

2021-22 School Survey on Crime and Safety (SSOCS)

Public-Use Data File User's Manual

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2021-22 School Survey on Crime and Safety (SSOCS)

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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. Additionally, it collects information on the programs, practices, and policies that schools have in place to prevent and reduce crime. The data from this collection can be used to examine the relationship between school characteristics and violent crimes in public schools.

SSOCS has been conducted nine times, covering the 1999-2000, 2003-04, 2005-06, 2007-08, 2009-10, 2015-16, 2017-18, 2019-20, and 2021-22 school years. The survey cycle for the 2021-22 school year is referred to as SSOCS:2022. NCES is responsible for designing and conducting the survey, while the U.S. Census Bureau administered SSOCS:2022.

The data collection for SSOCS:2022 began on February 15, 2022, and ended on July 19, 2022; it was conducted primarily through an online instrument. Out of the 4,800 public schools selected for the sample, a total of 2,687 submitted completed questionnaires, resulting in a weighted response rate of 60.1 percent.

This manual is designed as a resource for users of the public-use SSOCS:2022 data file, offering information about the administration of SSOCS:2022, including its purpose, sample design, data collection methods, and data processing procedures. The manual also contains a copy of the SSOCS:2022 questionnaire instrument (appendix A) and information specific to the SSOCS:2022 public-use data file, including a list of variables and the record layout of the fixed-format ASCII file (appendix B).

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 the Institute of Education Sciences (IES). 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 restricted-use data 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. NCES established the SSOCS program in response to this need, specifically, to address safety in and around American public schools.

SSOCS was designed to meet NCES’s congressional mandate 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 relying on 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 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 pose data quality concerns, and the questionnaire has been updated to capture emerging areas of policy interest.

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. Since 2015–16, the National Teacher and Principal Survey (NTPS) has also collected information on school safety in alternating cycles, during the 2015–16 and 2020–21 school years.

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

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 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.

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 feedback on their relevance and analytic utility and to further reduce the response burden. No new content was added to the questionnaire for SSOCS:2020.³

The core items in the SSOCS:2022 questionnaire were identical to those in the SSOCS:2020 questionnaire. In addition to collecting data on the core topics addressed

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, 2017-18, and 2019-20 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.

in SSOCS, SSOCS:2022 also collected data on schools' responses to the coronavirus (COVID-19) pandemic during the 2021-22 school year. The new items used to collect these data were developed based on external research findings on school pandemic response, expert review, and the results of cognitive testing.

As mentioned above, a copy of the SSOCS:2022 questionnaire, including definitions of survey terms, can be found in appendix A. The differences between the 2020 and 2022 questionnaires are detailed in chapter 6.

1.3. Survey Topics

1.3.1. School Practices and Programs

The first section of the SSOCS:2022 instrument, "School Practices and Programs," addressed current school practices and programs that may relate to crime, discipline, and safety. 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 the procedures to be performed in the event of specific crisis scenarios and whether students had 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.

Embedded in this section were several new questions that were added to the SSOCS:2022 questionnaire to gather information on how schools adjusted their practices to maintain a safe environment in response to COVID-19. Respondents were asked whether a formal plan to respond to multi-country or worldwide pandemic diseases was in place during the 2021-22 school year and if one was present prior to the onset of the COVID-19 pandemic. Additionally, this section asked what COVID-19-related mitigation practices and safety measures were currently in place, whether any modifications had been made to the school's emergency readiness practices in response to COVID-19 safety guidelines, and if a site assessment had been conducted to evaluate the school's preparedness to operate according to COVID-19 safety guidelines.

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 a 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: 2021-22 School Year

The ninth section, “School Characteristics: 2021-22 School Year,” asked respondents about features of their school and characteristics of the student body. The school features for which data were collected included the school type (e.g., regular public, charter, magnet); grade levels offered; start and end dates for the school year; total

enrollment; number of student transfers after the start of the school year; average daily attendance; and 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, English language learners (ELLs), children with disabilities (CWDs), and male. Respondents were also asked to report their best estimates for the percentage of students who 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 lived 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 to the questionnaire.⁴ 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

SSOCS:2022 included an experiment that was designed to test how the timing of the initial e-mail delivery to school principals affected completion rates and timing. Traditionally, e-mails containing the log-in information for the online instrument are scheduled to be sent shortly after most schools have received the initial mail-out packages and letters. The e-mail then serves as a reminder that the mail-out package was delivered. For this experiment, the total sample of 4,800 schools was halved and separated into two experimental subgroups. The e-mail-first treatment group of principals received the e-mail prior to the initial mail package and the control group of principals received the traditional e-mail approximately one week after the mail packages were sent. The distribution of the sample across experimental subgroups can be found in chapter 2 of this user’s manual and the response rates for these experimental subgroups can be found in chapter 3.

⁴ Name and contact information for the respondent are omitted from the SSOCS data file.

2. Sample Design and Weighting

Chapter 2 provides an overview of the sampling process employed in SSOCS:2022. The initial sections of the chapter describe the sampling frame and sampling design. Subsequent sections detail the sample size and its distribution across school levels, the stratification and selection methods used to obtain the final sample, and the assignment of sampled schools to experimental subgroups. The final section outlines the development of weights for the final dataset, explaining both how and why they were developed.

2.1. Sampling Frame

In prior years, the SSOCS sampling frame was based on the National Teacher and Principal Survey (NTPS) public school sampling frame for the same cycle. In this data collection cycle, there was no corresponding NTPS survey that was paired with SSOCS:2022 through the sampling frame. However, a sampling frame was still created using all of the steps and processes normally used to create the NTPS frame. This pseudo-NTPS frame (referred to as the “NTPS Universe File”) was constructed and then modified to create the SSOCS sampling frame.

The NTPS Universe File was created from the most recent Common Core of Data (CCD) file available at the time of sample development: the 2019-20 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, supplied by state education agency officials, provide information about schools and school districts, including:

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

Certain types of schools in the NTPS Universe File are excluded from the SSOCS sampling frame when it is created:

- schools in the U.S. outlying areas⁵ and Puerto Rico
- Department of Defense schools
- newly closed schools
- home schools

⁵ The U.S. outlying areas include American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

- Bureau of Indian Education schools
- special education schools
- vocational schools
- alternative schools
- virtual schools
- ungraded schools
- schools with a highest grade of kindergarten or lower

Regular public schools,⁶ charter schools, and schools that have partial or total magnet programs in the 50 states and the District of Columbia are included in the SSOCS sampling frame. The SSOCS sampling frame included 86,046 schools.

2.2. Sample Design

The sample design used for the selection of schools in SSOCS:2022 followed the same general approach as in SSOCS:2000 through SSOCS:2020. As in the prior collections, the objective of the SSOCS:2022 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:2022. 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, several *implicit* stratification variables were used to sort schools within each stratum before selecting the sample: percent White, non-Hispanic enrollment; Census region; and an identification number consisting of state code, district code, and school ID.

After schools were selected to be in the sample, they were partitioned into subsamples for the e-mail timing experiment (see section 1.4). One experimental subgroup of schools was identified to receive the e-mail prior to the initial mail package and another experimental subgroup of schools was identified to receive the traditional e-mail following the mail package. For more information on assignment to experimental subsamples, see section 2.5 and table 2.1.

⁶ 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.

2.3. Sample Size

One possible method of allocating schools to the different sampling strata is 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 number of completed interviews was allocated to middle and high schools. The desired number of completed interviews was allocated to the four school levels as follows: 662 elementary schools, 926 middle schools, 953 high/secondary schools, and 106 combined/other schools.⁷ After inflating for nonresponse (based on the expected response rates in each stratum), the resulting sample allocation by school level, as described in section 2.4, was as follows: 1,174 elementary schools, 1,690 middle schools, 1,749 high/secondary schools, and 187 combined/other schools. The total sample size for the study was 4,800 schools. In SSOCS:2000 through SSOCS:2020, schools were allocated to each school level in a similar manner.

2.4. Stratification, Sample Selection, and Final Sample

“Stratification” refers to the process of subdividing, or grouping, the sampling 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:2020—namely, school level, locale, and enrollment size—were used to stratify the SSOCS:2022 population of schools. Within each school level, the sample of schools was allocated among 16 strata formed by the cross-classification of enrollment size⁸ and locale.⁹ This allocation was proportional to the sum of the square roots of the total student enrollment of each school in that stratum. The sum of the square roots

⁷ Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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.

⁸ The four categories of enrollment size are 1-299 students, 300-499 students, 500-999 students, and 1,000 students or more.

⁹ The four categories of locale are city, suburb, town, and rural.

was used as the “measure of size” (MOS) in order to obtain a reasonable sample of lower enrollment schools while 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 a school level (elementary, middle, high/secondary, or combined/other), MOS_{TOT} , was found by summing the MOS_h values for the 16 strata at that instructional level. The ratio $MOS_h \div MOS_{TOT}$ 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 212,377.5, and the total across all 16 strata (MOS_{TOT}) within the elementary school level was 1,069,398.21. The ratio of this stratum to the overall school level is $212,377.5 \div 1,069,398.21 = 0.19860$. Therefore, roughly 20 percent of the 662 desired completed interviews at the elementary school level were allocated to this stratum (specifically, $662 \times 0.19860 = 131.47$, or 131 schools).

The effective sample sizes (completed interviews) for each of the strata were then inflated to account for nonresponse by dividing the stratum’s effective sample size by its expected 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 131 schools.

For projection purposes, we are assuming an unweighted response rate of approximately 55.8 percent for this stratum, which falls between the observed SSOCS:2018 and SSOCS:2020 response rates. The combination of the 2018 and 2020 response rates was used rather than only the 2020 rate, because school closures in response to the coronavirus pandemic affected SSOCS:2020 data collection activities and may have impacted the response rate in 2020. Returning to the example, the number of suburban elementary schools with 500-999 students to be sampled was increased to 236 ($131.47 \div 0.558 = 235.61$) to account for nonresponse. Lastly, sample sizes were inflated by an additional 1.5 percent to account for out-of-scope schools, yielding a final total of 239 schools in the example stratum.

2.5. Assignment to Experimental Subsamples

After all of the sample schools were identified, the final step was to partition the sample so that it could be used in the e-mail-timing experiment.

For this experiment, 2,400 of the 4,800 sample schools were identified to be in the control group and 2,400 were selected for the e-mail-first treatment group. Schools were assigned to the experimental subgroups at the time of sampling. To ensure sufficient statistical power to determine the effectiveness of the e-mail-first treatment, it was necessary for the experimental subgroups to have similar distributions of schools with early and late response behavior, along with other relevant school characteristics. This alignment of eligible schools across the experimental subgroups provided the most effective means of measuring the impact of e-mail timing on response behavior.

Since schools had to be assigned to the experimental subgroups before data collection began, they were assigned based on their predicted response behavior, along with other stratification variables. To identify variables that are predictive of a school's likelihood to return the questionnaire, a series of response propensity models were analyzed¹⁰, as well as a time-to-event model.

Based on the results of these models, the variables used to assign schools to the experimental group sampling strata were as follows: the special district¹¹ flag, locale, Title I eligibility, school level, the number of students enrolled at the school, and a random number (used for the purpose of breaking ties, should there be two or more schools with the same characteristics and number of students). Once schools were assigned to the experimental group sampling strata, they were sampled into the control group and e-mail-first treatment group at random. For information on the response rates for the e-mail-timing experiment, see section 3.4.

2.6. Sample Characteristics

Table 2.1 shows the characteristics of the initial selected sample of 4,800 schools (which yielded 2,687 responding schools, 2,067 nonresponding schools, and 46 ineligible schools). Response propensity varied by school characteristics; for an analysis of unit nonresponse bias, see section 3.5 and appendix E. Statistical

¹⁰ The response propensity models and time-to-event model utilized SSOCS:2018 frame data and response status. During the coronavirus (COVID-19) pandemic, the 2020 data collection period followed a non-standard collection strategy; the 2018 results were used to provide an indication for the performance from a standard SSOCS data collection strategy. The 2017-18 NTPS frame data and principal questionnaire response status were used to create an additional response propensity model. The purpose of the NTPS principal questionnaire model was to assess the validity of the SSOCS models for a similar school-based sample and questionnaire.

¹¹ Certain sampled school districts require district approval to participate in the survey. Prior to the start of SSOCS:2022 data collection, an activity known as "special district recruitment" took place to attempt to acquire approval from these districts.

comparisons of response rates, respondents and nonrespondents, and odds ratios by school characteristics can be found in appendix tables E-2a, E-3, and E-4a, respectively.

Table 2.1. Sample and response sizes, by experimental subgroup and selected school characteristics: SSOCS:2022

School characteristic	Initial sample			Completed survey ¹	Nonrespondents ²	Ineligible ³
	Total	E-mail-first treatment group	Control group			
Total	4,800	2,400	2,400	2,687	2,067	46
Level ⁴						
Elementary	1,174	618	556	679	488	7
Middle	1,690	859	831	960	711	19
High/secondary	1,749	834	915	950	790	9
Combined/other	187	89	98	98	78	11
Enrollment size						
Less than 300	524	265	259	339	170	15
300-499	912	450	462	540	360	12
500-999	1,953	1,005	948	1,118	824	11
1,000 or more	1,411	680	731	690	713	8
Locale						
City	1,634	809	825	753	857	24
Suburb	1,775	884	891	978	785	12
Town	503	266	237	347	151	5
Rural	888	441	447	609	274	5
Percent White, non-Hispanic enrollment						
More than 95 percent	128	56	72	90	37	1
More than 80 to 95 percent	825	402	423	592	227	6
More than 50 to 80 percent	1,355	688	667	807	542	6
50 percent or less	2,492	1,254	1,238	1,198	1,261	33
Region						
Northeast	800	411	389	433	366	1
Midwest	1,004	487	517	630	367	7
South	1,808	905	903	954	840	14
West	1,188	597	591	670	494	24

¹ In SSOCS:2022, 290 subitems (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent) were eligible for recontact to retrieve missing data. A minimum of 60 percent (174 subitems) of the 290 subitems eligible for recontact were required to be answered for the survey to be considered complete. The 290 subitems eligible for recontact include a minimum of 76 percent of the 72 critical subitems (55 out of 72 total), 60 percent of the subitems in item 30 (18 out of 30 total), and 60 percent of the subitems in column 1 of item 38 (3 out of 5 total). The critical subitems come from items 14, 20, 21, 22, 24, 30, 31, 35, 36, 38 (column 1), 39, 40, 43, 44, 45, 47, and 48. Questionnaires that did not meet established completion criteria following data retrieval were considered incomplete and are excluded from the SSOCS:2022 data file.

² Nonrespondents include schools whose districts denied NCES permission for interviews, as well as 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 nonregular school, or are “not a school.” The category of “not a school” refers, 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 Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

2.7. Weighting and Sampling Error

Sampling weights allow inferences to be made about the population from which the sample units were drawn. Due to the complex nature of the SSOCS:2022 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:2022 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. To minimize the potential bias resulting from nonresponse, a Chi-Square Automatic Interaction Detection (CHAID) algorithm was employed to create weighting classes. The sample was partitioned such that schools within a weighting class were homogeneous in terms of their probability of responding. The CHAID analysis identified the following variables as being predictive of response¹²:

- school level
- school enrollment size
- school locale
- percent White, non-Hispanic enrollment
- census region
- number of full-time equivalent (FTE) teaching staff
- student-to-FTE teaching staff ratio

To avoid disproportionately large weights, the weighting classes were established with a minimum threshold for the number of responding schools. If the number of responding schools in a weighting class was below the minimum threshold, the class was combined with another. 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 subsequently 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

¹² The percentage of students eligible for free or reduced-price lunch was also examined for inclusion in the model but was not found to be predictive of response. While the response propensity models described in section 2.5 for the assignment of schools to experimental subsamples were built prior to the SSOCS:2022 data collection using data from previous data collection cycles, the CHAID analysis was performed on the SSOCS:2022 data after data collection to define weighting classes.

adjustment involved multiplying the base weight by the inverse of the weighted response rate within the adjustment cell.

The nonresponse-adjusted weights were then poststratified to calibrate the sample to the known population (control) totals from the initial sampling frame. A pair of two-dimensional margins was 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 characteristics of the final analysis weight in the data file, 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, see section 5.9.

Table 2.2. Characteristics of the 2021-22 School Survey on Crime and Safety final analysis weight (FINALWGT): SSOCS:2022

Weight	Number of cases	Mean	Standard deviation	Minimum	Maximum	Skewness	Kurtosis	Sum
FINALWGT	2,687	31.7	29.3	4.4	173.1	1.9	3.8	85,257

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

3. Data Collection Methods and Response Rates

Chapter 3 begins with an examination of the data collection activities conducted for SSOCS:2022. It then explores the data retrieval activities, efforts to increase response rates (including interviewer training), unit and item response rate analyses, and nonresponse bias analyses undertaken for SSOCS:2022.

3.1. Data Collection Activities

In April 2021, 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 in early February 2022, approximately 5 days prior to the initial mailout, to inform them that schools within their states and districts, respectively, had been selected for SSOCS:2022. 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 15, 2022, 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 online instrument, an endorsement insert showing the organizations that endorsed the survey, and the SSOCS:2022 brochure. In addition, a \$10 cash incentive was included in the package for all schools that accepted incentives. Schools located within special districts in which approval was granted also received inserts notifying principals of their districts’ approval of their SSOCS participation.

The total sample of schools was halved and separated into two experimental subgroups (i.e., e-mail-first treatment and control) for the initial e-mail delivery to principals. The e-mail-first treatment group of principals received the initial e-mail concurrent with the initial package. Approximately one week after the initial packages were sent to eligible schools, the control group of principals received their initial e-mail. These e-mails included an individual User ID and link to the online questionnaire.

Upon logging into the SSOCS instrument, 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

¹³ The total SSOCS:2022 sample consisted of 4,800 public schools. The “special district recruitment” work yielded refusals for 289 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 27 sampled schools were out-of-scope, and 46 sampled schools were out-of-scope after the initial mailout.

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

A paper SSOCS questionnaire was first introduced with the third mailout packages to nonresponding schools in late March 2022 via USPS; a paper questionnaire was also sent with the fourth mailout in late April 2022 via UPS and the fifth mailout sent in early June 2022 via USPS. Schools could also request a paper questionnaire at any time during the survey. Please see appendix A for a copy of the questionnaire.

The Telephone Reminder Operation began in late March 2022, five weeks after the initial mailout. For the first time, SSOCS:2022 utilized Computer-Assisted Telephone Interviewing (CATI). The operation consisted of a follow-up call with the principal or school contact to determine the status of the questionnaire. During this reminder operation, the interviewer completed the SSOCS questionnaire over the phone at the respondent's request and offered to send a paper questionnaire if that was the respondent's preference.

The Telephone Nonresponse Follow-up (NRFU) Operation and Failed Edit Follow-up (FEFU) Operation started in late April 2022, a little more than 2 weeks after the reminder operation ended, and lasted approximately 6 weeks. During the NRFU operation, interviewers conducted calls similar to the Telephone Reminder Operation, but they collected data over the telephone whenever possible. During the FEFU operation, telephone interviewers called schools that returned or submitted the survey to verify or collect data for the questionnaire's critical items.

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.

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. To reduce unit nonresponse, if a returned survey did not meet the minimum completion criteria, the school was recontacted for data retrieval. For

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

SSOCS:2022, 53 partially completed surveys were submitted via the online instrument, and 33 partially completed questionnaires were received by mail. Staff at the U.S. Census Bureau's Jeffersonville Contact Center (JCC) in Jeffersonville, Indiana (part of the National Processing Center (NPC)), completed the partial interviews via the FEFU operation.

In the online questionnaire, soft edits were built into items 14, 18, 22, 24, 30, 31, 38, 39, 42, and 44.¹⁵ 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 online 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:2022 offered an online questionnaire as the primary mode of response for all respondents. This was done based on the feedback received during the SSOCS:2020 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 also made available upon request as well as in the third, fourth, and fifth mailouts.

SSOCS:2022 included an incentive (nonexperimental) and an e-mail-timing experiment along with informational materials pertaining to the importance of the survey. The results from the SSOCS:2020 incentive experiment showed that cash incentives increased response rates; based on these results, all of the SSOCS:2022 sampled schools, except for schools that requested otherwise, received incentives.

In the initial school mailing, the principals received a letter describing the importance of the survey with the log-in information to access the instrument, an endorsement insert, a brochure, and a \$10 cash incentive. Simultaneously, SSOCS:2022 conducted an e-mail-timing experiment to examine if e-mail timing impacts the response rate. The initial mailout was sent to all sampled schools at the same time; however, half of the schools were assigned to an e-mail-first treatment group where the principal received an e-mail invitation with log-in credentials prior to receiving the initial mail

¹⁵ Throughout this user's manual, 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 5.5 for more details.

package. The other half of the principals (in the control group) were sent the initial e-mail invitation approximately one week after the initial mailout.

As part of the 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. Furthermore, 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. All telephone reminder operations and nonresponse telephone operations were handled by JCC staff.¹⁶ 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:2020 collection.

While USPS was used for most mailouts, UPS¹⁷ was used for the fourth mailout to ensure prompt receipt and to give respondents a greater sense of the survey's importance. During data collection, a fifth mailout was added (via USPS) in an effort to increase the response rate. To make it easier to respond, each mailing that contained a paper questionnaire also included a preaddressed, postage-paid return envelope for respondents to use when returning their completed questionnaire.

3.4. Interviewer Training

Approximately 35 JCC interviewers received training on the content and data collection procedures of SSOCS:2022 from February through April 2022.

Telephone Questionnaire Assistance (TQA) training was conducted remotely via Microsoft Teams from February through May 2022 in preparation for the Telephone Reminder Operation (CATI) and the NRFU (CATI) and FEFU operations. Before the

¹⁶ The majority of JCC staff worked remotely; however, most JCC supervisors were on site part time.

¹⁷ Historically, a different mail carrier has been used for the last SSOCS mailout. For SSOCS:2022, the fourth mailout was intended to be the last; however, a fifth mailout was added later during data collection.

training session began, interviewers were given a self-study guide to review. The guide covered all of the information necessary to be successful in making and answering phone calls to and from schools and described the purpose, design, and sample size of the survey. During the virtual training, interviewers were given “Paired Practices” to complete with other JCC interviewers.

All interviewers working on SSOCS:2022 were trained in both refusal aversion and conversion. The training distinguished between aversion and conversion and described keys to success, including strong communication skills, project knowledge, knowledge of the case history, and the ability to adapt to each unique interaction. First-refusal cases were referred to experienced interviewers for a refusal conversion attempt.

3.5. 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 the unit response rate, 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:2022 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:2022 are shown in table 3.1, and the unweighted and weighted unit response rates by selected school characteristics are shown in table 3.2.¹⁸ The overall weighted unit response rate was 60.1 percent.

¹⁸ While it is possible that some nonresponding schools (i.e., schools whose districts denied permission to NCES for interviews, as well as 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.

