number of students transferred to alternative schools for disciplinary reasons (item 34b) was zero and the sum of transfers to alternative schools for specified offenses (item 33 column 3) was unanswered or equal to zero and column 3 had unanswered parts, the missing values were replaced with zero.
33	If the respondent indicated that transfers to alternative schools for disciplinary reasons are either not allowed (item 32c column 1) or not used (item 32c column 2) and the sum of transfers to alternative schools for specified offenses (item 33 column 3) and the number of transfers to alternative schools for disciplinary reasons in item 34b is unanswered or equal to zero, then any unanswered items in column 3 of item 33 are inferred to be zero.	If the respondent indicated that transfers to alternative schools for disciplinary reasons were not allowed (item 32c column 1) or the respondent indicated that the action was not used in this school year (item 32c column 2) and the sum of transfers to alternative schools for specified offenses (item 33 column 3) and the number of transfers to alternative schools for disciplinary reasons in item 34b was unanswered or equal to zero, any items in column 3 of item 33 that did not have a value were filled with a zero.
33	If the total number of students transferred to alternative schools for disciplinary reasons (item 34b) equals the sum of transfers to alternative schools for specified offenses (item 33 column 3), then any unanswered items in column 3 are inferred to be zero.	If the respondent indicated that the total number of students transferred to alternative schools for disciplinary reasons (item 34b) equals the sum of transfers to alternative schools for specified offenses (item 33 column 3) and some items in column 3 were left blank, then the unanswered items were replaced with zero.
33	If the total number of students transferred from the school (item 39b) is zero and the total number of students transferred for disciplinary reasons (item 34b) is unanswered or equal to zero, and the sum of transfers to alternative schools for selected offenses (item 33 column 3) is unanswered or equal to zero, then any unanswered items in column 3 are inferred to be zero.	If the respondent indicated that the total number of students transferred from the school (item 39b) was zero and the total number of students transferred for disciplinary reasons (item 34b) was unanswered or equal to zero, and the sum of transfers to alternative schools for selected offenses (item 33 column 3) was unanswered or equal to zero but some items in column 3 were left blank, then the unanswered items were set to zero.
33	If the respondent indicated that out-of-school suspension or removal for less than the remainder of the school year with or without curriculum/services provided is either not allowed (item 32(ei-eii) column 1) or not used (item 32(ei-eii) 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 33 column 4) is unanswered or equal to zero, then any unanswered items in column 4 of item 33 are inferred to be zero.	If the respondent indicated that out-of-school suspension or removal for less than the remainder of the school year with or without curriculum/services provided was either not allowed (item 32(ei-eii) column 1) or not used (item 32(ei-eii) 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 33 column 4) was unanswered or equal to zero, then any unanswered items in column 4 of item 33 were also set to zero.
33	If the sum of disciplinary actions for use/possession of a firearm/explosive device (item 33a columns 2-5) is greater than the number of recorded incidents for possession of a firearm or explosive device (item 25g column 1) times the total number of students involved (item 33a column 1), then it is inferred that disciplinary actions need to be removed until the sum of disciplinary actions for use/possession of a firearm/explosive device (item 33a columns 2-5) equals the number of recorded incidents for possession of a firearm or explosive device (item 25g column 1) times the total number of students involved. Each component must be greater than zero (item 25g, item 33a column 1, sum of item 33a columns 2-5).	If the respondent indicated that the sum of disciplinary actions for use/possession of a firearm/explosive device (item 33a columns 2-5) was greater than the number of recorded incidents for possession of a firearm or explosive device (item 25g column 1) times the total number of students involved (item 33a 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 33a columns 2-5) equaled the number of recorded incidents for possession of a firearm or explosive device (item 25g column 1) times the total number of students involved. Each component must be greater than zero (item 25g, item 33a column 1, sum of item 33a columns 2-5).
33	If there were no recorded incidents of distribution, possession, or use of illegal drugs (item 25i) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of illegal drugs is unanswered or equal to zero (item 33c columns 1-5), then any unanswered parts from item 33c are inferred to be zero.	If the respondent did not record any incidents of distribution, possession, or use of illegal drugs (item 25i) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of illegal drugs was unanswered or equal to zero (item 33c columns 1-5), then any unanswered parts from item 33c were edited to zero.