Table 3.1. Number of public schools, by interview status: SSOCS:2022

Interview status	Number of public schools
Total sample	4,800
Schools whose districts refused on their behalf	289
Completed survey returned ¹	2,687
Partially completed survey returned	56
Ineligible schools ²	46
Other nonresponding schools	1,722

¹ In SSOCS:2022, 290 subitems (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent) were eligible for recontact to retrieve missing data. A minimum of 60 percent (174 subitems) of the 290 subitems eligible for recontact were required to be answered for the survey to be considered complete. The 290 subitems eligible for recontact include a minimum of 76 percent of the 72 critical subitems (55 out of 72 total), 60 percent of the subitems in item 30 (18 out of 30 total), and 60 percent of the subitems in column 1 of item 38 (3 out of 5 total). The critical subitems come from items 14, 20, 21, 22, 24, 30, 31, 35, 36, 38 (column 1), 39, 40, 43, 44, 45, 47, and 48. Questionnaires that did not meet established completion criteria following data retrieval were considered incomplete and are excluded from the SSOCS:2022 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 nonregular school, or are “not a school.” The category of “not a school” refers, generally, to a school record for an organization that does not provide any classroom instruction (e.g., an office overseeing a certain type of program or offering only tutoring services).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

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

$$C \div T = 2,687 \div 4,800 = 56 \text{ percent}$$

While this figure represents the quality of the SSOCS:2022 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*) minus the number of known ineligible schools (*I*).

For SSOCS:2022, this calculation yields an unweighted unit response rate of

$$C \div (T - I) = 2,687 \div (4,800 - 46) = 56.5 \text{ percent}$$

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:2022. 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:2022, 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*) minus the weighted number of known ineligible schools (*I_w*):

$$C_w \div (T_w - I_w) = 51,282.24 \div (86,046 - 786.773) = 60.1 \text{ percent}$$

Unweighted and weighted unit response rates by selected school characteristics are shown in table 3.2 below.

Table 3.2. Unweighted and weighted unit response rates, by selected school characteristics: SSOCS:2022

School characteristic	Initial sample	Completed survey ¹	Nonrespondents ²	Ineligible ³	Unweighted response rate (percent) ⁴	Weighted response rate (percent) ⁵
Total	4,800	2,687	2,067	46	56.5	60.1
Level ⁶						
Elementary	1,174	679	488	7	58.2	59.6
Middle	1,690	960	711	19	57.5	60.5
High/secondary	1,749	950	790	9	54.6	61.2
Combined/other	187	98	78	11	55.7	62.6
Enrollment size						
Less than 300	524	339	170	15	66.6	65.7
300-499	912	540	360	12	60.0	61.6
500-999	1,953	1,118	824	11	57.6	58.1
1,000 or more	1,411	690	713	8	49.2	50.7
Locale						
City	1,634	753	857	24	46.8	49.8
Suburb	1,775	978	785	12	55.5	57.6
Town	503	347	151	5	69.7	70.0
Rural	888	609	274	5	69.0	69.3
Percent White, non-Hispanic enrollment						
More than 95 percent	128	90	37	1	70.9	66.7
More than 80 to 95 percent	825	592	227	6	72.3	72.4
More than 50 to 80 percent	1,355	807	542	6	59.8	62.9
50 percent or less	2,492	1,198	1,261	33	48.7	52.6
Region						
Northeast	800	433	366	1	54.2	58.7
Midwest	1,004	630	367	7	63.2	65.6
South	1,808	954	840	14	53.2	57.3
West	1,188	670	494	24	57.6	60.0

¹ In SSOCS:2022, 290 subitems (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent) were eligible for recontact to retrieve missing data. A minimum of 60 percent (174 subitems) of the 290 subitems eligible for recontact were required to be answered for the survey to be considered complete. The 290 subitems eligible for recontact include a minimum of 76 percent of the 72 critical subitems (55 out of 72 total), 60 percent of the subitems in item 30 (18 out of 30 total), and 60 percent of the subitems in column 1 of item 38 (3 out of 5 total). The critical subitems come from items 14, 20, 21, 22, 24, 30, 31, 35, 36, 38 (column 1), 39, 40, 43, 44, 45, 47, and 48. Questionnaires that did not meet established completion criteria following data retrieval were considered incomplete and are excluded from the SSOCS:2022 data file.

² Nonrespondents include schools whose districts denied permission to NCES for interviews, as well as 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 nonregular school, or are “not a school.” The category of “not a school” refers, generally, to a school record for an organization that does not provide any classroom instruction (e.g., an office overseeing a certain type of program or offering only tutoring services).

⁴ The unweighted response rate is calculated as the following ratio: completed cases ÷ (total sample - known 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 enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

The weighted unit response rates for the e-mail timing experimental subgroups were calculated using the same method as the overall response rates and can be found in table 3.3, below. Several analyses were conducted to evaluate the impact of the experiment on overall response rates and response rates by selected school characteristics. Analysis of response rates over the course of the data collection found that while the e-mail-first treatment group initially had higher response than the control group, this significant difference disappeared once the control group received their e-mails, and response rates remained statistically equivalent through the remainder of data collection. This was true for overall response as well as within all evaluated school characteristic groups. In conclusion, varying the timing of the initial e-mail did not positively or negatively impact response rates for SSOCS:2022.

Table 3.3. Weighted unit response rates, by experimental subgroup: SSOCS 2022

Experimental subgroup	Weighted unit response rate (percent)
Total (full sample)	60.1
Control group	59.8
E-mail-first treatment group	60.5

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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

3.6. 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:2022, since the base-weighted unit response rate was 60.1 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 nine school characteristics to identify potential sources of bias. The nine school characteristics used in the unit nonresponse bias analysis were school level; enrollment size; locale; percent White, non-Hispanic enrollment; region; number of FTE teaching staff; student-to-FTE teaching staff ratio; percentage of students eligible for free or reduced-price lunch; and special district flag. These variables, which come from the CCD, are included in the SSOCS sampling frame and are available for all U.S. public schools; thus, they were known for all schools sampled for SSOCS:2022,

regardless of whether they responded. For such characteristics, bias can be measured directly.

For seven of the nine school characteristics examined, the analysis found significant differences between the responding and nonresponding schools before any nonresponse weighting adjustments were made. For example, responding schools included a significantly lower proportion of schools with 500 or more students; city schools; schools with 50 percent or less White, non-Hispanic enrollment; schools in the South; schools with 45 or more FTE teaching staff; schools in which over 75 percent of the students were eligible for free or reduced-price lunch; and schools in special districts. (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:2022 estimates.

Nonresponse weighting adjustments can reduce bias in survey 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; enrollment size; locale; percent White, non-Hispanic enrollment; region; number of FTE teaching staff; and student-to-FTE teaching staff ratio. The results show that before the nonresponse adjustment, approximately 48 percent of the 33 categories from the nine school characteristics were significantly biased. After the adjustment, significant bias remained in only five categories (about 15 percent). Therefore, the adjustments were effective in removing much of the observed bias in the nine 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:2022 unit-level nonresponse bias analysis.

3.7. Item Response Rates

Just as principals sometimes chose not to respond to the SSOCS:2022 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. Weighted¹⁹ item-level response rates in SSOCS:2022 were generally high, ranging from 80 to 100 percent. The mean item response rate for SSOCS:2022 was about 98 percent. Of the 273²⁰ subitems in the SSOCS questionnaire (i.e., all of the subitems except those associated with the 30 informational items), most (253) had response rates²¹ greater than 95 percent, 17 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:

- C0532–Percentage of students below the 15th percentile on standardized tests (weighted response rate of 79.83 percent)
- C0534–Percentage of students likely to go to college (weighted response rate of 80.39 percent)
- C0536–Percentage of students who consider academic achievement to be very important (weighted response rate of 81.01 percent)

A detailed list of base-weighted item response rates for SSOCS:2022 questionnaire items is available in appendix F.

3.8. 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 C0532, C0534, and C0536 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:2022 item-level nonresponse bias analysis.

¹⁹ Base weights (which are equal to the inverse of each school's probability of selection) were used to calculate item response rates.

²⁰ There are 290 survey items in SSOCS:2022, but the 15 subitems of item 41 (C0024–C0052), the 2 subitems of item 42a (C0574 and C0575), and the 2 subitems of item 42b (C0576 and C0577) were each combined together 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.

²¹ Response rate counts are based on unrounded response rates.

4. Data Preparation

Chapter 4 provides an overview of the steps involved in preparing the SSOCS:2022 raw data files for release and analysis. It begins with a description of the process for checking in returned questionnaires and assigning action and outcome codes. This is 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. Census Bureau programming staff retrieved the data from online questionnaires daily and assigned each questionnaire a check-in code indicating preliminary response status based on the items completed by respondents.

Paper questionnaires received by the Census Bureau's National Processing Center (NPC) were immediately checked into the Automated Tracking and Control (ATAC) system by clerical staff. At this stage, questionnaires were given a preliminary 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." The questionnaires were then forwarded to data keying staff who used a data capture program to enter the responses. The captured data were reformatted into ASCII files and sent weekly to Census Bureau headquarter analysts for data review. The ATAC outcome code (for paper questionnaires) or check-in code (for online questionnaires), was used to determine the status of a school's record.

Next, cases that were given a preliminary outcome code of "complete" were run through a program to verify that their responses met a minimum threshold to be considered a completed interview and to be included in the final SSOCS data file. A questionnaire was recoded as incomplete and flagged for recontact if it met any of the following criteria:

- less than 60 percent of the total subitems eligible for recontact – all subitems in the questionnaire except the nonsurvey items that collect information about the respondent – were filled in (at least 174 of the 290 total subitems needed to be complete);
- less than 60 percent of question 30 subitems were filled in (at least 18 of the 30 subitems needed to be complete);

- less than 60 percent of question 38 subitems for column 1 were filled in (at least 3 of the 5 subitems needed to be complete); or
- less than 76 percent of the critical subitems²² were filled in (at least 55 of the 72 critical subitems needed to be complete).

More information on data retrieval operations and recontact procedures can be found in chapter 3. Cases whose status remained incomplete after the close of data retrieval operations were dropped from the final file.

4.2. Editing Specifications

In the online questionnaire, soft edits were built into items 14, 18, 22, 24, 30, 31, 38, 39, 42, and 44. 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 provide or change a response). For this cycle of SSOCS, only the security and login-in pages contained hard edits. After the data for online and paper respondents were merged into a single data file, the combined online 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 precoded response options available on the questionnaire. For numeric variables, the initial data were reviewed to determine whether the ranges met hard and soft boundary criteria for acceptable responses. Ranges from the SSOCS:2020 data were used as the basis for comparison. Out-of-range responses were flagged, and the values were verified by Census Bureau analysts. 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 example, soft-range violations occurred if an answer was unusually high or low, given the school's enrollment. For critical items, responses outside the soft range were confirmed with the respondent during data retrieval phone calls by

²² The critical subitems in SSOCS:2022 come from items 14, 20, 21, 22, 24, 30, 31, 35, 36, 38 (column 1 only), 39, 40, 43, 44, 45, 47, and 48.

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 46) as 22. As it was predetermined not to accept responses greater than 20, this value is out of range. Similarly, for items 47 and 48, 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.

4.2.2. Consistency and Logic Edits

Cross-tabulations were reviewed to check that logical relationships were maintained across items. For example, column 1 in item 30 asks for the total number of various recorded incidents, and column 2 asks for the number of these incidents reported to sworn law enforcement. 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.²³

Illogical relationships can also exist between two categorical items. For example, in item 37, column 1 asks whether the school allows for the use of specific disciplinary actions, and column 2 asks whether the school had used these disciplinary actions during the school year. Logically, if 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:2022 surveys contained some level of item nonresponse after the conclusion of the data retrieval

²³ 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.

phase,²⁴ 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,²⁵ 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 an accompanying imputation flag variable to indicate the imputation method used if imputation was necessary. For details regarding imputation flags, refer to section 5.10.

The base-weighted item response rates for SSOCS:2022 were generally high. After data cleaning and editing, the base-weighted item response rates of the 273²⁶ 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 (96 percent) had weighted response rates of 90 percent or more.

4.3.1. Imputation Methods

The imputation methods used in SSOCS:2022 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:2022 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:2022, direct copy imputation was used for categorical variables and several continuous variables.

Ratio. Many of the items in SSOCS:2022 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

²⁴ The initial editing program was run again after data retrieval. If a survey still did not meet the criteria for completion, the survey was considered incomplete and its data were not included in the final dataset.

²⁵ In SSOCS:2022, 290 subitems (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent) were eligible for recontact to retrieve missing data.

²⁶ There are 290 survey items in SSOCS:2022, but the 15 subitems of item 41 (C0024–C0052), the 2 subitems of item 42a (C0574 and C0575), and the 2 subitems of item 42b (C0576 and C0577) were each combined together 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.

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 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 43 (student enrollment) is used in imputation for other variables, it was the first item to be imputed. Because item 38 is closely linked to several survey items, including items 30, 37, 39, and 44, its components were imputed next. After the imputation of item 38 was complete, items 30 and 37 were imputed. This imputation sequence was chosen because some item 37 values and some item 30 values are limited by the item 38 values. After these four items were imputed, items 39 and 44 were imputed. Similarly, this imputation sequence was chosen because the item 39 values are limited by the item 38 values, and the item 44 values are limited by the item 39 values. The remaining questionnaire items were then imputed.

4.3.3. Imputation Flags

The imputation flag variables indicate the imputation method used (i.e., direct copy, ratio, or clerical) to generate each imputed value in the SSOCS data file. In the SSOCS:2022 data file, imputed responses using the 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 5.10.

4.4. Analysis of Disclosure Risk

Central to NCES's mission is a commitment to protecting the identity of respondents to its various data collections. Thus, the SSOCS:2022 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 20 U.S.C. 9573) or imprisonment for not more than 5 years, or both.

5. Guide to the Data File and Codebook

Chapter 5 offers more detailed information on the SSOCS:2022 data files and codebook, beginning with a description of the various data file formats, code files, and data documentation included in the public-use data file package in the first section. Subsequent sections supply descriptions and context for the different types of variables present in the data file to help orient data users.

5.1. Contents and Organization of the Public-Use Data File Package

The SSOCS:2022 data file contains data from all 2,687 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 in the sections below.

The contents of the public-use data file package (2025-006), including this data file user’s manual, are listed in table 5.1. 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.

Table 5.1. Contents of the SSOCS:2022 data file and public-use package

File Name	File Description
pu_ssocs22_ASCII.dat	SSOCS:2022 Public-Use Fixed-format ASCII (text) file
pu_ssocs22_SAS.sas7bdat	SSOCS:2022 Public-Use SAS data file
pu_ssocs22_format_SAS.sas	SSOCS:2022 Public-Use SAS format file
pu_ssocs22_Stata.dta	SSOCS:2022 Public-Use Stata data file
pu_ssocs22_format_Stata.do	SSOCS:2022 Public-Use Stata format file
pu_ssocs22_SPSS.sav	SSOCS:2022 Public-Use SPSS data file
pu_ssocs22_format_SPSS.sps	SSOCS:2022 Public-Use SPSS format file
pu_ssocs22_readme.txt	SSOCS:2022 Public-Use README file
2025-006.pdf	SSOCS:2022 Public-Use Data File User’s Manual

5.2. 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 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 its 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:2022 SAS file into R:

```
>pu_ssocs22_r <- read_sas("c:/pu_ssocs22_SAS.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_ssocs22_r <-
read.csv("c:/pu_ssocs22.csv", stringsAsFactors=FALSE)
```

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

```
>save(pu_ssocs22_r, file = "pu_ssocs22_r.RData")
```

5.3. Public-Use Data File

This manual is designed to assist users of the public-use SSOCS:2022 data file, available 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 assured their privacy would be protected. To protect the privacy of the sampled schools, the following steps were taken in the preparation of the 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 consistent 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>.

5.4. 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 2,687 respondent cases in the public-use file, it cannot be used to link schools to any other files. However, as is noted in section 5.7, the restricted-use file also contains variables from the 2019-20 Common Core of Data (CCD) sampling frame, including the variable FR_CCDID, which is the school's NCES-assigned identifier from the CCD. Thus, FR_CCDID can be used to link schools in the restricted-used file to the CCD and any other NCES datasets that include CCD ID numbers.

5.5. Questionnaire Item Variables

The SSOCS:2022 questionnaire, shown in appendix A, has 50 items and 290 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” in the data file 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, item C690 asked about the number of hates crimes that occurred at school. Since only a small number of schools reported having a hate crime, the responses for this continuous variable were collapsed into a binary variable (C0690_R) to prevent individual schools from being identified. See section 5.6 below for more information about items that were recoded for the public-use file in order to preserve privacy in SSOCS:2022.

Additionally, some questionnaire item variables included in prior years’ public-use files were omitted from the SSOCS:2022 public-use file due to the increased availability of public data on school crime and safety, which poses a disclosure risk for schools in the SSOCS sample. This disclosure risk was identified during the analysis described in section 4.4. Thus, to protect the privacy of all schools in the sample, a number of variables were excluded from the public-use file. Please see appendix D for a list of the variables that can be found in the restricted-use file but that are not included in the public-use file.

5.6. Open-Ended Response Variables and Other Recoded Variables

Variables from the SSOCS:2022 questionnaire underwent recoding for one of two reasons: (1) open-ended text response variables were recoded into a predefined set of categories, and (2) variables posing a disclosure risk were recoded to lessen their capacity to uniquely identify a school.

The questionnaire also 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. As this manual process ensures that its responses are reflected in the values for C0014, 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.

Another 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” in 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.

Finally, 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).

During the disclosure risk analysis described in section 4.4, two composite variables on the racial and ethnic makeup of enrolled students (PERCWHTX and PERMINX) were found to pose a disclosure risk; to protect school privacy, these variables were each recoded from four to three categories in the public-use file. Further information on these recoded variables can be found in section 5.8.

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

5.7. Sampling Frame Variables

A number of variables from the 2019-20 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 2019-20 CCD data files, they constitute a disclosure risk; therefore, all sampling frame variables have been dropped from the public-use file. However, composite (categorical) versions of some frame variables, including the three stratification variables, have been retained in the public-use file. These variables are described in section 5.8.

5.8. 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.

CRISIS22—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.

DISALC22—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 38d.

DISDRUG22—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 38c.

DISTOT22—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 38.

DISWEAP22—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 38b.

FR_LEVELX—Grade level of school (NEW)

Purpose: To provide a categorical variable of the span of grades enrolling students at the school. This is a SSOCS-created variable based on student enrollment in each grade as reported in the CCD school data file. This variable was updated (from the old FR_LEVEL variable) beginning in 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_LEVEL, was removed from the public-use file due to disclosure risk. However, it is available in the restricted-use file for those interested in conducting trend analyses.

General explanation: Derived from student enrollment in each grade as reported in the 2019-20 CCD school data file. 1 = elementary, 2 = middle, 3 = high/secondary, and 4 = combined/other.²⁷

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 2019-20 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.

²⁷ Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

INCID22–Total number of incidents recorded

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

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

INCPOL22–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 30.

NONVIOPOL22–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 30, rows f, g, h, i, j, k, and l.

OTHACT22–Total number of other disciplinary actions for specified offenses

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

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

OUTSUS22–Total number of out-of-school suspensions

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

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

PERCWHTX_R–Percent White, non-Hispanic enrollment (recoded)

Purpose: To provide a categorical variable with the percentage of White, non-Hispanic enrollment. This variable was recoded from four to three categories in the SSOCS:2022 public-use file due to disclosure risk. However, the four-category version (PERCWHTX), which was included in the public-use files prior to SSOCS:2022, is available in the restricted-use file for those interested in conducting trend analyses.

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

PERMINX_R–Percent minority (non-White) enrollment (recoded)

Purpose: To provide a categorical variable with the percentage of minority (non-White) enrollment. This variable was recoded from four to three categories in the SSOCS:2022 public-use file due to disclosure risk. However, the four-category version (PERMINX), which was included in the public-use files prior to SSOCS:2022, is available in the restricted-use file for those interested in conducting trend analyses.

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

PROBWK22–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 35a-k as happening “daily” or “at least once a week.”

REMOVL22–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 38a-e, column 2.

SDISALC22–Total number of serious disciplinary²⁸ actions recorded for distribution, possession, or use of alcohol

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

General explanation: Sum of items 38d, columns 2-4.

SDISATT22–Total number of serious disciplinary actions recorded for physical attacks or fights

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

General explanation: Sum of items 38e, columns 2-4.

²⁸ “Serious disciplinary actions” include removals with no services, transfers to alternative schools, and out-of-school suspensions longer than 5 days but less than the remainder of the school year.

SDISDRUG22—Total number of serious disciplinary actions recorded for distribution, possession, or use of illegal drugs

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

General explanation: Sum of items 38c, columns 2-4.

SDISWEAP22—Total number of serious disciplinary actions recorded for the use or possession of a weapon other than a firearm or explosive device

Purpose: To provide a summary of the serious 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 items 38b, columns 2-4.

SEC_FT22—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 20a_i, 20b_i, and 21_i.

SEC_PT22—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 20a_ii, 20b_ii, and 21_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.

STUOFF22—Total number of students involved in recorded offenses (regardless of disciplinary action)

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

General explanation: Sum of responses in column 1 of item 38.

SVPOL22—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 30, column 2, rows a, b, c_i, c_ii, d_i, and e_i.

TRANSF22—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 38a-e, column 3.

VIOPOL22—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 30, column 2, rows a, b, c_i, c_ii, d_i, d_ii, e_i, and e_ii.

5.9. 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 data file. The final weight precedes the 50 jackknife replicate weights (REPFWT1 to REPFWT50) in the file.

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 DLDT modules are designed to introduce users to NCES datasets, their design, and special considerations for analysis to facilitate effective use. The DLDT can be accessed at <https://nces.ed.gov/training/datauser/#/>.

Table 5.2 below provides sample syntax that will produce weighted counts and standard errors using the jackknife replication method in selected software packages.

This sample syntax uses the weighting variables applicable to the SSOCS:2022 data file.

Table 5.2. Sample codes to produce weighted counts and standard errors using the jackknife replication method for the SSOCS:2022 data file

Survey data analysis software	Sample syntax elements using the SSOCS:2022 variables
Stata	svyset [pw=FINALWGT], vce(jackknife) jkrweight(REPFWT1-REPFWT50) mse svy: tab <i>varname</i> , count se
SAS survey data analysis procedures	PROC SURVEYFREQ VARMETHOD=JACKKNIFE; VAR <i>VARNAME</i> ; WEIGHT finalwgt; REPWEIGHTS repfwt1- repfwt50 / JKCOEFS=0.98; RUN;
R Survey package ¹	mydesign<-svrepdesign(data=ssocs, repweights=subset(ssocs, select=REPFWT1:REPFWT50), weights=-FINALWGT, type="JK1", mse=TRUE, combined.weights=TRUE, scale = (49/50)) svytotal(-interaction(<i>varname</i>),mydesign)

¹ For the R survey package, “mydesign” can be renamed to any name for an R object to hold the specification of the survey design.

To help data users verify that SSOCS:2022 weights and variance estimation variables have been set up correctly, selected weighted estimates with standard errors are provided in table 5.3 below. If the weights are set up correctly, users’ estimates and standard errors should match those provided in the table.