Survey item		
#	Logic edit	Rectification procedure
33	If the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 33c columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (item 25i column 1) times the total number of students involved (item 33c 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 33c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (item 25i column 1) times the total number of students involved. Each component must be greater than zero (item 25i, item 33c column 1, sum of item 33c columns 2-5).	If the respondent indicates that the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 33c columns 2-5) was greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (item 25i column 1) times the total number of students involved (item 33c column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 33c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (item 25i column 1) times the total number of students involved. Each component must be greater than zero (item 25i, item 33c column 1, sum of item 33c columns 2-5).
33	If there were no recorded incidents of distribution, possession, or use of alcohol (item 25k) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of alcohol is unanswered or equal to zero (item 33d columns 1-5), then any unanswered parts from item 33d are inferred to be zero.	If there were no recorded incidents of distribution, possession, or use of alcohol (item 25k) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of alcohol was unanswered or equal to zero (item 33d columns 1-5), any unanswered parts from item 33d were changed to zero.
33	If the respondent indicated that the sum of disciplinary actions for distribution, possession, or use of alcohol (item 33d columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (item 25k column 1) times the total number of students involved (item 33d 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 33d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (item 25k column 1) times the total number of students involved. Each component must be greater than zero (item 25k, item 33d column 1, sum of item 33d columns 2-5).	If the sum of disciplinary actions for distribution, possession, or use of alcohol (item 33d columns 2-5) was greater than the number of recorded incidents for distribution, possession, or use of alcohol (item 25k column 1) times the total number of students involved (item 33d 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 33d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (item 25k column 1) times the total number of students involved. Each component must be greater than zero (item 25k, item 33d column 1, sum of item 33d columns 2-5).
33	If there were no recorded incidents of physical attacks or fights with/without a weapon (item 25d(i-ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights is unanswered or equal to zero (item 33e (columns 1-5)), any unanswered parts from item 33e are inferred to be zero.	If the respondent did not record any incidents of physical attacks or fights with/without a weapon (item 25d(i-ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights was unanswered or equal to zero (item 33e (columns 1-5)), then any unanswered parts from item 33e were changed to a value of zero.
33	If the respondent indicated that the sum of disciplinary actions for physical attacks or fights (item 33e columns 2-5) is greater than the number of recorded incidents for physical attacks or fights with (item 25d_i column 1) or without a weapon (item 25d_ii column 1) times the total number of students involved (item 33e 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 33e columns 2-5) equals the number of recorded incidents for physical attacks or fights (item 25d column 1) times the total number of students involved. Each component must be greater than zero (item 25d_i, item 25d_ii, item 33e column 1, sum of item 33e columns 2-5).	If the sum of disciplinary actions for physical attacks or fights (item 33e columns 2-5) was greater than the number of recorded incidents for physical attacks or fights with (item 25d_i column 1) or without a weapon (item 25d_ii column 1) times the total number of students involved (item 33e 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 33e columns 2-5) equals the number of recorded incidents of physical attacks or fights (item 25d column 1) times the total number of students involved. Each component must be greater than zero (item 25d_i, item 25d_ii, item 33e column 1, sum of item 33e columns 2-5).