Table 5.3. Weighted counts and standard errors for public schools, by level: SSOCS:2022

School characteristic	Number of schools	Standard error ¹
All public schools	85,257	181.5
Elementary	51,152	150.8
Middle	15,184	51.1
High/secondary	16,947	50.7
Combined/other	1,974	32.5

¹ The standard error calculation may vary slightly across analysis software, but the differences are minor enough that standard errors should match when rounded to the same level of precision as shown in the table.

NOTE: These figures were calculated using the variable FR_LVLX (Grade level of school - categorical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

5.10. Imputation Flag Variables

With the exception of the nonsurvey items that collect information about the respondent, as well as the 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

Chapter 6 discusses some of the anomalies and considerations that analysts should be aware of when using the SSOCS:2022 data.

6.1. Considerations for School-Level Frame 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:2022 was constructed using the 2019-20 CCD Public Elementary/Secondary School Universe data file. Because the SSOCS data collection took place during the 2021-22 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. To learn more about getting a restricted-use data license, please visit <https://nces.ed.gov/pubsearch/licenses.asp>.

6.2. Considerations for Comparisons across Cycles

Data users may wish to combine data from multiple SSOCS cycles in order to make comparisons across time. This section outlines some differences in SSOCS data collection circumstances and variables across cycles that such users may want to take into consideration when conducting trend analyses.

6.2.1. COVID-19 Pandemic Impact on Trend Analysis

The SSOCS:2020 survey was in data collection during the onset of the coronavirus (COVID-19) pandemic in spring 2020. As a result, schools began closing, impacting the data collection activities and possibly the estimates for the 2019-20 school year. To assess the potential effects of the pandemic, the SSOCS:2020 data underwent thorough reviews. These reviews confirmed that the 2020 data was of sufficient and similar quality to the SSOCS:2018 data. See the School Survey on Crime and Safety: 2019-20 Data File User's Manual (Kaatz et al. 2024), which outlines the pandemic-related changes to the data collection and further details the process and results of the subsequent data reviews.

A benchmarking analysis was also done to compare the trends seen in the data from SSOCS:2018 to SSOCS:2020 and from SSOCS:2020 to SSOCS:2022. The benchmarking analysis showed that many of the significant changes observed between SSOCS:2020 and SSOCS:2022 returned estimates close to the levels seen in SSOCS:2018, the last

year of data collection before the pandemic. For example, estimates for several variables that capture incidents showed a significant increase between SSOCS:2018 and SSOCS:2020 which was followed by a significant decrease of a similar magnitude between SSOCS:2020 and SSOCS:2022. This suggests that the impacts of the unusual circumstances of the 2019-20 school year may have been primarily contained in the SSOCS:2020 data collection.

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 estimates from SSOCS:2022 and SSOCS:2020, as well as between estimates from SSOCS:2020 and earlier years.

6.2.2. School Level (FR_LVLX)

SSOCS:2022 and SSOCS:2020 report school level differently than in previous years to better align with the definitions of school level used in the CCD. SSOCS:2022 and SSOCS:2020 categorize schools into “elementary,” “middle,” “high/secondary,” and “combined/other.” Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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 in SSOCS:2022 and SSOCS:2020 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:2022 and SSOCS:2020 estimates for school level against those from SSOCS:2018 and earlier. The categorical school level variable used in SSOCS:2018 and earlier years (FR_LVL) has been retained in the restricted-use data files for SSOCS:2022 and SSOCS:2020 for those interested in conducting cross-year comparisons. For more detail on the categorical school level variable used for SSOCS:2018 and earlier years, see “Appendix C: Description of Variables in *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey*

on Crime and Safety: 2017-18 at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019061>.

6.2.3. Percent Minority Enrollment (PERMINX and PERMINX_R)

SSOCS:2022 and SSOCS:2020 report 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) are the same across cycles, but in SSOCS:2022 and SSOCS:2020 they are based on unrounded percentages. In SSOCS:2018 and prior cycles, the categories are based on rounded percentages. Due to this change, users should exercise caution when comparing SSOCS:2022 and SSOCS:2020 estimates for PERMINX against those from SSOCS:2018 and earlier (variable PERMIN). To preserve privacy in the SSOCS:2022 public-use file, PERMINX is replaced with a recoded variable, PERMINX_R, combining all schools with less than 20 percent into a single category, resulting in a three-category variable. For a full description of the variable categories and further discussion of the recoding of variables for the public-use file, see section 5.8.

6.2.4. 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:2022 and 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. To preserve privacy in the public-use file, 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 this change, users should exercise caution when comparing the SSOCS:2022 and 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 5.6.

6.3. Percent Attendance on Average Day: Item 45 (C0568)

In item 45, respondents are asked to report the school’s average daily attendance (percentage of students present on an average day). Twenty-three schools reported attendance rates of 0-15 percent, while the next highest entry was 40 percent. These cases reporting low percentages suggest that some respondents may have interpreted this question to mean the percentage of students absent rather than present. These abnormally low responses were left in the data file; however, data users may want to

code these responses in a different manner or eliminate them from their analysis when using this variable.

6.4. Outliers in Count Variables

For some items that required schools to enter a count of personnel, incidents, students, or disciplinary actions, a small number of schools entered values that, while technically permissible under the SSOCS:2022 range and consistency rules, were unusually high.

Because the data were confirmed to have been entered by respondents and did not violate prespecified range or consistency rules, they were left as is in the data file. As noted above, the detailed responses for these count variables were omitted from the public-use file and replaced by summary measures. However, due to these anomalies, when using composite count variables in analyses, data users may want to consider top-coding the counts or eliminating outlier cases from the analysis, as appropriate.

6.5. Changes to the Questionnaire Between SSOCS:2020 and SSOCS:2022

The SSOCS:2022 questionnaire is based on the 2020 questionnaire, with the addition of the items described in this section. A copy of the SSOCS:2022 questionnaire can be found in appendix A.

6.5.1. Items Added for SSOCS:2022

The following items on schools' responses to the COVID-19 pandemic were added to the SSOCS:2022 questionnaire:

- **Item 4.** Formal plan in place to prepare for and respond to pandemic diseases in the 2021-22 school year (C0800)
- **Item 5.** Formal plan in place to prepare for and respond to pandemic diseases before the coronavirus pandemic began in the 2019-20 school year (C0801)
- **Item 6.** Practices adopted during the 2021-22 school year in response to the coronavirus pandemic (C0802-C0819)
- **Item 7.** Modifications made to school emergency readiness practices in the 2021-22 school year in response to the coronavirus pandemic (C0820, C0821, C0822)
- **Item 8.** Site assessment conducted since the beginning of the coronavirus pandemic to evaluate a school's preparedness under CDC guidelines during the coronavirus pandemic (C0823)

7. References

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Appendix A. 2021-22 School Survey on Crime and Safety Questionnaire

SCHOOL SURVEY ON CRIME AND SAFETY

2021-22 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.



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**
(11-12-2021)



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.

Cohorting – dividing students and teachers into distinct groups that stay together throughout an entire school day during in-person classroom instruction. Limit mixing between groups such that there is minimal or no interaction between cohorts.

Contact tracing – the process of notifying people (contacts) of their potential exposure to an infectious disease, providing information about the virus, and discussing their symptom history and other relevant health information.

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.

Distance learning – education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

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 name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

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

Hybrid learning model – some students participate in virtual learning and other students participate in in-person learning.

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).

Site assessment – an assessment that evaluates the safety, accessibility, and emergency preparedness of the school's buildings and grounds. Site assessments can be conducted internally or by an external party, but should be structured, such as by using checklists or applications to evaluate the school setting.

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.

Trauma – an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

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.

Please tear off this "definitions" sheet to use while completing the survey.



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 2021–22 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 53 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: SSOCS@census.gov, or write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4036, Washington, DC 20202.



School Practices and Programs

1. During the 2021–22 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.

	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.**



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. Post-crisis reunification of students with their families ¹⁵⁷ | 1 <input type="radio"/> | 2 <input type="radio"/> |
3. During the 2021–22 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 2021–22 school year, does your school have a formal plan in place to prepare for and respond to multi-country or worldwide pandemic diseases (such as the coronavirus pandemic, COVID-19)? ⁸⁰⁰
- 1 Yes
- 2 No
5. BEFORE the coronavirus pandemic began in the 2019–20 school year, did your school have a formal plan in place to prepare for and respond to multi-country or worldwide pandemic diseases (such as SARS or H1N1)? ⁸⁰¹
- Exclude plans only for community or school-based outbreaks (such as seasonal flu or chicken pox).
- 1 Yes
- 2 No
- 3 Don't know

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



6. At any time during the 2021–22 school year, did your school's practices include the following?

	YES	NO
a. Required, regular symptom screening of students (e.g., temperature checks, symptom checklists) ⁸⁰²	1 <input type="radio"/>	2 <input type="radio"/>
b. Required, regular symptom screening of staff (e.g., temperature checks, symptom checklists) ⁸⁰³	1 <input type="radio"/>	2 <input type="radio"/>
c. Use of personal protective equipment (PPE) for students (e.g., masks, face shields) ⁸⁰⁴	1 <input type="radio"/>	2 <input type="radio"/>
d. Use of personal protective equipment (PPE) for staff (e.g., masks, face shields) ⁸⁰⁵	1 <input type="radio"/>	2 <input type="radio"/>
e. Increased sanitization of frequently touched surfaces ⁸⁰⁶	1 <input type="radio"/>	2 <input type="radio"/>
f. Use of new or improved physical measures to reduce viral transmission (e.g., dividers separating shared areas, mechanical ventilation system) ⁸⁰⁷	1 <input type="radio"/>	2 <input type="radio"/>
g. Social distancing of students (e.g., spacing desks a set distance apart, limiting student physical interactions with others) ⁸⁰⁸	1 <input type="radio"/>	2 <input type="radio"/>
h. Intentional reduction of in-person class size (e.g., cohorting* , hybrid learning model*) ⁸⁰⁹	1 <input type="radio"/>	2 <input type="radio"/>
i. Suspension of all or most outdoor student group activities ⁸¹⁰	1 <input type="radio"/>	2 <input type="radio"/>
j. Suspension of all or most indoor student group activities ⁸¹¹	1 <input type="radio"/>	2 <input type="radio"/>
k. Reduction in the use of shared materials in the classroom ⁸¹²	1 <input type="radio"/>	2 <input type="radio"/>
l. Reduction of self-serve food or drink options in communal dining halls or cafeterias ⁸¹³	1 <input type="radio"/>	2 <input type="radio"/>
m. Use of alternate spaces to reduce eating and drinking in communal dining halls or cafeterias (e.g., having students eat at desks in classrooms) ⁸¹⁴	1 <input type="radio"/>	2 <input type="radio"/>
n. Increased handwashing and sanitizing accessibility (e.g., added sinks, handwashing stations, or hand sanitizer stations) ⁸¹⁵	1 <input type="radio"/>	2 <input type="radio"/>
o. Collection or tracking of information specifically to assist in contact tracing* in the event of a positive coronavirus case at school* (e.g., sign-in sheets) ⁸¹⁶	1 <input type="radio"/>	2 <input type="radio"/>
p. Modified visitor and volunteer system ⁸¹⁷	1 <input type="radio"/>	2 <input type="radio"/>
q. Increased supports for social and emotional needs of students ⁸¹⁸	1 <input type="radio"/>	2 <input type="radio"/>
r. Increased supports for social and emotional needs of staff ⁸¹⁹	1 <input type="radio"/>	2 <input type="radio"/>

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



7. During the 2021–22 school year, were any of the following modifications made to your school's emergency readiness practices (e.g., fire drills, **active shooter*** drills) in response to the Centers for Disease Control and Prevention (CDC) safety guidelines for operating schools during the coronavirus pandemic?
- | | YES | NO |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|
| a. Having staff talk through security drills rather than acting them out <small>820</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Modifying security drills to accommodate social distancing measures (e.g., conducting multiple drills with small groups, increasing number of evacuation locations) <small>821</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Providing increased student supports for social-emotional needs or trauma* following security drills (e.g., enhanced post-drill briefings) <small>822</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
8. Since the beginning of the coronavirus pandemic, has a **site assessment*** been conducted to evaluate your school's preparedness to operate according to CDC safety guidelines for operating schools during the coronavirus pandemic (e.g., ensuring adequate room to maintain social distancing between students, using appropriate air filtration systems)? 823
- 1 Yes
- 2 No
9. During the 2021–22 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) <small>174</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Social and emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness) <small>183</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Behavioral or behavior modification intervention for students (including the use of positive reinforcements) <small>176</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Individual mentoring, tutoring, or coaching of students by adults <small>181</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| e. Student involvement in peer mediation <small>175</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| f. Student court to address student conduct problems or minor offenses <small>177</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| g. Student involvement in restorative practices* (e.g., peace or conflict circles) <small>179</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| h. Programs to promote a sense of community or social integration among students <small>186</small> | 1 <input type="radio"/> | 2 <input type="radio"/> |

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



10. During the 2021–22 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

11. During the 2021–22 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 <input type="radio"/> | 2 <input type="radio"/> |
| b. Acceptance of students with disabilities (e.g., Best Buddies) ⁶⁰⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Acceptance of cultural or religious diversity (e.g., Cultural Awareness Club) ⁶⁰⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> |

Parent and Community Involvement at School

12. 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 <input type="radio"/> | 2 <input type="radio"/> |
| b. Provide training or technical assistance to parents in dealing with students' problem behavior ¹⁹² | 1 <input type="radio"/> | 2 <input type="radio"/> |

13. During the 2021–22 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 <input type="radio"/> | 2 <input type="radio"/> |
| b. Social service agencies ²⁰⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Juvenile justice agencies ²⁰⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Law enforcement agencies ²¹⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| e. Mental health agencies ²¹² | 1 <input type="radio"/> | 2 <input type="radio"/> |
| f. Civic organizations or service clubs ²¹⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| g. Private corporations or businesses ²¹⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| h. Religious organizations ²¹⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> |

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



School Security Staff

14. During the 2021–22 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 14-20; information on additional security staff is gathered in item 21.

1 Yes

2 No → [GO TO item 21 on page 12.](#)

15. 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

16. 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.**



17. 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"/> |

18. During the 2021–22 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

2 No → GO TO item 20 on page 12.

19. 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.**



20. 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*				0 <input type="checkbox"/>
i. Full-time <small>236</small>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>
ii. Part-time <small>238</small>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>
b. Sworn law enforcement officers who are not School Resource Officers*				0 <input type="checkbox"/>
i. Full-time <small>240</small>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>
ii. Part-time <small>242</small>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>

21. 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.
- If none, please place an "X" in the None box.

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

School Mental Health Services

22. During the 2021–22 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 24 on page 13.

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



23. 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

24. During the 2021–22 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 26 below.](#)

25. 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

26. During the 2021–22 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.**



Staff Training and Practices

27. During the 2021–22 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"/> |
28. Aside from sworn law enforcement officers (including **School Resource Officers***) or other security officers or personnel who carry firearms, during the 2021–22 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.**



Limitations on Crime Prevention

29. 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 <small>280</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Lack of or inadequate alternative placement or programs for disruptive students <small>282</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Likelihood of complaints from parents <small>284</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Lack of teacher support for school policies <small>286</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Lack of parental support for school policies <small>288</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Teachers' fear of student retaliation <small>290</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Fear of litigation <small>292</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Inadequate funds <small>294</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Inconsistent application of school policies by faculty or staff <small>296</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>



Incidents

30. Please record the number of incidents that occurred **at school*** during the 2021–22 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)

- If none, please select the None box.

Please provide information on:

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

	Column 1 Total number of recorded incidents			Column 2 Number reported to sworn law enforcement		
			None			None
a. Rape* or attempted rape*	310	<input type="text"/>	0 <input type="checkbox"/>	312	<input type="text"/>	0 <input type="checkbox"/>
b. Sexual assault* other than rape* (include threatened rape*)	314	<input type="text"/>	0 <input type="checkbox"/>	316	<input type="text"/>	0 <input type="checkbox"/>
c. Robbery* (taking things by force)						
i. With a weapon*	318	<input type="text"/>	0 <input type="checkbox"/>	320	<input type="text"/>	0 <input type="checkbox"/>
ii. Without a weapon*	322	<input type="text"/>	0 <input type="checkbox"/>	324	<input type="text"/>	0 <input type="checkbox"/>
d. Physical attack or fight*						
i. With a weapon*	326	<input type="text"/>	0 <input type="checkbox"/>	328	<input type="text"/>	0 <input type="checkbox"/>
ii. Without a weapon*	330	<input type="text"/>	0 <input type="checkbox"/>	332	<input type="text"/>	0 <input type="checkbox"/>
e. Threats of physical attack*						
i. With a weapon*	334	<input type="text"/>	0 <input type="checkbox"/>	336	<input type="text"/>	0 <input type="checkbox"/>
ii. Without a weapon*	338	<input type="text"/>	0 <input type="checkbox"/>	340	<input type="text"/>	0 <input type="checkbox"/>
f. Theft or larceny* (taking things worth over \$10 without personal confrontation)	342	<input type="text"/>	0 <input type="checkbox"/>	344	<input type="text"/>	0 <input type="checkbox"/>
g. Possession of a firearm or explosive device*	346	<input type="text"/>	0 <input type="checkbox"/>	348	<input type="text"/>	0 <input type="checkbox"/>
h. Possession of a knife or sharp object	350	<input type="text"/>	0 <input type="checkbox"/>	352	<input type="text"/>	0 <input type="checkbox"/>
i. Distribution, possession, or use of illegal drugs	354	<input type="text"/>	0 <input type="checkbox"/>	356	<input type="text"/>	0 <input type="checkbox"/>
j. Inappropriate distribution, possession, or use of prescription drugs	355	<input type="text"/>	0 <input type="checkbox"/>	357	<input type="text"/>	0 <input type="checkbox"/>
k. Distribution, possession, or use of alcohol	358	<input type="text"/>	0 <input type="checkbox"/>	360	<input type="text"/>	0 <input type="checkbox"/>
l. Vandalism*	362	<input type="text"/>	0 <input type="checkbox"/>	364	<input type="text"/>	0 <input type="checkbox"/>

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



31. During the 2021–22 school year, how many **hate crimes*** occurred **at your school*?** 690

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

Number of **hate crimes***

0 None → [GO TO item 33 below.](#)

32. To the best of your knowledge, were any of these **hate crimes*** motivated by the offender's bias against the following characteristics or perceived characteristics?

- 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"/>

33. To the best of your knowledge, during the 2021–22 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 30a and 30b as well as item 33.

1 Yes

2 No

34. Please select the number of **arrests***, including both students and non-students, that occurred **at your school*** during the 2021–22 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.**



Disciplinary Problems and Actions

35. 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"/>

36. 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.**



37. During the 2021–22 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.**



38. During the 2021–22 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.
- If none, please place an "X" in the None box.

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="checkbox"/> None	460 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	462 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	464 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	466 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> 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="checkbox"/> None	470 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	472 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	474 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	476 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
c. Distribution, possession, or use of illegal drugs	478 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	480 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	482 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	484 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	486 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
d. Distribution, possession, or use of alcohol	488 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	490 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	492 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	494 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	496 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
e. Physical attacks or fights*	498 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	500 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	502 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	504 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	506 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None

39. During the 2021–22 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 38, 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 38, column 3.) ⁵²⁰

Total number

0 None

0 None

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



School Characteristics: 2021–22 School Year

40. 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

41. 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 |

42. Please provide the following dates:

a. Start date for your 2021–22 school year 574, 575 / / 2021
MM DD

b. End date for your 2021–22 school year 576, 577 / / 2022
MM DD

43. As of October 1, 2021, what was your school's total enrollment? 522 Students

44. During the 2021–22 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions.

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

	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="checkbox"/>
b. Transferred from the school 572	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	0 <input type="checkbox"/>

(NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 39b.)

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

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

Percent of students present	None
<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>

46. 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.
- If none, please place an "X" in the None box.

Typical number of classroom changes	None
<input type="text"/> <input type="text"/>	0 <input type="checkbox"/>



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

48. 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 <small>532</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
b. Likely to go to college after high school <small>534</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
c. Consider academic achievement to be very important <small>536</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>

49. 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

50. 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 <input type="radio"/> Principal | 6 <input type="radio"/> Teacher or instructor |
| 2 <input type="radio"/> Vice principal | 7 <input type="radio"/> Superintendent or district staff |
| 3 <input type="radio"/> Disciplinarian | 8 <input type="radio"/> Security personnel |
| 4 <input type="radio"/> Counselor | 9 <input type="radio"/> Other - <i>Please specify:</i> <small>015</small> |
| 5 <input type="radio"/> Administrative or secretarial staff | |

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



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.

• Check all that apply.

1 Monday 054

1 7AM to 9AM 064

1 Tuesday 056

1 9AM to 11AM 066

1 Wednesday 058

1 11AM to 1PM 068

1 Thursday 060

1 1PM to 3PM 070

1 Friday 062

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 Teacher or instructor 088

1 Vice principal 080

1 Superintendent or district staff 090

1 Disciplinarian 082

1 Security personnel 092

1 Counselor 084

1 Other, *Please specify:* 094

1 Administrative or secretarial staff 086

096

Date you completed the questionnaire 578, 579

/ / 2022
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:2022 Public-Use Data**

List of Variables and Record Layout of the Fixed-Format ASCII File for the SSOCS:2022 Public-Use Data

Table B-1. List of variables, SSOCS:2022

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

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
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
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	C0157	Written plan for post-crisis reunification of students with their families	N	2	59	60
030	C0163	Drilled students on plan for evacuation	N	2	61	62
031	C0165	Drilled students on plan for lockdown	N	2	63	64
032	C0167	Drilled students on plan for shelter-in-place	N	2	65	66
033	C0800	Formal plan for pandemic disease	N	2	67	68
034	C0801	Formal plan for pandemic disease before coronavirus pandemic	N	2	69	70
035	C0802	Regular symptom screening of students	N	2	71	72
036	C0803	Regular symptom screening of staff	N	2	73	74
037	C0804	Personal protective equipment for students	N	2	75	76
038	C0805	Personal protective equipment for staff	N	2	77	78
039	C0806	Sanitization of frequently touched surfaces	N	2	79	80
040	C0807	Measures to reduce viral transmission	N	2	81	82
041	C0808	Social distancing of students	N	2	83	84
042	C0809	Reduction of in-person class size	N	2	85	86
043	C0810	Suspension of outdoor activities	N	2	87	88
044	C0811	Suspension of indoor activities	N	2	89	90
045	C0812	Reduction in shared materials	N	2	91	92

Table B-1. List of variables, SSOCS:2022–Continued

Order	Variable	Label	Format	Length	Start column	End column
046	C0813	Reduction of self-serve food or drink	N	2	93	94
047	C0814	Alternate eating/drinking spaces	N	2	95	96
048	C0815	Increased handwashing and sanitizing accessibility	N	2	97	98
049	C0816	Contact tracing	N	2	99	100
050	C0817	Visitor and volunteer system	N	2	101	102
051	C0818	Increased social and emotional support for students	N	2	103	104
052	C0819	Increased social and emotional support for staff	N	2	105	106
053	C0820	Security drills - Discussion	N	2	107	108
054	C0821	Security drills - Social distancing measures	N	2	109	110
055	C0822	Security drills - Social-emotional or trauma supports	N	2	111	112
056	C0823	Site assessment evaluation	N	2	113	114
057	C0174	Prevention curriculum/instruction/training	N	2	115	116
058	C0183	Social emotional learning for students	N	2	117	118
059	C0176	Behavioral modification for students	N	2	119	120
060	C0181	Individual mentoring/tutoring/coaching by adults	N	2	121	122
061	C0175	Student involvement in peer mediation	N	2	123	124
062	C0177	Student court to address student conduct problems or minor offenses	N	2	125	126
063	C0179	Student involvement in restorative practices	N	2	127	128
064	C0186	Promote sense of community/social integration	N	2	129	130
065	C0600	Have a threat assessment team	N	2	131	132
066	C0604	LGBTQ acceptance group	N	2	133	134
067	C0606	Disability acceptance group	N	2	135	136
068	C0608	Cultural or religious diversity acceptance group	N	2	137	138

Table B-1. List of variables, SSOCS:2022–Continued

Order	Variable	Label	Format	Length	Start column	End column
069	C0190	Formal process to obtain parental input	N	2	139	140
070	C0192	Provide training or assistance to parents	N	2	141	142
071	C0204	Community involvement - parent groups	N	2	143	144
072	C0206	Community involvement - social services	N	2	145	146
073	C0208	Community involvement - juvenile justice	N	2	147	148
074	C0210	Community involvement - law enforcement	N	2	149	150
075	C0212	Community involvement - mental health	N	2	151	152
076	C0214	Community involvement - civic organizations	N	2	153	154
077	C0216	Community involvement - businesses	N	2	155	156
078	C0218	Community involvement - religious organizations	N	2	157	158
079	C0610	Sworn law enforcement officers at school	N	2	159	160
080	C0614	Sworn law enforcement officers while students arriving or leaving	N	2	161	162
081	C0616	Sworn law enforcement officers present at school activities	N	2	163	164
082	C0618	Sworn law enforcement officers present when school/school activities were not occurring	N	2	165	166
083	C0621	Sworn law enforcement officers carry physical restraints	N	2	167	168
084	C0622	Sworn law enforcement officers carry chemical sprays	N	2	169	170
085	C0624	Sworn law enforcement officers carry firearms	N	2	171	172
086	C0626	Sworn law enforcement officers wear a body camera	N	2	173	174
087	C0628	Sworn law enforcement officers participate in traffic control	N	2	175	176
088	C0630	Sworn law enforcement officers participate in patrol	N	2	177	178
089	C0632	Sworn law enforcement officers participate in discipline	N	2	179	180

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
090	C0636	Sworn law enforcement officers participate in solving school problems	N	2	181	182
091	C0638	Sworn law enforcement officers participate in prevention training	N	2	183	184
092	C0640	Sworn law enforcement officers participate in student mentoring	N	2	185	186
093	C0642	Sworn law enforcement officers participate in teaching law-related courses	N	2	187	188
094	C0644	Sworn law enforcement officers participate in recording or reporting discipline problems	N	2	189	190
095	C0646	Sworn law enforcement officers participate in providing legal definitions	N	2	191	192
096	C0650	Formalized policies for sworn law enforcement officers	N	2	193	194
097	C0652	Policies for sworn law enforcement officers include student discipline	N	2	195	196
098	C0654	Policies for sworn law enforcement officers include use of restraints or sprays	N	2	197	198
099	C0656	Policies for sworn law enforcement officers include use of firearms	N	2	199	200
100	C0658	Policies for sworn law enforcement officers include making arrests	N	2	201	202
101	C0660	Policies for sworn law enforcement officers include reporting of offenses	N	2	203	204
102	C0661	Diagnostic mental health assessment for mental disorders	N	2	205	206
103	C0663	Diagnostic mental health assessment at school by school-employed or contracted mental health professional	N	2	207	208
104	C0665	Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional	N	2	209	210
105	C0667	Treatment to students for mental health disorders	N	2	211	212
106	C0669	Treatment at school by school-employed or contracted mental health professional	N	2	213	214

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
107	C0671	Treatment outside of school by school-employed or contracted mental health professional	N	2	215	216
108	C0674	Inadequate access to professionals limits mental health efforts	N	2	217	218
109	C0676	Inadequate funding limits mental health efforts	N	2	219	220
110	C0678	Potential legal issues limit mental health efforts	N	2	221	222
111	C0681	Concerns about reactions from parents limit mental health efforts	N	2	223	224
112	C0682	Lack of community support limits mental health efforts	N	2	225	226
113	C0684	Payment policies limit mental health efforts	N	2	227	228
114	C0686	Reluctance to label students limits mental health efforts	N	2	229	230
115	C0266	Teacher training - classroom management	N	2	231	232
116	C0268	Teacher training - discipline policies related to violence	N	2	233	234
117	C0265	Teacher training - discipline policies related to cyberbullying	N	2	235	236
118	C0267	Teacher training - discipline policies related to bullying	N	2	237	238
119	C0269	Teacher training - alcohol/drug discipline policy	N	2	239	240
120	C0270	Teacher training - safety procedures	N	2	241	242
121	C0272	Teacher training - early warning signs for violent behavior	N	2	243	244
122	C0278	Teacher training - signs of self-harm or suicidal tendencies	N	2	245	246
123	C0271	Teacher training - intervention and referral strategies	N	2	247	248
124	C0273	Teacher training - recognize bullying behavior	N	2	249	250
125	C0274	Teacher training - student alcohol/drug abuse	N	2	251	252

Table B-1. List of variables, SSOCS:2022–Continued

Order	Variable	Label	Format	Length	Start column	End column
126	C0276	Teacher training - positive behavioral intervention	N	2	253	254
127	C0277	Teacher training - crisis prevention and intervention	N	2	255	256
128	C0279	Legally carried a firearm	N	2	257	258
129	C0280	Efforts limited by inadequate/lack of teacher training	N	2	259	260
130	C0282	Efforts limited by inadequate/lack of alternative placement	N	2	261	262
131	C0284	Efforts limited by parental complaints	N	2	263	264
132	C0286	Efforts limited by inadequate/lack of teacher support	N	2	265	266
133	C0288	Efforts limited by inadequate/lack of parent support	N	2	267	268
134	C0290	Efforts limited by fear of student retaliation	N	2	269	270
135	C0292	Efforts limited by fear of litigation	N	2	271	272
136	C0294	Efforts limited by inadequate funds	N	2	273	274
137	C0296	Efforts limited by inconsistent application of policies	N	2	275	276
138	C0690_R	Any hate crimes	N	2	277	278
139	C0705	Any incidents of sexual misconduct	N	2	279	280
140	C0688	Number of arrests at school (categorical)	N	2	281	282
141	C0374	How often student racial/ethnic tensions	N	2	283	284
142	C0376	How often student bullying	N	2	285	286
143	C0378	How often student sexual harassment of students	N	2	287	288
144	C0381	How often student harassment based on sexual orientation	N	2	289	290
145	C0383	How often student harassment based on gender identity	N	2	291	292
146	C0385	How often student harassment based on religion	N	2	293	294

Table B-1. List of variables, SSOCS:2022–Continued

Order	Variable	Label	Format	Length	Start column	End column
147	C0387	How often student harassment based on disability	N	2	295	296
148	C0382	How often widespread disorder in classroom	N	2	297	298
149	C0380	How often student verbal abuse of teachers	N	2	299	300
150	C0384	How often student acts of disrespect for teachers - not verbal abuse	N	2	301	302
151	C0386	How often student gang activities	N	2	303	304
152	C0389	How often cyberbullying among students	N	2	305	306
153	C0390	Removal with no services available	N	2	307	308
154	C0392	Removal with no services available - action used	N	2	309	310
155	C0394	Removal with tutoring/home instruction available	N	2	311	312
156	C0396	Removal with tutoring/home instruction available - action used	N	2	313	314
157	C0398	Transfer to alternative school available	N	2	315	316
158	C0400	Transfer to alternative school available - action used	N	2	317	318
159	C0402	Transfer to regular school available	N	2	319	320
160	C0404	Transfer to regular school available - action used	N	2	321	322
161	C0406	Outside suspension with no services available	N	2	323	324
162	C0408	Outside suspension with no services available - action used	N	2	325	326
163	C0410	Outside suspension with services available	N	2	327	328
164	C0412	Outside suspension with services available - action used	N	2	329	330
165	C0414	In-school suspension with no services available	N	2	331	332
166	C0416	In-school suspension with no services available - action used	N	2	333	334
167	C0418	In-school suspension with services available	N	2	335	336

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
168	C0420	In-school suspension with services available - action used	N	2	337	338
169	C0422	Referral to school counselor available	N	2	339	340
170	C0424	Referral to school counselor available - action used	N	2	341	342
171	C0426	In-school disciplinary program available	N	2	343	344
172	C0428	In-school disciplinary program available - action used	N	2	345	346
173	C0430	Outside school disciplinary program available	N	2	347	348
174	C0432	Outside school disciplinary program available - action used	N	2	349	350
175	C0434	Loss of bus privileges for misbehavior available	N	2	351	352
176	C0436	Loss of bus privileges for misbehavior available - action used	N	2	353	354
177	C0438	Corporal punishment available	N	2	355	356
178	C0440	Corporal punishment available - action used	N	2	357	358
179	C0442	School probation available	N	2	359	360
180	C0444	School probation available - action used	N	2	361	362
181	C0446	Detention/Saturday school available	N	2	363	364
182	C0448	Detention/Saturday school available - action used	N	2	365	366
183	C0450	Loss of student privileges available	N	2	367	368
184	C0452	Loss of student privileges available - action used	N	2	369	370
185	C0454	Require community service available	N	2	371	372
186	C0456	Require community service available - action used	N	2	373	374
187	C0024	Grades offered - PreK	N	2	375	376
188	C0026	Grades offered - K	N	2	377	378
189	C0028	Grades offered - 1st	N	2	379	380

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
190	C0030	Grades offered - 2nd	N	2	381	382
191	C0032	Grades offered - 3rd	N	2	383	384
192	C0034	Grades offered - 4th	N	2	385	386
193	C0036	Grades offered - 5th	N	2	387	388
194	C0038	Grades offered - 6th	N	2	389	390
195	C0040	Grades offered - 7th	N	2	391	392
196	C0042	Grades offered - 8th	N	2	393	394
197	C0044	Grades offered - 9th	N	2	395	396
198	C0046	Grades offered - 10th	N	2	397	398
199	C0048	Grades offered - 11th	N	2	399	400
200	C0050	Grades offered - 12th	N	2	401	402
201	C0052	Grades offered - ungraded	N	2	403	404
202	C0570	# of students transferred to school	N	4	405	408
203	C0572	# of students transferred from school	N	4	409	412
204	C0568	Percent attendance on average day	N	3	413	415
205	C0538	Typical number of classroom changes	N	2	416	417
206	C0532	Percent students below 15th percentile standardized tests	N	3	418	420
207	C0534	Percent students likely to go to college	N	3	421	423
208	C0536	Percent students academic achievement important	N	3	424	426
209	C0560	Crime where students live	N	2	427	428
210	C0562	Crime where your school is located	N	2	429	430
211	C0014_R	Title/position of respondent (recoded)	N	2	431	432
212	C0016_R	# of years respondent at the school (topcoded)	N	2	433	434
213	C0076	Other school personnel	N	2	435	436
214	C0580	Number of minutes to complete questionnaire	N	3	437	439

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
215	STRATA	Collapsed sampling strata	C	3	440	442
216	CRISIS22	# of types of crises covered in written plans	N	2	443	444
217	DISTOT22	Total number of disciplinary actions recorded	N	4	445	448
218	DISALC22	Total number of disciplinary actions recorded for distribution, possession, or use of alcohol	N	3	449	451
219	DISDRUG22	Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs	N	3	452	454
220	DISWEAP22	Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device	N	4	455	458
221	INCID22	Total number of incidents recorded	N	3	459	461
222	INCPOL22	Total number of incidents reported to sworn law enforcement	N	3	462	464
223	NONVIOPOL22	Total number of non-violent incidents reported to sworn law enforcement	N	3	465	467
224	OTHACT22	Total number of other disciplinary actions for specified offenses	N	4	468	471
225	OUTSUS22	Total number of out-of-school suspensions	N	3	472	474
226	PROBWK22	# of types of disciplinary problems that occur daily or at least once a week	N	2	475	476
227	REMOVL22	Total number of removals with no continuing school services for specified offenses	N	3	477	479
228	SEC_FT22	Total number of full-time security officers, SROs, and other sworn law enforcement officers	N	2	480	481
229	SEC_PT22	Total number of part-time security officers, SROs, and other sworn law enforcement officers	N	2	482	483
230	STUOFF22	Total number of students involved in recorded offenses (regardless of disciplinary action)	N	3	484	486
231	SVPOL22	Total number of serious violent incidents reported to sworn law enforcement	N	3	487	489
232	TRANSF22	Total number of transfers to alternative schools for specified offenses	N	3	490	492

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
233	VIOPOL22	Total number of violent incidents reported to sworn law enforcement	N	3	493	495
234	SDISALC22	Total number of serious disciplinary actions recorded for distribution, possession, or use of alcohol	N	3	496	498
235	SDISATT22	Total number of serious disciplinary actions recorded for physical attacks or fights	N	3	499	501
236	SDISDRUG22	Total number of serious disciplinary actions recorded for distribution, possession, or use of illegal drugs	N	3	502	504
237	SDISWEAP22	Total number of serious disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device	N	3	505	507
238	FR_URBAN	Urbanicity - Based on urban-centric location of school	N	2	508	509
239	FR_LVLX	Grade level of school (NEW)	N	2	510	511
240	FR_SIZE	Size of school	N	2	512	513
241	PERMINX_R	Percent minority enrollment (recoded)	N	2	514	515
242	PERCWHTX_R	Percent White, non-Hispanic enrollment (recoded)	N	2	516	517
243	FINALWGT	Final school weight	N	12	518	529
244	REPFWT1	Jackknife replicate 1	N	12	530	541
245	REPFWT2	Jackknife replicate 2	N	12	542	553
246	REPFWT3	Jackknife replicate 3	N	12	554	565
247	REPFWT4	Jackknife replicate 4	N	12	566	577
248	REPFWT5	Jackknife replicate 5	N	12	578	589
249	REPFWT6	Jackknife replicate 6	N	12	590	601
250	REPFWT7	Jackknife replicate 7	N	12	602	613
251	REPFWT8	Jackknife replicate 8	N	12	614	625
252	REPFWT9	Jackknife replicate 9	N	12	626	637
253	REPFWT10	Jackknife replicate 10	N	12	638	649
254	REPFWT11	Jackknife replicate 11	N	12	650	661

Table B-1. List of variables, SSOCS:2022–Continued

Order	Variable	Label	Format	Length	Start column	End column
255	REPFWT12	Jackknife replicate 12	N	12	662	673
256	REPFWT13	Jackknife replicate 13	N	12	674	685
257	REPFWT14	Jackknife replicate 14	N	12	686	697
258	REPFWT15	Jackknife replicate 15	N	12	698	709
259	REPFWT16	Jackknife replicate 16	N	12	710	721
260	REPFWT17	Jackknife replicate 17	N	12	722	733
261	REPFWT18	Jackknife replicate 18	N	12	734	745
262	REPFWT19	Jackknife replicate 19	N	12	746	757
263	REPFWT20	Jackknife replicate 20	N	12	758	769
264	REPFWT21	Jackknife replicate 21	N	12	770	781
265	REPFWT22	Jackknife replicate 22	N	12	782	793
266	REPFWT23	Jackknife replicate 23	N	12	794	805
267	REPFWT24	Jackknife replicate 24	N	12	806	817
268	REPFWT25	Jackknife replicate 25	N	12	818	829
269	REPFWT26	Jackknife replicate 26	N	12	830	841
270	REPFWT27	Jackknife replicate 27	N	12	842	853
271	REPFWT28	Jackknife replicate 28	N	12	854	865
272	REPFWT29	Jackknife replicate 29	N	12	866	877
273	REPFWT30	Jackknife replicate 30	N	12	878	889
274	REPFWT31	Jackknife replicate 31	N	12	890	901
275	REPFWT32	Jackknife replicate 32	N	12	902	913
276	REPFWT33	Jackknife replicate 33	N	12	914	925
277	REPFWT34	Jackknife replicate 34	N	12	926	937
278	REPFWT35	Jackknife replicate 35	N	12	938	949
279	REPFWT36	Jackknife replicate 36	N	12	950	961
280	REPFWT37	Jackknife replicate 37	N	12	962	973
281	REPFWT38	Jackknife replicate 38	N	12	974	985

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
282	REPFWT39	Jackknife replicate 39	N	12	986	997
283	REPFWT40	Jackknife replicate 40	N	12	998	1009
284	REPFWT41	Jackknife replicate 41	N	12	1010	1021
285	REPFWT42	Jackknife replicate 42	N	12	1022	1033
286	REPFWT43	Jackknife replicate 43	N	12	1034	1045
287	REPFWT44	Jackknife replicate 44	N	12	1046	1057
288	REPFWT45	Jackknife replicate 45	N	12	1058	1069
289	REPFWT46	Jackknife replicate 46	N	12	1070	1081
290	REPFWT47	Jackknife replicate 47	N	12	1082	1093
291	REPFWT48	Jackknife replicate 48	N	12	1094	1105
292	REPFWT49	Jackknife replicate 49	N	12	1106	1117
293	REPFWT50	Jackknife replicate 50	N	12	1118	1129
294	IC0110	Imputaton Flag for C0110	N	2	1130	1131
295	IC0112	Imputaton Flag for C0112	N	2	1132	1133
296	IC0114	Imputaton Flag for C0114	N	2	1134	1135
297	IC0121	Imputaton Flag for C0121	N	2	1136	1137
298	IC0122	Imputaton Flag for C0122	N	2	1138	1139
299	IC0138	Imputaton Flag for C0138	N	2	1140	1141
300	IC0139	Imputaton Flag for C0139	N	2	1142	1143
301	IC0141	Imputaton Flag for C0141	N	2	1144	1145
302	IC0144	Imputaton Flag for C0144	N	2	1146	1147
303	IC0146	Imputaton Flag for C0146	N	2	1148	1149
304	IC0150	Imputaton Flag for C0150	N	2	1150	1151
305	IC0116	Imputaton Flag for C0116	N	2	1152	1153
306	IC0120	Imputaton Flag for C0120	N	2	1154	1155
307	IC0125	Imputaton Flag for C0125	N	2	1156	1157
308	IC0129	Imputaton Flag for C0129	N	2	1158	1159

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
309	IC0134	Imputaton Flag for C0134	N	2	1160	1161
310	IC0136	Imputaton Flag for C0136	N	2	1162	1163
311	IC0140	Imputaton Flag for C0140	N	2	1164	1165
312	IC0143	Imputaton Flag for C0143	N	2	1166	1167
313	IC0142	Imputaton Flag for C0142	N	2	1168	1169
314	IC0153	Imputaton Flag for C0153	N	2	1170	1171
315	IC0155	Imputaton Flag for C0155	N	2	1172	1173
316	IC0158	Imputaton Flag for C0158	N	2	1174	1175
317	IC0162	Imputaton Flag for C0162	N	2	1176	1177
318	IC0166	Imputaton Flag for C0166	N	2	1178	1179
319	IC0170	Imputaton Flag for C0170	N	2	1180	1181
320	IC0169	Imputaton Flag for C0169	N	2	1182	1183
321	IC0157	Imputaton Flag for C0157	N	2	1184	1185
322	IC0163	Imputaton Flag for C0163	N	2	1186	1187
323	IC0165	Imputaton Flag for C0165	N	2	1188	1189
324	IC0167	Imputaton Flag for C0167	N	2	1190	1191
325	IC0800	Imputaton Flag for C0800	N	2	1192	1193
326	IC0801	Imputaton Flag for C0801	N	2	1194	1195
327	IC0802	Imputaton Flag for C0802	N	2	1196	1197
328	IC0803	Imputaton Flag for C0803	N	2	1198	1199
329	IC0804	Imputaton Flag for C0804	N	2	1200	1201
330	IC0805	Imputaton Flag for C0805	N	2	1202	1203
331	IC0806	Imputaton Flag for C0806	N	2	1204	1205
332	IC0807	Imputaton Flag for C0807	N	2	1206	1207
333	IC0808	Imputaton Flag for C0808	N	2	1208	1209
334	IC0809	Imputaton Flag for C0809	N	2	1210	1211
335	IC0810	Imputaton Flag for C0810	N	2	1212	1213

Table B-1. List of variables, SSOCS:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
336	IC0811	Imputaton Flag for C0811	N	2	1214	1215
337	IC0812	Imputaton Flag for C0812	N	2	1216	1217
338	IC0813	Imputaton Flag for C0813	N	2	1218	1219
339	IC0814	Imputaton Flag for C0814	N	2	1220	1221
340	IC0815	Imputaton Flag for C0815	N	2	1222	1223
341	IC0816	Imputaton Flag for C0816	N	2	1224	1225
342	IC0817	Imputaton Flag for C0817	N	2	1226	1227
343	IC0818	Imputaton Flag for C0818	N	2	1228	1229
344	IC0819	Imputaton Flag for C0819	N	2	1230	1231
345	IC0820	Imputaton Flag for C0820	N	2	1232	1233
346	IC0821	Imputaton Flag for C0821	N	2	1234	1235
347	IC0822	Imputaton Flag for C0822	N	2	1236	1237
348	IC0823	Imputaton Flag for C0823	N	2	1238	1239
349	IC0174	Imputaton Flag for C0174	N	2	1240	1241
350	IC0183	Imputaton Flag for C0183	N	2	1242	1243
351	IC0176	Imputaton Flag for C0176	N	2	1244	1245
352	IC0181	Imputaton Flag for C0181	N	2	1246	1247
353	IC0175	Imputaton Flag for C0175	N	2	1248	1249
354	IC0177	Imputaton Flag for C0177	N	2	1250	1251
355	IC0179	Imputaton Flag for C0179	N	2	1252	1253
356	IC0186	Imputaton Flag for C0186	N	2	1254	1255
357	IC0600	Imputaton Flag for C0600	N	2	1256	1257
358	IC0604	Imputaton Flag for C0604	N	2	1258	1259
359	IC0606	Imputaton Flag for C0606	N	2	1260	1261
360	IC0608	Imputaton Flag for C0608	N	2	1262	1263
361	IC0190	Imputaton Flag for C0190	N	2	1264	1265
362	IC0192	Imputaton Flag for C0192	N	2	1266	1267