Survey item		
#	Logic edit	Rectification procedure
34	If removals with no continuing school services for at least the remainder of the school year were either not allowed (item 32a column 1) or were not used in this school year (item 32a column 2) and the sum of removals with no continuing services for at least the remainder of the school year for specified offenses (item 33 column 2) is unanswered 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 34a) should be zero.	If the respondent indicated that the school did not allow for removals with no continuing school services for at least the remainder of the school year (item 32a column 1=2) or this action was not used in this school year (item 32a 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 33 column 2) was unanswered or equal to zero, and the total number of students removed for disciplinary reasons was unanswered (item 34a), then item 34a (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.
34	If the total number of students who were transferred to alternative schools for disciplinary reasons (item 34b) is unanswered, and the total number of students who transferred away from school in item 39b is zero, and the sum of transfers to alternative schools (item 33 column 3) is unanswered or equal to zero, then it is inferred that item 34b should be zero.	If the respondent indicated that the total number of students who transferred away from school in item 39b was zero and the sum of transfers to alternative schools (item 33 column 3) was unanswered or equal to zero, then item 34b (the number of students who were transferred to alternative schools for disciplinary reasons) was changed to zero.
34	If the respondent indicated that transfers to alternative schools were either not allowed (item 32c column 1) or were not used in this school year (item 32c column 2) and the sum of transfers to alternative schools for specified offenses (item 33 column 3) is unanswered or equal to zero, then it is inferred that the number of students who were transferred to alternative schools for disciplinary actions (item 34b) should be zero.	If the respondent indicated that the school did not allow transfers to alternative schools (item 32c column 1=2) or this action was not used in this school year (item 32c column 2=2) and the sum of transfers to alternative schools for specified offenses (item 33 column 3) was unanswered or equal to zero, and the total number of students transferred for disciplinary reasons was unanswered (item 34b), then item 34b (the number of students who were transferred to alternative schools for disciplinary reasons) was changed to zero.
38	If the school's total enrollment in item 38 is unanswered, then responses from the Common Core of Data are used when available.	If the school's total enrollment was unanswered (item 38), then the missing value was replaced with values from the CCD, if available.
42	If the total percentage of students eligible for free or reduced-price lunch in item 42a is unanswered, then responses from the CCD are used when available.	If the total percentage of students eligible for free or reduced-price lunch in item 42a was unanswered, then any missing value in item 42a was replaced with values from the CCD, if available.
42	If the total percentage of male students in the school in item 42d is unanswered, then responses from the CCD are used when available.	If the total percentage of male students in the school in item 42d was unanswered, then the missing value was replaced by values from the CCD, if available.

Appendix I. Detailed Imputation Procedures, By Item

Descriptions of Donor Types

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 2017-18 Common Core of Data (CCD) school characteristics: school level (FR_LVELX), school locale (FR_URBAN), 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 is 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_LVELX), school locale (FR_URBAN), 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_LVELX), school locale (FR_URBAN), 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_LVELX), school locale (FR_URBAN), and enrollment size (FR_SIZE). If the item is a “screener” item, 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 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_LVELX), school locale (FR_URBAN), and enrollment size (FR_SIZE).

Detailed Imputation Procedures, by Item

Note: Item numbers refer to the numbering on the SSOCs paper questionnaire, which can be found in appendix A and is labeled with item source codes that correspond to variable names. See section 5.4 for more details.

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.

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 1). If item 5 was unanswered, the donor's entry was imputed.

Item 6: The components of item 6 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 6 were unanswered, 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: Item 9 was imputed using a direct copy imputation approach (donor type 3). Since item 9 introduced a skip pattern, this item required imputation in two parts. Specifically, if item 9 was unanswered, the donor's entry was imputed. If "No" was imputed to item 9, the subsequent items in the skip pattern (items 10, 11, 12, 13, 14, and 15) were blanked.

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, and item 9 was marked as "Yes" or imputed as "Yes," the donor's entry was imputed.

Item 11: The components of item 11 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 11 were unanswered, and item 9 was marked as "Yes" or imputed as "Yes," the donor's entry was imputed.

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 9 was marked as "Yes" or imputed as "Yes," the donor's entry was imputed.

Item 13: Item 13 was imputed using a direct copy imputation approach (donor type 3). Since item 13 introduced a skip pattern, this item required imputation in two parts. Specifically, if "Yes" was imputed to item 13 (and item 9 was marked as "Yes"), item 14 was imputed using the donor's entry. Alternatively, if "No" was imputed to item 13, item 14 was blanked.

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 items 9 and 13 were both marked as "Yes" or imputed as "Yes," the donor's entry was imputed.

Item 15: The components of item 15 were imputed using a ratio imputation approach (donor type 5). If any parts of item 15 were unanswered and item 9 was marked as "Yes" or imputed as "Yes," the donor's ratio of the entry for that item to the total number of enrolled students (item 38) was used to impute a value.