Table B-1. List of variables, SSOCs:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
363	IC0204	Imputaton Flag for C0204	N	2	1268	1269
364	IC0206	Imputaton Flag for C0206	N	2	1270	1271
365	IC0208	Imputaton Flag for C0208	N	2	1272	1273
366	IC0210	Imputaton Flag for C0210	N	2	1274	1275
367	IC0212	Imputaton Flag for C0212	N	2	1276	1277
368	IC0214	Imputaton Flag for C0214	N	2	1278	1279
369	IC0216	Imputaton Flag for C0216	N	2	1280	1281
370	IC0218	Imputaton Flag for C0218	N	2	1282	1283
371	IC0610	Imputaton Flag for C0610	N	2	1284	1285
372	IC0614	Imputaton Flag for C0614	N	2	1286	1287
373	IC0616	Imputaton Flag for C0616	N	2	1288	1289
374	IC0618	Imputaton Flag for C0618	N	2	1290	1291
375	IC0621	Imputaton Flag for C0621	N	2	1292	1293
376	IC0622	Imputaton Flag for C0622	N	2	1294	1295
377	IC0624	Imputaton Flag for C0624	N	2	1296	1297
378	IC0626	Imputaton Flag for C0626	N	2	1298	1299
379	IC0628	Imputaton Flag for C0628	N	2	1300	1301
380	IC0630	Imputaton Flag for C0630	N	2	1302	1303
381	IC0632	Imputaton Flag for C0632	N	2	1304	1305
382	IC0636	Imputaton Flag for C0636	N	2	1306	1307
383	IC0638	Imputaton Flag for C0638	N	2	1308	1309
384	IC0640	Imputaton Flag for C0640	N	2	1310	1311
385	IC0642	Imputaton Flag for C0642	N	2	1312	1313
386	IC0644	Imputaton Flag for C0644	N	2	1314	1315
387	IC0646	Imputaton Flag for C0646	N	2	1316	1317
388	IC0650	Imputaton Flag for C0650	N	2	1318	1319
389	IC0652	Imputaton Flag for C0652	N	2	1320	1321

Table B-1. List of variables, SSOCs:2022—Continued

Order	Variable	Label	Format	Length	Start column	End column
390	IC0654	Imputaton Flag for C0654	N	2	1322	1323
391	IC0656	Imputaton Flag for C0656	N	2	1324	1325
392	IC0658	Imputaton Flag for C0658	N	2	1326	1327
393	IC0660	Imputaton Flag for C0660	N	2	1328	1329
394	IC0661	Imputaton Flag for C0661	N	2	1330	1331
395	IC0663	Imputaton Flag for C0663	N	2	1332	1333
396	IC0665	Imputaton Flag for C0665	N	2	1334	1335
397	IC0667	Imputaton Flag for C0667	N	2	1336	1337
398	IC0669	Imputaton Flag for C0669	N	2	1338	1339
399	IC0671	Imputaton Flag for C0671	N	2	1340	1341
400	IC0674	Imputaton Flag for C0674	N	2	1342	1343
401	IC0676	Imputaton Flag for C0676	N	2	1344	1345
402	IC0678	Imputaton Flag for C0678	N	2	1346	1347
403	IC0681	Imputaton Flag for C0681	N	2	1348	1349
404	IC0682	Imputaton Flag for C0682	N	2	1350	1351
405	IC0684	Imputaton Flag for C0684	N	2	1352	1353
406	IC0686	Imputaton Flag for C0686	N	2	1354	1355
407	IC0266	Imputaton Flag for C0266	N	2	1356	1357
408	IC0268	Imputaton Flag for C0268	N	2	1358	1359
409	IC0265	Imputaton Flag for C0265	N	2	1360	1361
410	IC0267	Imputaton Flag for C0267	N	2	1362	1363
411	IC0269	Imputaton Flag for C0269	N	2	1364	1365
412	IC0270	Imputaton Flag for C0270	N	2	1366	1367
413	IC0272	Imputaton Flag for C0272	N	2	1368	1369
414	IC0278	Imputaton Flag for C0278	N	2	1370	1371
415	IC0271	Imputaton Flag for C0271	N	2	1372	1373
416	IC0273	Imputaton Flag for C0273	N	2	1374	1375

Table B-1. List of variables, SSOCs:2022–Continued

Order	Variable	Label	Format	Length	Start column	End column
417	IC0274	Imputaton Flag for C0274	N	2	1376	1377
418	IC0276	Imputaton Flag for C0276	N	2	1378	1379
419	IC0277	Imputaton Flag for C0277	N	2	1380	1381
420	IC0279	Imputaton Flag for C0279	N	2	1382	1383
421	IC0280	Imputaton Flag for C0280	N	2	1384	1385
422	IC0282	Imputaton Flag for C0282	N	2	1386	1387
423	IC0284	Imputaton Flag for C0284	N	2	1388	1389
424	IC0286	Imputaton Flag for C0286	N	2	1390	1391
425	IC0288	Imputaton Flag for C0288	N	2	1392	1393
426	IC0290	Imputaton Flag for C0290	N	2	1394	1395
427	IC0292	Imputaton Flag for C0292	N	2	1396	1397
428	IC0294	Imputaton Flag for C0294	N	2	1398	1399
429	IC0296	Imputaton Flag for C0296	N	2	1400	1401
430	IC0705	Imputaton Flag for C0705	N	2	1402	1403
431	IC0688	Imputaton Flag for C0688	N	2	1404	1405
432	IC0374	Imputaton Flag for C0374	N	2	1406	1407
433	IC0376	Imputaton Flag for C0376	N	2	1408	1409
434	IC0378	Imputaton Flag for C0378	N	2	1410	1411
435	IC0381	Imputaton Flag for C0381	N	2	1412	1413
436	IC0383	Imputaton Flag for C0383	N	2	1414	1415
437	IC0385	Imputaton Flag for C0385	N	2	1416	1417
438	IC0387	Imputaton Flag for C0387	N	2	1418	1419
439	IC0382	Imputaton Flag for C0382	N	2	1420	1421
440	IC0380	Imputaton Flag for C0380	N	2	1422	1423
441	IC0384	Imputaton Flag for C0384	N	2	1424	1425
442	IC0386	Imputaton Flag for C0386	N	2	1426	1427
443	IC0389	Imputaton Flag for C0389	N	2	1428	1429

Table B-1. List of variables, SSOCs:2022–Continued

Order	Variable	Label	Format	Length	Start column	End column
444	IC0390	Imputaton Flag for C0390	N	2	1430	1431
445	IC0392	Imputaton Flag for C0392	N	2	1432	1433
446	IC0394	Imputaton Flag for C0394	N	2	1434	1435
447	IC0396	Imputaton Flag for C0396	N	2	1436	1437
448	IC0398	Imputaton Flag for C0398	N	2	1438	1439
449	IC0400	Imputaton Flag for C0400	N	2	1440	1441
450	IC0402	Imputaton Flag for C0402	N	2	1442	1443
451	IC0404	Imputaton Flag for C0404	N	2	1444	1445
452	IC0406	Imputaton Flag for C0406	N	2	1446	1447
453	IC0408	Imputaton Flag for C0408	N	2	1448	1449
454	IC0410	Imputaton Flag for C0410	N	2	1450	1451
455	IC0412	Imputaton Flag for C0412	N	2	1452	1453
456	IC0414	Imputaton Flag for C0414	N	2	1454	1455
457	IC0416	Imputaton Flag for C0416	N	2	1456	1457
458	IC0418	Imputaton Flag for C0418	N	2	1458	1459
459	IC0420	Imputaton Flag for C0420	N	2	1460	1461
460	IC0422	Imputaton Flag for C0422	N	2	1462	1463
461	IC0424	Imputaton Flag for C0424	N	2	1464	1465
462	IC0426	Imputaton Flag for C0426	N	2	1466	1467
463	IC0428	Imputaton Flag for C0428	N	2	1468	1469
464	IC0430	Imputaton Flag for C0430	N	2	1470	1471
465	IC0432	Imputaton Flag for C0432	N	2	1472	1473
466	IC0434	Imputaton Flag for C0434	N	2	1474	1475
467	IC0436	Imputaton Flag for C0436	N	2	1476	1477
468	IC0438	Imputaton Flag for C0438	N	2	1478	1479
469	IC0440	Imputaton Flag for C0440	N	2	1480	1481
470	IC0442	Imputaton Flag for C0442	N	2	1482	1483

Table B-1. List of variables, SSOCs:2022–Continued

Order	Variable	Label	Format	Length	Start column	End column
471	IC0444	Imputaton Flag for C0444	N	2	1484	1485
472	IC0446	Imputaton Flag for C0446	N	2	1486	1487
473	IC0448	Imputaton Flag for C0448	N	2	1488	1489
474	IC0450	Imputaton Flag for C0450	N	2	1490	1491
475	IC0452	Imputaton Flag for C0452	N	2	1492	1493
476	IC0454	Imputaton Flag for C0454	N	2	1494	1495
477	IC0456	Imputaton Flag for C0456	N	2	1496	1497
478	IC0024	Imputaton Flag for C0024	N	2	1498	1499
479	IC0026	Imputaton Flag for C0026	N	2	1500	1501
480	IC0028	Imputaton Flag for C0028	N	2	1502	1503
481	IC0030	Imputaton Flag for C0030	N	2	1504	1505
482	IC0032	Imputaton Flag for C0032	N	2	1506	1507
483	IC0034	Imputaton Flag for C0034	N	2	1508	1509
484	IC0036	Imputaton Flag for C0036	N	2	1510	1511
485	IC0038	Imputaton Flag for C0038	N	2	1512	1513
486	IC0040	Imputaton Flag for C0040	N	2	1514	1515
487	IC0042	Imputaton Flag for C0042	N	2	1516	1517
488	IC0044	Imputaton Flag for C0044	N	2	1518	1519
489	IC0046	Imputaton Flag for C0046	N	2	1520	1521
490	IC0048	Imputaton Flag for C0048	N	2	1522	1523
491	IC0050	Imputaton Flag for C0050	N	2	1524	1525
492	IC0052	Imputaton Flag for C0052	N	2	1526	1527
493	IC0570	Imputaton Flag for C0570	N	2	1528	1529
494	IC0572	Imputaton Flag for C0572	N	2	1530	1531
495	IC0568	Imputaton Flag for C0568	N	2	1532	1533
496	IC0538	Imputaton Flag for C0538	N	2	1534	1535
497	IC0532	Imputaton Flag for C0532	N	2	1536	1537

Table B-1. List of variables, SSOCS:2022–Continued

Order	Variable	Label	Format	Length	Start column	End column
498	IC0534	Imputaton Flag for C0534	N	2	1538	1539
499	IC0536	Imputaton Flag for C0536	N	2	1540	1541
500	IC0560	Imputaton Flag for C0560	N	2	1542	1543
501	IC0562	Imputaton Flag for C0562	N	2	1544	1545
502	IC0580	Imputaton Flag for C0580	N	2	1546	1547

Appendix C. 2021-22 School Survey on Crime and Safety Public-Use Codebook

SSOCS 2022 Codebook

Variable Name: SCHID

Unique school identifier

Range	Answered
0001 – 4800	2687

1a. During the 2021-22 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:	Frequency	Unweighted Percent
1 Yes	2622	97.58
2 No	65	2.42
	2687	100

1b. During the 2021-22 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:	Frequency	Unweighted Percent
1 Yes	2598	96.69
2 No	89	3.31
	2687	100

**1c. During the 2021-22 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	1612	59.99
2	No	1075	40.01
		<hr/>	<hr/>
		2687	100

**1d. During the 2021-22 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	2036	75.77
2	No	651	24.23
		<hr/>	<hr/>
		2687	100

**1e. During the 2021-22 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	2061	76.70
2	No	626	23.30
		<hr/>	<hr/>
		2687	100

**1f. During the 2021-22 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	1446	53.81
2	No	1241	46.19
		<hr/>	<hr/>
		2687	100

**1g. During the 2021-22 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	1181	43.95
2	No	1506	56.05
		2687	100

**1h. During the 2021-22 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	1878	69.89
2	No	809	30.11
		2687	100

**1i. During the 2021-22 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	1886	70.19
2	No	801	29.81
		<hr/>	
		2687	100

**1j. During the 2021-22 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	2536	94.38
2	No	151	5.62
		<hr/>	
		2687	100

**1k. During the 2021-22 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	2214	82.40
2 No	473	17.60
	<hr/>	<hr/>
	2687	100

**1l. During the 2021-22 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	95	3.54
2 No	2592	96.46
	<hr/>	<hr/>
	2687	100

**1m. During the 2021-22 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	247	9.19
2	No	2440	90.81
		<hr/>	<hr/>
		2687	100

**1n. During the 2021-22 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	961	35.76
2	No	1726	64.24
		<hr/>	<hr/>
		2687	100

**1o. During the 2021-22 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	325	12.10
2 No	2362	87.90
	<hr/>	<hr/>
	2687	100

**1p. During the 2021-22 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	406	15.11
2 No	2281	84.89
	<hr/>	<hr/>
	2687	100

**1q. During the 2021-22 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	1090	40.57
2	No	1597	59.43
		<hr/>	<hr/>
		2687	100

**1r. During the 2021-22 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	125	4.65
2	No	2562	95.35
		<hr/>	<hr/>
		2687	100

**1s. During the 2021-22 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	1894	70.49
2	No	793	29.51
		<hr/>	<hr/>
		2687	100

**1t. During the 2021-22 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	372	13.84
2	No	2315	86.16
		<hr/>	<hr/>
		2687	100

**1u. During the 2021-22 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	1776	66.10
2 No	911	33.90
	<hr/>	<hr/>
	2687	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	2612	97.21
2 No	75	2.79
	<hr/>	<hr/>
	2687	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	2592	96.46
2	No	95	3.54
		<hr/>	<hr/>
		2687	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	1506	56.05
2	No	1181	43.95
		<hr/>	<hr/>
		2687	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	2521	93.82
2	No	166	6.18
		<hr/>	<hr/>
		2687	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	1999	74.40
2	No	688	25.60
		<hr/>	<hr/>
		2687	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	2548	94.83
2	No	139	5.17
		<hr/>	<hr/>
		2687	100

2g. 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	2451	91.22
2	No	236	8.78
		<hr/>	<hr/>
		2687	100

3a. During the 2021-22 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	2511	93.45
2	No	176	6.55
		<hr/>	<hr/>
		2687	100

3b. During the 2021-22 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	2587	96.28
2	No	100	3.72
		<hr/>	<hr/>
		2687	100

3c. During the 2021-22 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	2525	93.97
2	No	162	6.03
		<hr/>	<hr/>
		2687	100

4. During the 2021-22 school year, does your school have a formal plan in place to prepare for and respond to a multi-country or worldwide pandemic diseases (such as the coronavirus pandemic, COVID-19)?

Variable Name: C0800

Formal plan for pandemic disease

Distribution:		Frequency	Unweighted Percent
1	Yes	2490	92.67
2	No	197	7.33
		<hr/>	<hr/>
		2687	100

6b. At any time during the 2021-22 school year, did your school's practices include the following? Required, regular symptom screening of staff (e.g., temperature checks, symptom checklists)

Variable Name: C0803

Regular symptom screening of staff

Distribution:		Frequency	Unweighted Percent
1	Yes	1689	62.86
2	No	998	37.14
		<hr/>	<hr/>
		2687	100

6c. At any time during the 2021-22 school year, did your school's practices include the following? Use of personal protective equipment (PPE) for students (e.g., masks, face shields)

Variable Name: C0804

Personal protective equipment for students

Distribution:		Frequency	Unweighted Percent
1	Yes	2407	89.58
2	No	280	10.42
		<hr/>	<hr/>
		2687	100

6d. At any time during the 2021-22 school year, did your school's practices include the following? Use of personal protective equipment (PPE) for staff (e.g., masks, face shields)

Variable Name: C0805

Personal protective equipment for staff

Distribution:		Frequency	Unweighted Percent
1	Yes	2399	89.28
2	No	288	10.72
		<hr/>	<hr/>
		2687	100

6e. At any time during the 2021-22 school year, did your school's practices include the following? Increased sanitization of frequently touched surfaces

Variable Name: C0806

Sanitization of frequently touched surfaces

Distribution:		Frequency	Unweighted Percent
1	Yes	2616	97.36
2	No	71	2.64
		<hr/>	<hr/>
		2687	100

6f. At any time during the 2021-22 school year, did your school's practices include the following? Use of new or improved physical measures to reduce viral transmission (e.g., dividers separating shared areas, mechanical ventilation system)

Variable Name: C0807

Measures to reduce viral transmission

Distribution:		Frequency	Unweighted Percent
1	Yes	2156	80.24
2	No	531	19.76
		<hr/>	<hr/>
		2687	100

6g. At any time during the 2021-22 school year, did your school's practices include the following? Social distancing of students (e.g., spacing desks a set distance apart, limiting student physical interactions with others)

Variable Name: C0808

Social distancing of students

Distribution:		Frequency	Unweighted Percent
1	Yes	2266	84.33
2	No	421	15.67
		<hr/>	<hr/>
		2687	100

6h. At any time during the 2021-22 school year, did your school's practices include the following? Intentional reduction of in-person class size (e.g., cohorting, hybrid learning model)

Variable Name: C0809

Reduction of in-person class size

Distribution:		Frequency	Unweighted Percent
1	Yes	1329	49.46
2	No	1358	50.54
		<hr/>	<hr/>
		2687	100

6i. At any time during the 2021-22 school year, did your school's practices include the following? Suspension of all or most outdoor student group activities

Variable Name: C0810

Suspension of outdoor activities

Distribution:		Frequency	Unweighted Percent
1	Yes	953	35.47
2	No	1734	64.53
		<hr/>	<hr/>
		2687	100

6j. At any time during the 2021-22 school year, did your school's practices include the following? Suspension of all or most indoor student group activities

Variable Name:C0811

Suspension of indoor activities

Distribution:		Frequency	Unweighted Percent
1	Yes	1521	56.61
2	No	1166	43.39
		<hr/>	<hr/>
		2687	100

6k. At any time during the 2021-22 school year, did your school's practices include the following? Reduction in the use of shared materials in the classroom

Variable Name:C0812

Reduction in shared materials

Distribution:		Frequency	Unweighted Percent
1	Yes	2063	76.78
2	No	624	23.22
		<hr/>	<hr/>
		2687	100

6l. At any time during the 2021-22 school year, did your school's practices include the following? Reduction of self-serve food or drink options in communal dining halls or cafeterias

Variable Name: C0813

Reduction of self-serve food or drink

Distribution:		Frequency	Unweighted Percent
1	Yes	2139	79.61
2	No	548	20.39
		<hr/>	<hr/>
		2687	100

6m. At any time during the 2021-22 school year, did your school's practices include the following? Use of alternate spaces to reduce eating and drinking in communal dining halls or cafeterias (e.g., having students eat at desks in classrooms)

Variable Name: C0814

Alternate eating/drinking spaces

Distribution:		Frequency	Unweighted Percent
1	Yes	1770	65.87
2	No	917	34.13
		<hr/>	<hr/>
		2687	100

6n. At any time during the 2021-22 school year, did your school's practices include the following? Increased handwashing and sanitizing accessibility (e.g., added sinks, handwashing stations, or hand sanitizer stations)

Variable Name: C0815

Increased handwashing and sanitizing accessibility

Distribution:		Frequency	Unweighted Percent
1	Yes	2474	92.07
2	No	213	7.93
		<hr/>	<hr/>
		2687	100

6o. At any time during the 2021-22 school year, did your school's practices include the following? Collection or tracking of information specifically to assist in contact tracing in the event of a positive coronavirus case at school (e.g., sign-in sheets)

Variable Name: C0816

Contact tracing

Distribution:		Frequency	Unweighted Percent
1	Yes	2434	90.58
2	No	253	9.42
		<hr/>	<hr/>
		2687	100

6p. At any time during the 2021-22 school year, did your school's practices include the following? Modified visitor and volunteer system

Variable Name:C0817

Visitor and volunteer system

Distribution:		Frequency	Unweighted Percent
1	Yes	2351	87.50
2	No	336	12.50
		<hr/>	<hr/>
		2687	100

6q. At any time during the 2021-22 school year, did your school's practices include the following? Increased supports for social and emotional needs of students

Variable Name:C0818

Increased social and emotional support for students

Distribution:		Frequency	Unweighted Percent
1	Yes	2453	91.29
2	No	234	8.71
		<hr/>	<hr/>
		2687	100

6r. At any time during the 2021-22 school year, did your school's practices include the following? Increased supports for social and emotional needs of staff

Variable Name: C0819

Increased social and emotional support for staff

Distribution:		Frequency	Unweighted Percent
1	Yes	2146	79.87
2	No	541	20.13
		<hr/>	
		2687	100

7a. During the 2021–22 school year, were any of the following modifications made to your school's emergency readiness practices (e.g., fire drills, active shooter drills) in response to the Centers for Disease Control and Prevention (CDC) safety guidelines for operating schools during the coronavirus pandemic? Having staff talk through security drills rather than acting them out

Variable Name: C0820

Security drills - Discussion

Distribution:		Frequency	Unweighted Percent
1	Yes	1253	46.63
2	No	1434	53.37
		<hr/>	
		2687	100

7b. During the 2021–22 school year, were any of the following modifications made to your school’s emergency readiness practices (e.g., fire drills, active shooter drills) in response to the Centers for Disease Control and Prevention (CDC) safety guidelines for operating schools during the coronavirus pandemic? Modifying security drills to accommodate social distancing measures (e.g., conducting multiple drills with small groups, increasing number of evacuation locations)

Variable Name:C0821

Security drills - Social distancing measures

Distribution:		Frequency	Unweighted Percent
1	Yes	1214	45.18
2	No	1473	54.82
		2687	100

7c. During the 2021–22 school year, were any of the following modifications made to your school’s emergency readiness practices (e.g., fire drills, active shooter drills) in response to the Centers for Disease Control and Prevention (CDC) safety guidelines for operating schools during the coronavirus pandemic? Providing increased student supports for social-emotional needs or trauma* following security drills (e.g., enhanced post-drill briefings)

Variable Name:C0822

Security drills - Social-emotional or trauma supports

Distribution:		Frequency	Unweighted Percent
1	Yes	1379	51.32
2	No	1308	48.68
		2687	100

8. Since the beginning of the coronavirus pandemic, has a site assessment been conducted to evaluate your school's preparedness to operate according to CDC safety guidelines for operating schools during the coronavirus pandemic (e.g., ensuring adequate room to maintain social distancing between students, using appropriate air filtration systems)?