Item 16: The components of item 16 were imputed using a ratio imputation approach (donor type 5). If any parts of item 16 were unanswered, the donor's ratio of the entry for that item to the total number of enrolled students (item 38) was used to impute a value.

Item 17: Item 17 was imputed using a direct copy imputation approach (donor type 3). Since item 17 introduced a skip pattern, this item required imputation in two parts. Specifically, if "Yes" was imputed to item 17, item 18 was imputed using the donor's entry. Alternatively, if "No" was imputed to item 17, item 18 was blanked.

Item 18: The components of item 18 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 18 were unanswered, and item 17 was marked as “Yes” or imputed as “Yes,” the donor’s entry was imputed.

Item 19: Item 19 was imputed using a direct copy imputation approach (donor type 3). Since item 19 introduced a skip pattern, this item required imputation in two parts. Specifically, if “Yes” was imputed to item 19, item 20 was imputed using the donor’s entry. Alternatively, if “No” was imputed to item 19, item 20 was blanked.

Item 20: The components of item 20 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 20 were unanswered, and item 19 was marked as “Yes” or imputed as “Yes,” the donor’s entry was imputed.

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, the donor’s entry was imputed.

Item 22: The components of item 22 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 22 were unanswered, the donor’s entry was imputed.

Item 23: Item 23 was imputed using a simple direct copy imputation approach (donor type 1). If item 23 was unanswered, 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 ratio imputation approach (donor type 5). If any parts of item 25 were unanswered, the donor’s ratio of the entry for that item to the total number of enrolled students (item 38) was used to impute a value.

Item 26: Item 26 was imputed using a ratio imputation approach (donor type 4). If item 26 was unanswered, the donor’s ratio of the entry for that item to the number of enrolled students (item 38) was used to impute a value. If “0” was imputed, item 27 was blanked.

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 and item 26 was marked or imputed with a number greater than 0, 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 direct copy imputation approach (donor type 2). If any parts of item 30 were unanswered, the donor's entry was imputed.

Item 31: Item 31 was imputed using a simple direct copy imputation approach (donor type 1). If item 31 was unanswered, the donor's entry was imputed.

Item 32: Each row in item 32 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 32a was unanswered, the donor's entry was imputed. If "No" was imputed for item 32a_1, then item 32a_2 was blanked. The same imputation process was used for each row in item 32.

Item 33: Each row in item 33 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 33a was unanswered, the donor's entry was imputed. If "0" was imputed for item 33a_1, then items 33a_2, 33a_3, 33a_4, and 33a_5 were blanked. The same imputation process was used for all five rows.

Item 34: Each component of item 34 was imputed separately using a ratio imputation approach (donor type 4). If item 34a was unanswered, the donor's ratio of the entry for that item to the sum of entries in column 2 of item 33 was used to impute a value. If item 34b was unanswered, the donor's ratio of the entry for that item to the sum of entries in column 3 of item 33 was used to impute a value.

Item 35: Item 35 was imputed using a simple direct copy imputation approach (donor type 1). If item 35 was unanswered, the donor's entry was imputed. For some schools, the school type was available in the 2017-18 CCD frame. The values for these schools were taken directly from the 2017-18 CCD frame.

Item 36: No imputation was done for this item.

Item 37: No imputation was done for this item.

Item 38: No imputation was required for this item. After the logic edits were implemented, there were no missing values.

Item 39: The components of item 39 were imputed using a ratio imputation approach (donor type 5). If any parts of item 39 were unanswered, the donor's ratio of the entry for that item to the total number of enrolled students (item 38) was used to impute a value.

Item 40: Item 40 was imputed using a simple direct copy imputation approach (donor type 1). If item 40 was unanswered, the donor's entry was imputed.

Item 41: Item 41 was imputed using a simple direct copy imputation approach (donor type 1). If item 41 was 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. For some schools, the percentage of students eligible for free or reduced-price lunch (item 42a) and the percentage of male students (item 42d) were available in the 2017-18 CCD frame. For these schools, the values of both 42a and 42d were taken directly from the 2017-18 CCD frame.

Item 43: The components of item 43 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 43 were 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.