Variable Name: C0823

Site assessment evaluation

Distribution:		Frequency	Unweighted Percent
1	Yes	1939	72.16
2	No	748	27.84
		<hr/>	<hr/>
		2687	100

9a. During the 2021-22 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	2405	89.51
2	No	282	10.49
		<hr/>	<hr/>
		2687	100

9b. During the 2021-22 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	2523	93.90
2	No	164	6.10
		<hr/>	<hr/>
		2687	100

9c. During the 2021-22 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	2491	92.71
2	No	196	7.29
		<hr/>	<hr/>
		2687	100

9d. During the 2021-22 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	2457	91.44
2	No	230	8.56
		<hr/>	<hr/>
		2687	100

9e. During the 2021-22 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	1278	47.56
2	No	1409	52.44
		<hr/>	<hr/>
		2687	100

9f. During the 2021-22 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	286	10.64
2	No	2401	89.36
		<hr/>	<hr/>
		2687	100

9g. During the 2021-22 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	1588	59.10
2	No	1099	40.90
		<hr/>	<hr/>
		2687	100

9h. During the 2021-22 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	2136	79.49
2	No	551	20.51
		<hr/>	<hr/>
		2687	100

10. During the 2021-22 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	1906	70.93
2	No	781	29.07
		<hr/>	<hr/>
		2687	100

11c. During the 2021-22 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	1109	41.27
2	No	1578	58.73
		<hr/>	<hr/>
		2687	100

12a. 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	1361	50.65
2	No	1326	49.35
		<hr/>	<hr/>
		2687	100

12b. 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	1221	45.44
2	No	1466	54.56
		<hr/>	<hr/>
		2687	100

13a. During the 2021-22 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	1765	65.69
2	No	922	34.31
		<hr/>	<hr/>
		2687	100

13b. During the 2021-22 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	1830	68.11
2	No	857	31.89
		<hr/>	<hr/>
		2687	100

13c. During the 2021-22 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	1071	39.86
2	No	1616	60.14
		<hr/>	<hr/>
		2687	100

13d. During the 2021-22 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	2191	81.54
2	No	496	18.46
		<hr/>	<hr/>
		2687	100

13e. During the 2021-22 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	2138	79.57
2	No	549	20.43
		<hr/>	<hr/>
		2687	100

13f. During the 2021-22 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	1091	40.60
2	No	1596	59.40
		<hr/>	<hr/>
		2687	100

13g. During the 2021-22 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	727	27.06
2	No	1960	72.94
		<hr/>	<hr/>
		2687	100

13h. During the 2021-22 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	699	26.01
2	No	1988	73.99
		<hr/>	
		2687	100

14. During the 2021-22 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	1621	60.33
2	No	1066	39.67
		<hr/>	
		2687	100

15a. 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	1066	39.67
1	Yes	1499	55.79
2	No	122	4.54
		2687	100

15b. 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	1066	39.67
1	Yes	1462	54.41
2	No	159	5.92
		2687	100

15c. 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	1066	39.67
1	Yes	894	33.27
2	No	727	27.06
		2687	100

16a. 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	1066	39.67
1	Yes	1506	56.05
2	No	115	4.28
		2687	100

16b. 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	1066	39.67
1	Yes	1235	45.96
2	No	386	14.37
		<hr/>	
		2687	100

16c. 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	1066	39.67
1	Yes	1527	56.83
2	No	94	3.50
		<hr/>	
		2687	100

16d. 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	1066	39.67
1	Yes	982	36.55
2	No	639	23.78
		<hr/>	
		2687	100

17a. 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	1066	39.67
1	Yes	1208	44.96
2	No	413	15.37
		<hr/>	
		2687	100

17b. 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	1066	39.67
1	Yes	1474	54.86
2	No	147	5.47
		2687	100

17c. 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	1066	39.67
1	Yes	806	30.00
2	No	815	30.33
		2687	100

17d. 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	1066	39.67
1	Yes	1360	50.61
2	No	261	9.71
		<hr/>	<hr/>
		2687	100

17e. 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	1066	39.67
1	Yes	932	34.69
2	No	689	25.64
		<hr/>	<hr/>
		2687	100

17f. 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	1066	39.67
1	Yes	1212	45.11
2	No	409	15.22
		<hr/>	
		2687	100

17g. 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	1066	39.67
1	Yes	549	20.43
2	No	1072	39.90
		<hr/>	
		2687	100

17h. 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	1066	39.67
1	Yes	1181	43.95
2	No	440	16.38
		2687	100

17i. 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	1066	39.67
1	Yes	1309	48.72
2	No	312	11.61
		2687	100

18. During the 2021-22 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	1066	39.67
1	Yes	1276	47.49
2	No	345	12.84
		2687	100

19a. 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	1411	52.51
1	Yes	717	26.68
2	No	125	4.65
3	Don't know	434	16.15
		2687	100

19b. 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	1411	52.51
1	Yes	590	21.96
2	No	143	5.32
3	Don't know	543	20.21
		<hr/>	
		2687	100

19c. 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	1411	52.51
1	Yes	531	19.76
2	No	167	6.22
3	Don't know	578	21.51
		2687	100

19d. 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	1411	52.51
1	Yes	638	23.74
2	No	125	4.65
3	Don't know	513	19.09
		2687	100

19e. 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	1411	52.51
1	Yes	786	29.25
2	No	50	1.86
3	Don't know	440	16.38
		2687	100

22. During the 2021-22 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	1504	55.97
2	No	1183	44.03
		2687	100

23a. 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	1183	44.03
1	Yes	1365	50.80
2	No	139	5.17
		<hr/>	
		2687	100

23b. 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	1183	44.03
1	Yes	988	36.77
2	No	516	19.20
		<hr/>	
		2687	100

24. During the 2021-22 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	1110	41.31
2	No	1577	58.69
		<hr/>	
		2687	100

25a. 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	1577	58.69
1	Yes	1038	38.63
2	No	72	2.68
		<hr/>	
		2687	100

25b. 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	1577	58.69
1	Yes	782	29.10
2	No	328	12.21
		<hr/>	<hr/>
		2687	100

26a. During the 2021-22 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	1004	37.37
2	Limits in minor way	945	35.17
3	Does not limit	738	27.47
		<hr/>	<hr/>
		2687	100

26b. During the 2021-22 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	1001	37.25
2	Limits in minor way	841	31.30
3	Does not limit	845	31.45
		2687	100

26c. During the 2021-22 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	318	11.83
2	Limits in minor way	731	27.21
3	Does not limit	1638	60.96
		2687	100

26d. During the 2021-22 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	232	8.63
2	Limits in minor way	859	31.97
3	Does not limit	1596	59.40
		<hr/>	<hr/>
		2687	100

26e. During the 2021-22 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	223	8.30
2	Limits in minor way	683	25.42
3	Does not limit	1781	66.28
		<hr/>	<hr/>
		2687	100

26f. During the 2021-22 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	352	13.10
2	Limits in minor way	680	25.31
3	Does not limit	1655	61.59
		2687	100

26g. During the 2021-22 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	190	7.07
2	Limits in minor way	786	29.25
3	Does not limit	1711	63.68
		2687	100

27a. During the 2021-22 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	2195	81.69
2	No	492	18.31
		<hr/>	<hr/>
		2687	100

27b. During the 2021-22 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	1937	72.09
2	No	750	27.91
		<hr/>	<hr/>
		2687	100

27c. During the 2021-22 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	1916	71.31
2	No	771	28.69
		<hr/>	
		2687	100

27d. During the 2021-22 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	2150	80.01
2	No	537	19.99
		<hr/>	
		2687	100

27e. During the 2021-22 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	1554	57.83
2	No	1133	42.17
		<hr/>	<hr/>
		2687	100

27f. During the 2021-22 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	2520	93.78
2	No	167	6.22
		<hr/>	<hr/>
		2687	100

27g. During the 2021-22 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	1602	59.62
2	No	1085	40.38
		<hr/>	
		2687	100

27h. During the 2021-22 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	2121	78.94
2	No	566	21.06
		<hr/>	
		2687	100

27i. During the 2021-22 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	1886	70.19
2	No	801	29.81
		<hr/>	<hr/>
		2687	100

27j. During the 2021-22 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	2059	76.63
2	No	628	23.37
		<hr/>	<hr/>
		2687	100

27k. During the 2021-22 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	1343	49.98
2	No	1344	50.02
		<hr/>	
		2687	100

27l. During the 2021-22 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	2207	82.14
2	No	480	17.86
		<hr/>	
		2687	100

27m. During the 2021-22 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	2003	74.54
2	No	684	25.46
		<hr/>	<hr/>
		2687	100

28. Aside from sworn law enforcement officers (including School Resource Officers) or other security officers or personnel who carry firearms, during the 2021-22 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	136	5.06
2	No	2551	94.94
		<hr/>	<hr/>
		2687	100

29a. 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	182	6.77
2	Limits in minor way	912	33.94
3	Does not limit	1593	59.29
		<hr/>	
		2687	100

29b. 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	802	29.85
2	Limits in minor way	950	35.36
3	Does not limit	935	34.80
		<hr/>	
		2687	100

29c. 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	180	6.70
2	Limits in minor way	814	30.29
3	Does not limit	1693	63.01
		<hr/>	
		2687	100

29d. 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	112	4.17
2	Limits in minor way	752	27.99
3	Does not limit	1823	67.85
		<hr/>	
		2687	100

29e. 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	272	10.12
2	Limits in minor way	1043	38.82
3	Does not limit	1372	51.06
		<hr/>	<hr/>
		2687	100

29f. 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	119	4.43
2	Limits in minor way	718	26.72
3	Does not limit	1850	68.85
		<hr/>	<hr/>
		2687	100

29g. 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	202	7.52
2	Limits in minor way	887	33.01
3	Does not limit	1598	59.47
		<hr/>	<hr/>
		2687	100

29h. 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	647	24.08
2	Limits in minor way	817	30.41
3	Does not limit	1223	45.52
		<hr/>	<hr/>
		2687	100

29i. 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	306	11.39
2	Limits in minor way	1105	41.12
3	Does not limit	1276	47.49
		<hr/>	
		2687	100

31. During the 2021-22 school year, how many hate crimes occurred at your school? (recoded)

Variable Name: C0690_R

Any hate crimes

Distribution:		Frequency	Unweighted Percent
1	Yes	151	5.62
2	No	2536	94.38
		<hr/>	
		2687	100

33.To the best of your knowledge, during the 2021-22 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	42	1.56
2	No	2645	98.44
		2687	100

34. Please select the number of arrests, including both students and non-students, that occurred at your school during the 2021-22 school year.

Variable Name:C0688

Number of arrests at school (categorical)

Distribution:		Frequency	Unweighted Percent
1	None	2017	75.07
2	1-5	549	20.43
3	6-10	61	2.27
4	11 or more	60	2.23
		2687	100

35a. 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	61	2.27
2	Happens at least once a week	145	5.40
3	Happens at least once a month	190	7.07
4	Happens on occasion	1698	63.19
5	Never happens	593	22.07
		<hr/>	
		2687	100

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

Variable Name: C0376

How often student bullying

Distribution:		Frequency	Unweighted Percent
1	Happens daily	151	5.62
2	Happens at least once a week	347	12.91
3	Happens at least once a month	435	16.19
4	Happens on occasion	1674	62.30
5	Never happens	80	2.98
		<hr/>	
		2687	100

35c. To the best of your knowledge, how often do the following types of problems occur at your school? Student sexual harassment of other students

Variable Name: C0378

How often student sexual harassment of students

Distribution:		Frequency	Unweighted Percent
1	Happens daily	14	0.52
2	Happens at least once a week	63	2.34
3	Happens at least once a month	149	5.55
4	Happens on occasion	1631	60.70
5	Never happens	830	30.89
		<hr/>	
		2687	100

35d. To the best of your knowledge, how often do the following types of problems occur at your school? Student harrasment 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	16	0.60
2	Happens at least once a week	87	3.24
3	Happens at least once a month	142	5.28
4	Happens on occasion	1527	56.83
5	Never happens	915	34.05
		<hr/>	
		2687	100

32e. To the best of your knowledge, how often do the following types of problems occur at your school? Student harrasment 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	19	0.71
2	Happens at least once a week	68	2.53
3	Happens at least once a month	133	4.95
4	Happens on occasion	1378	51.28
5	Never happens	1089	40.53
		<hr/>	
		2687	100

35f. To the best of your knowledge, how often do the following types of problems occur at your school? Student harassment of other students based on religion

Variable Name: C0385

How often student harassment based on religion

Distribution:		Frequency	Unweighted Percent
1	Happens daily	5	0.19
2	Happens at least once a week	7	0.26
3	Happens at least once a month	21	0.78
4	Happens on occasion	865	32.19
5	Never happens	1789	66.58
		<hr/>	
		2687	100

35g. To the best of your knowledge, how often do the following types of problems occur at your school? Student harassment of other students based on disability (e.g., physical, mental, and learning disabilities)

Variable Name: C0387

How often student harassment based on disability

Distribution:		Frequency	Unweighted Percent
1	Happens daily	7	0.26
2	Happens at least once a week	20	0.74
3	Happens at least once a month	52	1.94
4	Happens on occasion	1331	49.53
5	Never happens	1277	47.53
		<hr/>	
		2687	100

35h. 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	42	1.56
2	Happens at least once a week	97	3.61
3	Happens at least once a month	104	3.87
4	Happens on occasion	875	32.56
5	Never happens	1569	58.39
		<hr/>	
		2687	100

35i. To the best of your knowledge, how often do the following types of problems occur at your school? Student verbal abuse of teachers

Variable Name: C0380

How often student verbal abuse of teachers

Distribution:		Frequency	Unweighted Percent
1	Happens daily	83	3.09
2	Happens at least once a week	165	6.14
3	Happens at least once a month	227	8.45
4	Happens on occasion	1487	55.34
5	Never happens	725	26.98
		<hr/>	
		2687	100

35j. To the best of your knowledge, how often do the following types of problems occur at your school? Student acts of disrespect for teachers other than verbal abuse

Variable Name: C0384

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

Distribution:		Frequency	Unweighted Percent
1	Happens daily	176	6.55
2	Happens at least once a week	279	10.38
3	Happens at least once a month	263	9.79
4	Happens on occasion	1382	51.43
5	Never happens	587	21.85
		<hr/>	
		2687	100

35k. 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	17	0.63
2	Happens at least once a week	24	0.89
3	Happens at least once a month	50	1.86
4	Happens on occasion	443	16.49
5	Never happens	2153	80.13
		<hr/>	
		2687	100

36. 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	227	8.45
2	Happens at least once a week	455	16.93
3	Happens at least once a month	613	22.81
4	Happens on occasion	1240	46.15
5	Never happens	152	5.66
		2687	100

37a1. During the 2021-22 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	976	36.32
2	No	1711	63.68
		2687	100

37a2. If "yes," were the actions 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	1711	63.68
1	Yes	259	9.64
2	No	717	26.68
		<hr/>	
		2687	100

37b1. During the 2021-22 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	1228	45.70
2	No	1459	54.30
		<hr/>	
		2687	100

37b2. If "yes," were the actions 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	1459	54.30
1	Yes	532	19.80
2	No	696	25.90
		<hr/>	<hr/>
		2687	100

37c1. During the 2021-22 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	1822	67.81
2	No	865	32.19
		<hr/>	<hr/>
		2687	100

37c2. If "yes," were the actions 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	865	32.19
1	Yes	1006	37.44
2	No	816	30.37
		<hr/>	
		2687	100

37d1. During the 2021-22 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	906	33.72
2	No	1781	66.28
		<hr/>	
		2687	100

37d2. If "yes," were the actions 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	1781	66.28
1	Yes	336	12.50
2	No	570	21.21
		<hr/>	
		2687	100

37e1_1. During the 2021-22 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 i. With no curriculum or services provided

Variable Name: C0406

Outside suspension with no services available

Distribution:		Frequency	Unweighted Percent
1	Yes	1007	37.48
2	No	1680	62.52
		<hr/>	
		2687	100

37e1_2. If "yes," were the actions used this school year? Out-of-school suspension or removal for less than the remainder of the school year i. With no curriculum or services provided

Variable Name: C0408

Outside suspension with no services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1680	62.52
1	Yes	785	29.21
2	No	222	8.26
		<hr/>	<hr/>
		2687	100

37e2_1. During the 2021-22 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 ii. With curriculum or services provided

Variable Name: C0410

Outside suspension with services available

Distribution:		Frequency	Unweighted Percent
1	Yes	2280	84.85
2	No	407	15.15
		<hr/>	<hr/>
		2687	100

37e2_2. If "yes," were the actions used this school year? Out-of-school suspension or removal for less than the remainder of the school year ii. With curriculum or services provided

Variable Name: C0412

Outside suspension with services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	407	15.15
1	Yes	1904	70.86
2	No	376	13.99
		<hr/>	
		2687	100

37f1_1. During the 2021-22 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 i. With no curriculum or services provided

Variable Name: C0414

In-school suspension with no services available

Distribution:		Frequency	Unweighted Percent
1	Yes	516	19.20
2	No	2171	80.80
		<hr/>	
		2687	100

37f1_2. If "yes," were the actions used this school year? In-school suspension for less than the remainder of the school year i. 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	2171	80.80
1	Yes	383	14.25
2	No	133	4.95
		<hr/>	<hr/>
		2687	100

37f2_1. During the 2021-22 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 ii. With curriculum or services provided

Variable Name: C0418

In-school suspension with services available

Distribution:		Frequency	Unweighted Percent
1	Yes	2183	81.24
2	No	504	18.76
		<hr/>	<hr/>
		2687	100

37f2_2. If "yes," were the actions used this school year? In-school suspension for less than the remainder of the school year ii. With curriculum or services provided

Variable Name:C0420

In-school suspension with services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	504	18.76
1	Yes	1921	71.49
2	No	262	9.75
		<hr/>	
		2687	100

37g1. During the 2021-22 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	2452	91.25
2	No	235	8.75
		<hr/>	
		2687	100

37h2. If "yes," were the actions 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	1236	46.00
1	Yes	1209	44.99
2	No	242	9.01
		<hr/>	
		2687	100

37i1. During the 2021-22 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	865	32.19
2	No	1822	67.81
		<hr/>	
		2687	100

37i2. If "yes," were the actions 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	1822	67.81
1	Yes	618	23.00
2	No	247	9.19
		<hr/>	
		2687	100

37j1. During the 2021-22 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	2228	82.92
2	No	459	17.08
		<hr/>	
		2687	100

37j2. If "yes," were the actions 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	459	17.08
1	Yes	1660	61.78
2	No	568	21.14
		<hr/>	<hr/>
		2687	100

37k1. During the 2021-22 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	156	5.81
2	No	2531	94.19
		<hr/>	<hr/>
		2687	100

37k2. If "yes," were the actions used this school year? Corporal punishment

Variable Name:C0440

Corporal punishment available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	2531	94.19
1	Yes	82	3.05
2	No	74	2.75
		<hr/>	
		2687	100

37l1. During the 2021-22 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	1343	49.98
2	No	1344	50.02
		<hr/>	
		2687	100

3712. If "yes," were the actions 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	1344	50.02
1	Yes	989	36.81
2	No	354	13.17
		<hr/>	
		2687	100

37m1. During the 2021-22 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	1913	71.19
2	No	774	28.81
		<hr/>	
		2687	100

37m2. If "yes," were the actions 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	774	28.81
1	Yes	1724	64.16
2	No	189	7.03
		<hr/>	<hr/>
		2687	100

37n1. During the 2021-22 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	2555	95.09
2	No	132	4.91
		<hr/>	<hr/>
		2687	100

37n2. If "yes," were the actions 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	132	4.91
1	Yes	2370	88.20
2	No	185	6.89
		<hr/>	<hr/>
		2687	100

37o1. During the 2021-22 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	862	32.08
2	No	1825	67.92
		<hr/>	<hr/>
		2687	100

37o2. If "yes," were the actions 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	1825	67.92
1	Yes	612	22.78
2	No	250	9.30
		<hr/>	<hr/>
		2687	100

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

Variable Name: C0024

Grades offered - PreK

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	2224	82.77
1	Prekindergarten	463	17.23
		<hr/>	<hr/>
		2687	100

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

Variable Name: C0026

Grades offered - K

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1923	71.57
1	Kindergarten	764	28.43
		<hr/>	<hr/>
		2687	100

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

Variable Name: C0028

Grades offered - 1st

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1912	71.16
1	1st	775	28.84
		<hr/>	<hr/>
		2687	100

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

Variable Name: C0030

Grades offered - 2nd

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1912	71.16
1	2nd	775	28.84
		<hr/>	<hr/>
		2687	100

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

Variable Name:C0032

Grades offered - 3rd

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1907	70.97
1	3rd	780	29.03
		<hr/>	<hr/>
		2687	100

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

Variable Name:C0034

Grades offered - 4th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1870	69.59
1	4th	817	30.41
		<hr/>	<hr/>
		2687	100

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

Variable Name:C0036

Grades offered - 5th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1794	66.77
1	5th	893	33.23
		<hr/>	<hr/>
		2687	100

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

Variable Name: C0038

Grades offered - 6th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1505	56.01
1	6th	1182	43.99
		<hr/>	<hr/>
		2687	100

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

Variable Name: C0040

Grades offered - 7th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1484	55.23
1	7th	1203	44.77
		<hr/>	<hr/>
		2687	100

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

Variable Name: C0042

Grades offered - 8th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1493	55.56
1	8th	1194	44.44
		<hr/>	<hr/>
		2687	100

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

Variable Name:C0044

Grades offered - 9th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1652	61.48
1	9th	1035	38.52
		<hr/>	<hr/>
		2687	100

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

Variable Name:C0046

Grades offered - 10th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1641	61.07
1	10th	1046	38.93
		<hr/>	<hr/>
		2687	100

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

Variable Name:C0048

Grades offered - 11th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1637	60.92
1	11th	1050	39.08
		<hr/>	<hr/>
		2687	100

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

Variable Name:C0050

Grades offered - 12th

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1639	61.00
1	12th	1048	39.00
		<hr/>	<hr/>
		2687	100

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

Variable Name:C0052

Grades offered - ungraded

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	2626	97.73
1	Ungraded	61	2.27
		<hr/>	<hr/>
		2687	100

44a. During the 2021-22 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	2687
Min	0
Max	2643
Mean	47.48
StDev	90.32
Median	24

44b. During the 2021-22 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	2687
Min	0
Max	1151
Mean	38.47
StDev	63.80
Median	19

45. 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	2687
Min	0
Max	100
Mean	90.73
StDev	9.93
Median	93

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

Variable Name:C0538

Typical number of classroom changes

Continuous Statistics	Unweighted
N	2687
Min	0
Max	17
Mean	5.74
StDev	2.41
Median	6

48a. 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	2687
Min	0
Max	100
Mean	21.11
StDev	20.86
Median	15

48b. 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	2687
Min	0
Max	100
Mean	59.55
StDev	26.35
Median	65

48c. 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	2687
Min	0
Max	100
Mean	68.78
StDev	24.72
Median	75

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

Variable Name: C0560

Crime where students live

Distribution:		Frequency	Unweighted Percent
1	High level of crime	209	7.78
2	Moderate level of crime	612	22.78
3	Low level of crime	1515	56.38
4	Students come from areas with very different levels of crime	351	13.06
		<hr/>	<hr/>
		2687	100

50. 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	6.03
2	Moderate level of crime	539	20.06
3	Low level of crime	1986	73.91
		<hr/>	
		2687	100

Title or Position of primary person completing form

Variable Name:C0014_R

Title/position of respondent (recoded)

Distribution:		Frequency	Unweighted Percent
-2	Missing	315	11.72
1	Principal	2042	76.00
2	Vice Principal or Disciplinarian	145	5.40
3	Security Staff	9	0.33
4	Other School-level Staff	121	4.50
5	Superintendent or District Staff	55	2.05
		<hr/>	
		2687	100

Number of years at this school

Variable Name:C0016_R

of years respondent at the school (topcoded)

Distribution:		Frequency	Unweighted Percent
-2	Missing	318	11.83
0	0	11	0.41
1	1	252	9.38
2	2	191	7.11
3	3	252	9.38
4	4	227	8.45
5	5	190	7.07
6	6	142	5.28
7	7	136	5.06
8	8	135	5.02
9	9	97	3.61
10	10	96	3.57
11	11	74	2.75
12	12	67	2.49

13	13	46	1.71
14	14	41	1.53
15	15	63	2.34
16	16	41	1.53
17	17	53	1.97
18	18	45	1.67
19	19	22	0.82
20	20	41	1.53
21	21	22	0.82
22	22	13	0.48
23	23	23	0.86
24	24	15	0.56
25	25	16	0.60
26	26	7	0.26
27	27	8	0.30
28	28	9	0.33
29	29	8	0.30

30	30	5	0.19
31	31	21	0.78
		2687	100

Did other school personnel help to complete the questionnaire?

Variable Name: C0076

Other school personnel

Distribution:		Frequency	Unweighted Percent
-2	Missing	328	12.21
1	Yes	749	27.87
2	No	1610	59.92
		2687	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	251
Min	10
Max	700
Mean	66.25
StDev	59.57
Median	60

Variable Name:STRATA

Collapsed sampling strata

Distribution:		Frequency	Unweighted Percent
111	Elementary, <300, City	23	0.86
112	Elementary, <300, Suburb	20	0.74
113	Elementary, <300, Town	13	0.48
114	Elementary, <300, Rural	40	1.49
121	Elementary, 300-499, City	79	2.94
122	Elementary, 300-499, Suburb	83	3.09
123	Elementary, 300-499, Town	36	1.34
124	Elementary, 300-499, Rural	40	1.49
131	Elementary, 500-999, City	113	4.21
132	Elementary, 500-999, Suburb	134	4.99
133	Elementary, 500-999, Town	26	0.97
134	Elementary, 500-999, Rural	47	1.75
141	Elementary, 1,000+, City	8	0.30
142	Elementary, 1,000+, Suburb	12	0.45

143	Elementary, 1,000+, Town	2	0.07
144	Elementary, 1,000+, Rural	3	0.11
211	Middle, <300, City	18	0.67
212	Middle, <300, Suburb	14	0.52
213	Middle, <300, Town	19	0.71
214	Middle, <300, Rural	45	1.67
221	Middle, 300-499, City	30	1.12
222	Middle, 300-499, Suburb	41	1.53
223	Middle, 300-499, Town	38	1.41
224	Middle, 300-499, Rural	50	1.86
231	Middle, 500-999, City	148	5.51
232	Middle, 500-999, Suburb	231	8.60
233	Middle, 500-999, Town	74	2.75
234	Middle, 500-999, Rural	74	2.75
241	Middle, 1,000+, City	57	2.12
242	Middle, 1,000+, Suburb	96	3.57
243	Middle, 1,000+, Town	5	0.19

244	Middle, 1,000+, Rural	20	0.74
311	High, <300, City	25	0.93
312	High, <300, Suburb	11	0.41
313	High, <300, Town	16	0.60
314	High, <300, Rural	64	2.38
321	High, 300-499, City	30	1.12
322	High, 300-499, Suburb	16	0.60
323	High, 300-499, Town	28	1.04
324	High, 300-499, Rural	52	1.94
331	High, 500-999, City	49	1.82
332	High, 500-999, Suburb	74	2.75
333	High, 500-999, Town	52	1.94
334	High, 500-999, Rural	68	2.53
341	High, 1,000+, City	139	5.17
342	High, 1,000+, Suburb	230	8.56
343	High, 1,000+, Town	29	1.08
344	High, 1,000+, Rural	67	2.49

411	Combined, <300, City	6	0.22
412	Combined, <300, Suburb	2	0.07
413	Combined, <300, Town	3	0.11
414	Combined, <300, Rural	20	0.74
421	Combined, 300-499, City	4	0.15
422	Combined, 300-499, Suburb	4	0.15
423	Combined, 300-499, Town	2	0.07
424	Combined, 300-499, Rural	7	0.26
431	Combined, 500-999, City	13	0.48
432	Combined, 500-999, Suburb	3	0.11
433	Combined, 500-999, Town	2	0.07
434	Combined, 500-999, Rural	10	0.37
441	Combined, 1,000+, City	11	0.41
442	Combined, 1,000+, Suburb	7	0.26
443	Combined, 1,000+, Town	2	0.07
444	Combined, 1,000+, Rural	2	0.07
		<hr/>	
		2687	100

Variable Name:CRISIS22

of types of crises covered in written plans

Continuous Statistics	Unweighted
N	2687
Min	0
Max	7
Mean	6.04
StDev	1.23
Median	6

Variable Name:DISTOT22

Total number of disciplinary actions recorded

Continuous Statistics	Unweighted
N	2160
Min	0
Max	2058
Mean	24.61
StDev	59.28
Median	11

Variable Name:DISALC22

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

Continuous Statistics	Unweighted
N	582
Min	0
Max	40
Mean	2.88
StDev	4.18
Median	2

Variable Name:DISDRUG22

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

Continuous Statistics	Unweighted
N	1289
Min	0
Max	396
Mean	9.55
StDev	18.03
Median	4

Variable Name:DISWEAP22

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

Continuous Statistics Unweighted

N	736
Min	0
Max	1040
Mean	8.12
StDev	51.80
Median	2

Variable Name:INCID22

Total number of incidents recorded

Continuous Statistics Unweighted

N	2687
Min	0
Max	351
Mean	25.64
StDev	36.77
Median	12

Variable Name:INCPOL22

Total number of incidents reported to sworn law enforcement

Continuous Statistics	Unweighted
N	2687
Min	0
Max	306
Mean	10.13
StDev	22.95
Median	2

Variable Name:NONVIOPOL22

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

Continuous Statistics	Unweighted
N	2687
Min	0
Max	134
Mean	5.18
StDev	11.52
Median	1

Variable Name:OTHACT22

Total number of other disciplinary actions for specified offenses

Continuous Statistics	Unweighted
N	2160
Min	0
Max	1998
Mean	14.81
StDev	51.97
Median	5

Variable Name:OUTSUS22

Total number of out-of-school suspensions

Continuous Statistics	Unweighted
N	2160
Min	0
Max	278
Mean	6.78
StDev	16.12
Median	1

Variable Name:PROBWK22

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

Continuous Statistics Unweighted

N	2687
Min	0
Max	9
Mean	0.70
StDev	1.37
Median	0

Variable Name:REMOVL22

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

Continuous Statistics Unweighted

N	2160
Min	0
Max	145
Mean	0.42
StDev	3.87
Median	0

Variable Name:SEC_FT22

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

Continuous Statistics	Unweighted
N	2687
Min	0
Max	40
Mean	1.42
StDev	2.44
Median	1

Variable Name:SEC_PT22

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

Continuous Statistics	Unweighted
N	2687
Min	0
Max	30
Mean	0.52
StDev	1.35
Median	0

Variable Name:STUOFF22

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

Continuous Statistics	Unweighted
N	2687
Min	0
Max	320
Mean	17.49
StDev	26.82
Median	8

Variable Name:SVPOL22

Total number of serious violent incidents reported to sworn
law enforcement

Continuous Statistics	Unweighted
N	2687
Min	0
Max	100
Mean	0.70
StDev	3.39
Median	0

Variable Name:TRANSF22

Total number of transfers to alternative schools for specified offenses

Continuous Statistics Unweighted

N	2160
Min	0
Max	106
Mean	2.61
StDev	7.55
Median	0

Variable Name:VIOPOL22

Total number of violent incidents reported to sworn law enforcement

Continuous Statistics Unweighted

N	2687
Min	0
Max	278
Mean	4.95
StDev	15.33
Median	0

Variable Name:SDISALC22

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

Continuous Statistics Unweighted

N	582
Min	0
Max	38
Mean	1.63
StDev	3.44
Median	1

Variable Name:SDISATT22

Total number of serious disciplinary actions recorded for physical attacks or fights

Continuous Statistics Unweighted

N	2048
Min	0
Max	148
Mean	5.64
StDev	12.57
Median	1

Variable Name:SDISDRUG22

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

Continuous Statistics	Unweighted
N	1289
Min	0
Max	100
Mean	4.97
StDev	9.23
Median	2

Variable Name:SDISWEAP22

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

Continuous Statistics	Unweighted
N	736
Min	0
Max	212
Mean	2.81
StDev	11.05
Median	1

Variable Name:FR_URBAN

Urbanicity - Based on urban-centric location of school

Distribution:		Frequency	Unweighted Percent
1	City	753	28.02
2	Suburb	978	36.40
3	Town	347	12.91
4	Rural	609	22.66
		<hr/>	
		2687	100

Variable Name:FR_LVELX

Grade level of school (NEW)

Distribution:		Frequency	Unweighted Percent
1	Elementary	679	25.27
2	Middle	960	35.73
3	High/Secondary	950	35.36
4	Combined/Other	98	3.65
		<hr/>	
		2687	100

Variable Name:FR_SIZE

Size of school

Distribution:		Frequency	Unweighted Percent
1	< 300	339	12.62
2	300 - 499	540	20.10
3	500 - 999	1118	41.61
4	1,000 +	690	25.68
		<hr/>	
		2687	100

Variable Name:PERMINX_R

Percent minority enrollment (recoded)

Distribution:		Frequency	Unweighted Percent
1	Les than 20 percent	682	25.38
2	20 percent to less than 50 percent	807	30.03
3	50 percent or more	1198	44.59
		<hr/>	
		2687	100

Variable Name:PERCWHTX_R

Percent White, non-Hispanic enrollment (recoded)

Distribution:		Frequency	Unweighted Percent
1	More than 80 percent	682	25.38
2	More than 50 percent but less than or equal to 80 percent	807	30.03
3	50 percent or less	1198	44.59
		<hr/>	<hr/>
		2687	100

Variable Name:FINALWGT

Final school weight

Continuous Statistics	Unweighted
N	2687
Min	4.41
Max	173.11
Mean	31.73
StDev	29.33
Median	17.08

Variable Name:REPFWT1

Jackknife replicate 1

Continuous Statistics	Unweighted
N	2687
Min	0
Max	176.17
Mean	31.72
StDev	30.10
Median	17.23

Variable Name:REPFWT2

Jackknife replicate 2

Continuous Statistics	Unweighted
N	2687
Min	0
Max	178.13
Mean	31.73
StDev	29.97
Median	17.52

Variable Name:REPFWT3

Jackknife replicate 3

Continuous Statistics	Unweighted
N	2687
Min	0
Max	178.29
Mean	31.72
StDev	30.17
Median	17.59

Variable Name:REPFWT4

Jackknife replicate 4

Continuous Statistics	Unweighted
N	2687
Min	0
Max	175.60
Mean	31.72
StDev	30.02
Median	17.57

Variable Name:REPFWT5

Jackknife replicate 5

Continuous Statistics	Unweighted
N	2687
Min	0
Max	183.55
Mean	31.72
StDev	30.12
Median	17.30

Variable Name:REPFWT6

Jackknife replicate 6

Continuous Statistics	Unweighted
N	2687
Min	0
Max	186.09
Mean	31.74
StDev	30.18
Median	17.30

Variable Name:REPFWT7

Jackknife replicate 7

Continuous Statistics	Unweighted
N	2687
Min	0
Max	173.78
Mean	31.73
StDev	29.99
Median	17.31

Variable Name:REPFWT8

Jackknife replicate 8

Continuous Statistics	Unweighted
N	2687
Min	0
Max	184.00
Mean	31.72
StDev	30.24
Median	17.45

Variable Name:REPFWT9

Jackknife replicate 9

Continuous Statistics	Unweighted
N	2687
Min	0
Max	182.66
Mean	31.72
StDev	30.06
Median	17.42

Variable Name:REPFWT10

Jackknife replicate 10

Continuous Statistics	Unweighted
N	2687
Min	0
Max	177.72
Mean	31.73
StDev	29.89
Median	17.19

Variable Name:REPFWT11

Jackknife replicate 11

Continuous Statistics	Unweighted
N	2687
Min	0
Max	184.97
Mean	31.74
StDev	30.07
Median	17.18

Variable Name:REPFWT12

Jackknife replicate 12

Continuous Statistics	Unweighted
N	2687
Min	0
Max	170.95
Mean	31.72
StDev	29.98
Median	17.15

Variable Name:REPFWT13

Jackknife replicate 13

Continuous Statistics	Unweighted
N	2687
Min	0
Max	172.97
Mean	31.74
StDev	30.00
Median	17.34

Variable Name:REPFWT14

Jackknife replicate 14

Continuous Statistics	Unweighted
N	2687
Min	0
Max	179.53
Mean	31.72
StDev	30.14
Median	17.03

Variable Name:REPFWT15

Jackknife replicate 15

Continuous Statistics	Unweighted
N	2687
Min	0
Max	173.10
Mean	31.72
StDev	29.82
Median	17.21

Variable Name:REPFWT16

Jackknife replicate 16

Continuous Statistics	Unweighted
N	2687
Min	0
Max	174.70
Mean	31.73
StDev	29.86
Median	17.11

Variable Name:REPFWT17

Jackknife replicate 17

Continuous Statistics	Unweighted
N	2687
Min	0
Max	175.32
Mean	31.72
StDev	29.99
Median	17.34

Variable Name:REPFWT18

Jackknife replicate 18

Continuous Statistics	Unweighted
N	2687
Min	0
Max	173.44
Mean	31.72
StDev	29.76
Median	17.44

Variable Name:REPFWT19

Jackknife replicate 19

Continuous Statistics	Unweighted
N	2687
Min	0
Max	177.92
Mean	31.73
StDev	29.95
Median	17.31

Variable Name:REPFWT20

Jackknife replicate 20

Continuous Statistics	Unweighted
N	2687
Min	0
Max	178.00
Mean	31.73
StDev	29.91
Median	17.28

Variable Name:REPFWT21

Jackknife replicate 21

Continuous Statistics	Unweighted
N	2687
Min	0
Max	175.42
Mean	31.73
StDev	29.84
Median	17.34

Variable Name:REPFWT22

Jackknife replicate 22

Continuous Statistics	Unweighted
N	2687
Min	0
Max	178.28
Mean	31.72
StDev	30.02
Median	17.40

Variable Name:REPFWT23

Jackknife replicate 23

Continuous Statistics	Unweighted
N	2687
Min	0
Max	174.33
Mean	31.73
StDev	29.86
Median	17.28

Variable Name:REPFWT24

Jackknife replicate 24

Continuous Statistics	Unweighted
N	2687
Min	0
Max	176.29
Mean	31.73
StDev	29.99
Median	17.30

Variable Name:REPFWT25

Jackknife replicate 25

Continuous Statistics	Unweighted
N	2687
Min	0
Max	176.90
Mean	31.73
StDev	29.90
Median	17.23

Variable Name:REPFWT26

Jackknife replicate 26

Continuous Statistics	Unweighted
N	2687
Min	0
Max	173.82
Mean	31.73
StDev	29.85
Median	17.27

Variable Name:REPFWT27

Jackknife replicate 27

Continuous Statistics	Unweighted
N	2687
Min	0
Max	177.62
Mean	31.76
StDev	30.05
Median	17.40

Variable Name:REPFWT28

Jackknife replicate 28

Continuous Statistics	Unweighted
N	2687
Min	0
Max	175.80
Mean	31.73
StDev	30.02
Median	17.21

Variable Name:REPFWT29

Jackknife replicate 29

Continuous Statistics	Unweighted
N	2687
Min	0
Max	176.02
Mean	31.72
StDev	29.95
Median	17.49

Variable Name:REPFWT30

Jackknife replicate 30

Continuous Statistics	Unweighted
N	2687
Min	0
Max	177.94
Mean	31.72
StDev	29.92
Median	17.37

Variable Name:REPFWT31

Jackknife replicate 31

Continuous Statistics	Unweighted
N	2687
Min	0
Max	176.10
Mean	31.72
StDev	29.98
Median	17.30

Variable Name:REPFWT32

Jackknife replicate 32

Continuous Statistics	Unweighted
N	2687
Min	0
Max	178.08
Mean	31.73
StDev	29.87
Median	17.68

Variable Name:REPFWT33

Jackknife replicate 33

Continuous Statistics	Unweighted
N	2687
Min	0
Max	175.72
Mean	31.73
StDev	29.91
Median	17.28

Variable Name:REPFWT34

Jackknife replicate 34

Continuous Statistics	Unweighted
N	2687
Min	0
Max	176.08
Mean	31.77
StDev	30.05
Median	17.32

Variable Name:REPFWT35

Jackknife replicate 35

Continuous Statistics	Unweighted
N	2687
Min	0
Max	175.63
Mean	31.75
StDev	30.13
Median	17.34

Variable Name:REPFWT36

Jackknife replicate 36

Continuous Statistics	Unweighted
N	2687
Min	0
Max	174.61
Mean	31.72
StDev	29.98
Median	17.68

Variable Name:REPFWT37

Jackknife replicate 37

Continuous Statistics	Unweighted
N	2687
Min	0
Max	177.28
Mean	31.72
StDev	30.09
Median	17.61

Variable Name:REPFWT38

Jackknife replicate 38

Continuous Statistics	Unweighted
N	2687
Min	0
Max	175.59
Mean	31.73
StDev	30.02
Median	17.56

Variable Name:REPFWT39

Jackknife replicate 39

Continuous Statistics	Unweighted
N	2687
Min	0
Max	174.20
Mean	31.72
StDev	29.87
Median	17.49

Variable Name:REPFWT40

Jackknife replicate 40

Continuous Statistics	Unweighted
N	2687
Min	0
Max	175.22
Mean	31.74
StDev	29.87
Median	17.61

Variable Name:REPFWT41

Jackknife replicate 41

Continuous Statistics	Unweighted
N	2687
Min	0
Max	178.27
Mean	31.75
StDev	29.96
Median	17.23

Variable Name:REPFWT42

Jackknife replicate 42

Continuous Statistics	Unweighted
N	2687
Min	0
Max	177.29
Mean	31.72
StDev	29.93
Median	17.56

Variable Name:REPFWT43

Jackknife replicate 43

Continuous Statistics	Unweighted
N	2687
Min	0
Max	173.66
Mean	31.73
StDev	29.99
Median	17.36

Variable Name:REPFWT44

Jackknife replicate 44

Continuous Statistics	Unweighted
N	2687
Min	0
Max	173.84
Mean	31.72
StDev	29.91
Median	17.41

Variable Name:REPFWT45

Jackknife replicate 45

Continuous Statistics	Unweighted
N	2687
Min	0
Max	174.17
Mean	31.73
StDev	29.77
Median	17.40

Variable Name:REPFWT46

Jackknife replicate 46

Continuous Statistics	Unweighted
N	2687
Min	0
Max	176.00
Mean	31.72
StDev	29.99
Median	17.37

Variable Name:REPFWT47

Jackknife replicate 47

Continuous Statistics	Unweighted
N	2687
Min	0
Max	174.90
Mean	31.73
StDev	29.92
Median	17.12

Variable Name:REPFWT48

Jackknife replicate 48

Continuous Statistics	Unweighted
N	2687
Min	0
Max	178.00
Mean	31.72
StDev	30.08
Median	17.34

Variable Name:REPFWT49

Jackknife replicate 49

Continuous Statistics	Unweighted
N	2687
Min	0
Max	175.27
Mean	31.73
StDev	29.85
Median	17.47

Variable Name:REPFWT50

Jackknife replicate 50

Continuous Statistics	Unweighted
N	2687
Min	0
Max	176.17
Mean	31.73
StDev	29.92
Median	17.45

Variable Name:IC0110

Imputaton Flag for C0110

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0112

Imputaton Flag for C0112

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0114

Imputaton Flag for C0114

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0121

Imputaton Flag for C0121

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2676	99.59
7	Item was imputed by using data from the record for a similar case (donor)	11	0.41
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0122

Imputaton Flag for C0122

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2673	99.48
7	Item was imputed by using data from the record for a similar case (donor)	14	0.52
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0138

Imputaton Flag for C0138

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2684	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.11
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0139

Imputaton Flag for C0139

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	
		2687	100

Variable Name:IC0141

Imputaton Flag for C0141

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	
		2687	100

Variable Name:IC0144

Imputaton Flag for C0144

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0146

Imputaton Flag for C0146

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2681	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.22
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0150

Imputaton Flag for C0150

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2685	99.93
7	Item was imputed by using data from the record for a similar case (donor)	2	0.07
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0116

Imputaton Flag for C0116

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2680	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.26
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0120

Imputaton Flag for C0120

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2666	99.22
7	Item was imputed by using data from the record for a similar case (donor)	21	0.78
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
		<hr/>	
		2687	100

Variable Name:IC0125

Imputaton Flag for C0125

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2669	99.33
7	Item was imputed by using data from the record for a similar case (donor)	18	0.67
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
		<hr/>	
		2687	100

Variable Name:IC0129

Imputaton Flag for C0129

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0134

Imputaton Flag for C0134

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2681	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.22
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0136

Imputaton Flag for C0136

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0140

Imputaton Flag for C0140

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2669	99.33
7	Item was imputed by using data from the record for a similar case (donor)	18	0.67
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0143

Imputaton Flag for C0143

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2671	99.40
7	Item was imputed by using data from the record for a similar case (donor)	16	0.60
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0142

Imputaton Flag for C0142

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2667	99.26
7	Item was imputed by using data from the record for a similar case (donor)	20	0.74
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0153

Imputaton Flag for C0153

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2680	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.26
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
		<hr/>	
		2687	100

Variable Name:IC0155

Imputaton Flag for C0155

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2681	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.22
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
		<hr/>	
		2687	100

Variable Name:IC0158

Imputaton Flag for C0158

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2679	99.70
7	Item was imputed by using data from the record for a similar case (donor)	8	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0162

Imputaton Flag for C0162

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2681	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.22
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0166

Imputaton Flag for C0166

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
		<hr/>	
		2687	100

Variable Name:IC0170

Imputaton Flag for C0170

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2676	99.59
7	Item was imputed by using data from the record for a similar case (donor)	11	0.41
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
		<hr/>	
		2687	100

Variable Name:IC0169

Imputaton Flag for C0169

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2676	99.59
7	Item was imputed by using data from the record for a similar case (donor)	11	0.41
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0157

Imputaton Flag for C0157

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0163

Imputaton Flag for C0163

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2684	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.11
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0165

Imputaton Flag for C0165

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2684	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.11
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0167

Imputaton Flag for C0167

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2683	99.85
7	Item was imputed by using data from the record for a similar case (donor)	4	0.15
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
		<hr/>	
		2687	100

Variable Name:IC0800

Imputaton Flag for C0800

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2684	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.11
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
		<hr/>	
		2687	100

Variable Name:IC0801

Imputaton Flag for C0801

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2685	99.93
7	Item was imputed by using data from the record for a similar case (donor)	2	0.07
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0802

Imputaton Flag for C0802

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0803

Imputaton Flag for C0803

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2676	99.59
7	Item was imputed by using data from the record for a similar case (donor)	11	0.41
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0804

Imputaton Flag for C0804

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0805

Imputaton Flag for C0805

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2668	99.29
7	Item was imputed by using data from the record for a similar case (donor)	19	0.71
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0806

Imputaton Flag for C0806

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0807

Imputaton Flag for C0807

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2679	99.70
7	Item was imputed by using data from the record for a similar case (donor)	8	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0808

Imputaton Flag for C0808

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2676	99.59
7	Item was imputed by using data from the record for a similar case (donor)	11	0.41
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0809

Imputaton Flag for C0809

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0810

Imputaton Flag for C0810

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0811

Imputaton Flag for C0811

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2681	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.22
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0812

Imputaton Flag for C0812

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0813

Imputaton Flag for C0813

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2676	99.59
7	Item was imputed by using data from the record for a similar case (donor)	11	0.41
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0814

Imputaton Flag for C0814

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2672	99.44
7	Item was imputed by using data from the record for a similar case (donor)	15	0.56
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0815

Imputaton Flag for C0815

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
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		2687	100

Variable Name:IC0816

Imputaton Flag for C0816

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
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		2687	100

Variable Name:IC0817

Imputaton Flag for C0817

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2683	99.85
7	Item was imputed by using data from the record for a similar case (donor)	4	0.15
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
		<hr/>	
		2687	100

Variable Name:IC0818

Imputaton Flag for C0818

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
		<hr/>	
		2687	100

Variable Name:IC0819

Imputaton Flag for C0819

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2683	99.85
7	Item was imputed by using data from the record for a similar case (donor)	4	0.15
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
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		2687	100

Variable Name:IC0820

Imputaton Flag for C0820

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2679	99.70
7	Item was imputed by using data from the record for a similar case (donor)	8	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
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		2687	100

Variable Name:IC0821

Imputaton Flag for C0821

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0822

Imputaton Flag for C0822

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
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		2687	100

Variable Name:IC0823

Imputaton Flag for C0823

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2659	98.96
7	Item was imputed by using data from the record for a similar case (donor)	28	1.04
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0174

Imputaton Flag for C0174

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0183

Imputaton Flag for C0183

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
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		2687	100

Variable Name:IC0176

Imputaton Flag for C0176

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2668	99.29
7	Item was imputed by using data from the record for a similar case (donor)	19	0.71
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0181

Imputaton Flag for C0181

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
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		2687	100

Variable Name:IC0175

Imputaton Flag for C0175

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0177

Imputaton Flag for C0177

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
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		2687	100

Variable Name:IC0179

Imputaton Flag for C0179

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2681	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.22
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
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		2687	100

Variable Name:IC0186

Imputaton Flag for C0186

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2680	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.26
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
		<hr/>	
		2687	100

Variable Name:IC0600

Imputaton Flag for C0600

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
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		2687	100

Variable Name:IC0604

Imputaton Flag for C0604

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2681	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.22
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0606

Imputaton Flag for C0606

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0608

Imputaton Flag for C0608

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2679	99.70
7	Item was imputed by using data from the record for a similar case (donor)	8	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
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		2687	100

Variable Name:IC0190

Imputaton Flag for C0190

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
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		2687	100

Variable Name:IC0192

Imputaton Flag for C0192

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2676	99.59
7	Item was imputed by using data from the record for a similar case (donor)	11	0.41
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0204

Imputaton Flag for C0204

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0206

Imputaton Flag for C0206

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
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		2687	100

Variable Name:IC0208

Imputaton Flag for C0208

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2673	99.48
7	Item was imputed by using data from the record for a similar case (donor)	14	0.52
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0210

Imputaton Flag for C0210

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
		<hr/>	
		2687	100

Variable Name:IC0212

Imputaton Flag for C0212

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2672	99.44
7	Item was imputed by using data from the record for a similar case (donor)	15	0.56
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
		<hr/>	
		2687	100

Variable Name:IC0214

Imputaton Flag for C0214

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0216

Imputaton Flag for C0216

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0218

Imputaton Flag for C0218

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0610

Imputaton Flag for C0610

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0614

Imputaton Flag for C0614

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0616

Imputaton Flag for C0616

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0618

Imputaton Flag for C0618

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2685	99.93
7	Item was imputed by using data from the record for a similar case (donor)	2	0.07
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
		<hr/>	
		2687	100

Variable Name:IC0621

Imputaton Flag for C0621

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
		<hr/>	
		2687	100

Variable Name:IC0622

Imputaton Flag for C0622

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0624

Imputaton Flag for C0624

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2679	99.70
7	Item was imputed by using data from the record for a similar case (donor)	8	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0626

Imputaton Flag for C0626

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2680	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.26
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0628

Imputaton Flag for C0628

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2680	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.26
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0630

Imputaton Flag for C0630

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2676	99.59
7	Item was imputed by using data from the record for a similar case (donor)	11	0.41
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0632

Imputaton Flag for C0632

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0636

Imputaton Flag for C0636

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2672	99.44
7	Item was imputed by using data from the record for a similar case (donor)	15	0.56
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0638

Imputaton Flag for C0638

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0640

Imputaton Flag for C0640

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
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		2687	100

Variable Name:IC0642

Imputaton Flag for C0642

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
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		2687	100

Variable Name:IC0644

Imputaton Flag for C0644

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
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		2687	100

Variable Name:IC0646

Imputaton Flag for C0646

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
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		2687	100

Variable Name:IC0650

Imputaton Flag for C0650

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
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		2687	100

Variable Name:IC0652

Imputaton Flag for C0652

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2672	99.44
7	Item was imputed by using data from the record for a similar case (donor)	14	0.52
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
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		2687	100

Variable Name:IC0654

Imputaton Flag for C0654

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2671	99.40
7	Item was imputed by using data from the record for a similar case (donor)	16	0.60
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
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		2687	100

Variable Name:IC0656

Imputaton Flag for C0656

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2668	99.29
7	Item was imputed by using data from the record for a similar case (donor)	16	0.60
8	Item was imputed by using the mean or mode of data for groups of similar cases	3	0.11
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	<hr/>
		2687	100

Variable Name:IC0658

Imputaton Flag for C0658

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2667	99.26
7	Item was imputed by using data from the record for a similar case (donor)	18	0.67
8	Item was imputed by using the mean or mode of data for groups of similar cases	2	0.07
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2687	100

Variable Name:IC0660

Imputaton Flag for C0660

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2671	99.40
7	Item was imputed by using data from the record for a similar case (donor)	15	0.56
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
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		2687	100

Variable Name:IC0661

Imputaton Flag for C0661

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2684	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.11
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0663

Imputaton Flag for C0663

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2680	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.26
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0665

Imputaton Flag for C0665

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2664	99.14
7	Item was imputed by using data from the record for a similar case (donor)	23	0.86
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0667

Imputaton Flag for C0667

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2679	99.70
7	Item was imputed by using data from the record for a similar case (donor)	8	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0669

Imputaton Flag for C0669

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0671

Imputaton Flag for C0671

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2667	99.26
7	Item was imputed by using data from the record for a similar case (donor)	20	0.74
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0674

Imputaton Flag for C0674

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2666	99.22
7	Item was imputed by using data from the record for a similar case (donor)	21	0.78
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
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		2687	100

Variable Name:IC0676

Imputaton Flag for C0676

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2663	99.11
7	Item was imputed by using data from the record for a similar case (donor)	24	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
		<hr/>	
		2687	100

Variable Name:IC0678

Imputaton Flag for C0678

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2654	98.77
7	Item was imputed by using data from the record for a similar case (donor)	33	1.23
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0681

Imputaton Flag for C0681

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2657	98.88
7	Item was imputed by using data from the record for a similar case (donor)	30	1.12
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0682

Imputaton Flag for C0682

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2655	98.81
7	Item was imputed by using data from the record for a similar case (donor)	32	1.19
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0684

Imputaton Flag for C0684

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2654	98.77
7	Item was imputed by using data from the record for a similar case (donor)	33	1.23
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0686

Imputaton Flag for C0686

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2655	98.81
7	Item was imputed by using data from the record for a similar case (donor)	32	1.19
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
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		2687	100

Variable Name:IC0266

Imputaton Flag for C0266

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0268

Imputaton Flag for C0268

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
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		2687	100

Variable Name:IC0265

Imputaton Flag for C0265

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2673	99.48
7	Item was imputed by using data from the record for a similar case (donor)	14	0.52
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
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		2687	100

Variable Name:IC0267

Imputaton Flag for C0267

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2665	99.18
7	Item was imputed by using data from the record for a similar case (donor)	22	0.82
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
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		2687	100

Variable Name:IC0269

Imputaton Flag for C0269

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2671	99.40
7	Item was imputed by using data from the record for a similar case (donor)	16	0.60
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0270

Imputaton Flag for C0270

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2672	99.44
7	Item was imputed by using data from the record for a similar case (donor)	15	0.56
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0272

Imputaton Flag for C0272

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0278

Imputaton Flag for C0278

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2673	99.48
7	Item was imputed by using data from the record for a similar case (donor)	14	0.52
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0271

Imputaton Flag for C0271

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2671	99.40
7	Item was imputed by using data from the record for a similar case (donor)	16	0.60
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0273

Imputaton Flag for C0273

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2671	99.40
7	Item was imputed by using data from the record for a similar case (donor)	16	0.60
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0274

Imputaton Flag for C0274

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2668	99.29
7	Item was imputed by using data from the record for a similar case (donor)	19	0.71
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0276

Imputaton Flag for C0276

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
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		2687	100

Variable Name:IC0277

Imputaton Flag for C0277

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
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		2687	100

Variable Name:IC0279

Imputaton Flag for C0279

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
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		2687	100

Variable Name:IC0280

Imputaton Flag for C0280

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2656	98.85
7	Item was imputed by using data from the record for a similar case (donor)	31	1.15
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
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		2687	100

Variable Name:IC0282

Imputaton Flag for C0282

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2658	98.92
7	Item was imputed by using data from the record for a similar case (donor)	29	1.08
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
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		2687	100

Variable Name:IC0284

Imputaton Flag for C0284

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2651	98.66
7	Item was imputed by using data from the record for a similar case (donor)	36	1.34
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
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		2687	100

Variable Name:IC0286

Imputaton Flag for C0286

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2653	98.73
7	Item was imputed by using data from the record for a similar case (donor)	34	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
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		2687	100

Variable Name:IC0288

Imputaton Flag for C0288

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2651	98.66
7	Item was imputed by using data from the record for a similar case (donor)	36	1.34
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
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		2687	100

Variable Name:IC0290

Imputaton Flag for C0290

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2650	98.62
7	Item was imputed by using data from the record for a similar case (donor)	37	1.38
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0292

Imputaton Flag for C0292

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2651	98.66
7	Item was imputed by using data from the record for a similar case (donor)	36	1.34
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0294

Imputaton Flag for C0294

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2647	98.51
7	Item was imputed by using data from the record for a similar case (donor)	40	1.49
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
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		2687	100

Variable Name:IC0296

Imputaton Flag for C0296

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2657	98.88
7	Item was imputed by using data from the record for a similar case (donor)	30	1.12
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
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		2687	100

Variable Name:IC0705

Imputaton Flag for C0705

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2684	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.11
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0688

Imputaton Flag for C0688

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
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		2687	100

Variable Name:IC0374

Imputaton Flag for C0374

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.19
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
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		2687	100

Variable Name:IC0376

Imputaton Flag for C0376

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2677	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.37
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
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		2687	100

Variable Name:IC0378

Imputaton Flag for C0378

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2679	99.70
7	Item was imputed by using data from the record for a similar case (donor)	8	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
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		2687	100

Variable Name:IC0381

Imputaton Flag for C0381

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2680	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.26
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
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		2687	100

Variable Name:IC0383

Imputaton Flag for C0383

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
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		2687	100

Variable Name:IC0385

Imputaton Flag for C0385

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2674	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
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		2687	100

Variable Name:IC0387

Imputaton Flag for C0387

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.33
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
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		2687	100

Variable Name:IC0382

Imputaton Flag for C0382

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
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		2687	100

Variable Name:IC0380

Imputaton Flag for C0380

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
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		2687	100

Variable Name:IC0384

Imputaton Flag for C0384

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2672	99.44
7	Item was imputed by using data from the record for a similar case (donor)	15	0.56
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
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		2687	100

Variable Name:IC0386

Imputaton Flag for C0386

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2684	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.11
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
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		2687	100

Variable Name:IC0389

Imputaton Flag for C0389

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2683	99.85
7	Item was imputed by using data from the record for a similar case (donor)	4	0.15
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
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		2687	100

Variable Name:IC0390

Imputaton Flag for C0390

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2680	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.26
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
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		2687	100

Variable Name:IC0392

Imputaton Flag for C0392

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2686	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
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		2687	100

Variable Name:IC0394

Imputaton Flag for C0394

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
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		2687	100

Variable Name:IC0396

Imputaton Flag for C0396

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2658	98.92
7	Item was imputed by using data from the record for a similar case (donor)	29	1.08
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
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		2687	100

Variable Name:IC0398

Imputaton Flag for C0398

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2679	99.70
7	Item was imputed by using data from the record for a similar case (donor)	8	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
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		2687	100

Variable Name:IC0400

Imputaton Flag for C0400

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2686	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
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		2687	100

Variable Name:IC0402

Imputaton Flag for C0402

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
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		2687	100

Variable Name:IC0404

Imputaton Flag for C0404

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2667	99.26
7	Item was imputed by using data from the record for a similar case (donor)	20	0.74
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
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		2687	100

Variable Name:IC0406

Imputaton Flag for C0406

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2573	95.76
7	Item was imputed by using data from the record for a similar case (donor)	93	3.46
8	Item was imputed by using the mean or mode of data for groups of similar cases	21	0.78
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2687	100

Variable Name:IC0408

Imputaton Flag for C0408

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2608	97.06
7	Item was imputed by using data from the record for a similar case (donor)	75	2.79
8	Item was imputed by using the mean or mode of data for groups of similar cases	4	0.15
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	<hr/>
		2687	100

Variable Name:IC0410

Imputaton Flag for C0410

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2629	97.84
7	Item was imputed by using data from the record for a similar case (donor)	55	2.05
8	Item was imputed by using the mean or mode of data for groups of similar cases	3	0.11
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2687	100

Variable Name:IC0412

Imputaton Flag for C0412

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2427	90.32
7	Item was imputed by using data from the record for a similar case (donor)	239	8.89
8	Item was imputed by using the mean or mode of data for groups of similar cases	21	0.78
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2687	100

Variable Name:IC0414

Imputaton Flag for C0414

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2669	99.33
7	Item was imputed by using data from the record for a similar case (donor)	18	0.67
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0416

Imputaton Flag for C0416

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2673	99.48
7	Item was imputed by using data from the record for a similar case (donor)	13	0.48
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0418

Imputaton Flag for C0418

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2675	99.55
7	Item was imputed by using data from the record for a similar case (donor)	12	0.45
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0420

Imputaton Flag for C0420

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2557	95.16
7	Item was imputed by using data from the record for a similar case (donor)	130	4.84
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0422

Imputaton Flag for C0422

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2672	99.44
7	Item was imputed by using data from the record for a similar case (donor)	15	0.56
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0424

Imputaton Flag for C0424

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2603	96.87
7	Item was imputed by using data from the record for a similar case (donor)	84	3.13
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0426

Imputaton Flag for C0426

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2668	99.29
7	Item was imputed by using data from the record for a similar case (donor)	19	0.71
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0428

Imputaton Flag for C0428

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2653	98.73
7	Item was imputed by using data from the record for a similar case (donor)	34	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0430

Imputaton Flag for C0430

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2667	99.26
7	Item was imputed by using data from the record for a similar case (donor)	20	0.74
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0432

Imputaton Flag for C0432

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2667	99.26
7	Item was imputed by using data from the record for a similar case (donor)	20	0.74
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0434

Imputaton Flag for C0434

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2669	99.33
7	Item was imputed by using data from the record for a similar case (donor)	18	0.67
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
		<hr/>	
		2687	100

Variable Name:IC0436

Imputaton Flag for C0436

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2629	97.84
7	Item was imputed by using data from the record for a similar case (donor)	58	2.16
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
		<hr/>	
		2687	100

Variable Name:IC0438

Imputaton Flag for C0438

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2661	99.03
7	Item was imputed by using data from the record for a similar case (donor)	26	0.97
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0440

Imputaton Flag for C0440

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2683	99.85
7	Item was imputed by using data from the record for a similar case (donor)	3	0.11
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0442

Imputaton Flag for C0442

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2656	98.85
7	Item was imputed by using data from the record for a similar case (donor)	31	1.15
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0444

Imputaton Flag for C0444

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2643	98.36
7	Item was imputed by using data from the record for a similar case (donor)	44	1.64
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0446

Imputaton Flag for C0446

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2664	99.14
7	Item was imputed by using data from the record for a similar case (donor)	23	0.86
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
		<hr/>	
		2687	100

Variable Name:IC0448

Imputaton Flag for C0448

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2622	97.58
7	Item was imputed by using data from the record for a similar case (donor)	65	2.42
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
		<hr/>	
		2687	100

Variable Name:IC0450

Imputaton Flag for C0450

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2665	99.18
7	Item was imputed by using data from the record for a similar case (donor)	22	0.82
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0452

Imputaton Flag for C0452

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2586	96.24
7	Item was imputed by using data from the record for a similar case (donor)	101	3.76
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0454

Imputaton Flag for C0454

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2668	99.29
7	Item was imputed by using data from the record for a similar case (donor)	19	0.71
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
		<hr/>	
		2687	100

Variable Name:IC0456

Imputaton Flag for C0456

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2663	99.11
7	Item was imputed by using data from the record for a similar case (donor)	23	0.86
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
		<hr/>	
		2687	100

Variable Name:IC0024

Imputaton Flag for C0024

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0026

Imputaton Flag for C0026

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0028

Imputaton Flag for C0028

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0030

Imputaton Flag for C0030

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0032

Imputaton Flag for C0032

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	
		2687	100

Variable Name:IC0034

Imputaton Flag for C0034

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	
		2687	100

Variable Name:IC0036

Imputaton Flag for C0036

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0038

Imputaton Flag for C0038

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0040

Imputaton Flag for C0040

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0042

Imputaton Flag for C0042

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0044

Imputaton Flag for C0044

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	
		2687	100

Variable Name:IC0046

Imputaton Flag for C0046

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	
		2687	100

Variable Name:IC0048

Imputaton Flag for C0048

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0050

Imputaton Flag for C0050

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0052

Imputaton Flag for C0052

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0570

Imputaton Flag for C0570

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2372	88.28
7	Item was imputed by using data from the record for a similar case (donor)	315	11.72
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0572

Imputaton Flag for C0572

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2347	87.35
7	Item was imputed by using data from the record for a similar case (donor)	298	11.09
8	Item was imputed by using the mean or mode of data for groups of similar cases	42	1.56
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	<hr/>
		2687	100

Variable Name:IC0568

Imputaton Flag for C0568

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2472	92.00
7	Item was imputed by using data from the record for a similar case (donor)	215	8.00
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0538

Imputaton Flag for C0538

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2492	92.74
7	Item was imputed by using data from the record for a similar case (donor)	195	7.26
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0532

Imputaton Flag for C0532

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2142	79.72
7	Item was imputed by using data from the record for a similar case (donor)	545	20.28
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0534

Imputaton Flag for C0534

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2189	81.47
7	Item was imputed by using data from the record for a similar case (donor)	498	18.53
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
		<hr/>	
		2687	100

Variable Name:IC0536

Imputaton Flag for C0536

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2193	81.62
7	Item was imputed by using data from the record for a similar case (donor)	494	18.38
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
		<hr/>	
		2687	100

Variable Name:IC0560

Imputaton Flag for C0560

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2403	89.43
7	Item was imputed by using data from the record for a similar case (donor)	284	10.57
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0562

Imputaton Flag for C0562

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2403	89.43
7	Item was imputed by using data from the record for a similar case (donor)	284	10.57
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
		<hr/>	<hr/>
		2687	100

Variable Name:IC0580

Imputaton Flag for C0580

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2687	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
		<hr/>	
		2687	100

**Appendix D. List of Variables that Differ
Between the SSOCS:2022 Restricted-Use and
Public-Use Data Files**

Table D-1. SSOCs:2022 variables in the restricted-use file that differ from the public-use file

Variable type and name	Variable label
Variables that were omitted from the public-use file	
<i>Frame variables from the CCD 2019-20</i>	
FR_ASN	Asian 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_LOC12	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
PERMINX	Percent minority enrollment (categorical)
PERCWHTX	Percent White, non-Hispanic enrollment
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
C0314	# of sexual assaults other than rape—total
C0316	# of sexual assaults other than rape reported to sworn law enforcement
C0318	# of robberies with weapon—total
C0320	# of robberies with weapon reported to sworn law enforcement
C0322	# of robberies without weapon—total
C0324	# of robberies without weapon reported to sworn law enforcement
C0326	# of attacks with weapon—total
C0328	# of attacks with weapon reported to sworn law enforcement
C0330	# of attacks without weapon—total
C0332	# of attacks without weapon reported to sworn law enforcement
C0334	# of threats of attack with weapon—total
C0336	# of threats of attack with weapon reported to sworn law enforcement
C0338	# of threats of attack without weapon—total
C0340	# of threats of attack without weapon reported to sworn law enforcement
C0342	# of incidents theft/larceny—total
C0344	# of incidents theft/larceny reported to sworn law enforcement

Table D-1. SSOCs:2022 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>	
C0346	# of possession of firearms—total
C0348	# of possession of firearms reported to sworn law enforcement
C0350	# of possession knife/sharp object—total
C0352	# of possession knife/sharp object reported to sworn law enforcement
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
C0357	# of distribution, possession, or use of prescription drugs reported to sworn law enforcement
C0358	# of distribution, possession, or use of alcohol—total
C0360	# of distribution, possession, or use of alcohol reported to sworn law enforcement
C0362	# of incidents of vandalism—total
C0364	# of incidents of vandalism reported to sworn law enforcement
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 2021-22 school year
C0575	Start day for 2021-22 school year
C0576	End month for 2021-22 school year
C0577	End day for 2021-22 school year
C0522CAT	Enrollment size (categorical)
C0524CAT	Percentage of students eligible for free or reduced-price lunch (categorical)
C0530CAT	Percent male enrollment (categorical)
C0690	# of hate crimes

Table D-1. SSOCs:2022 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>	
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
FTE22CAT	Total number of full-time-equivalent teaching staff (categorical)
STPFTE22	Ratio of students to full-time-equivalent teaching staff
STRCAT	Ratio of students to full-time-equivalent teaching staff (categorical)
SVINC22	Total number of serious violent incidents recorded
VIOINC22	Total number of violent incidents recorded
NONVIOINC22	Total number of non-violent incidents recorded
DISFIRE22	Total number of disciplinary actions recorded for use or possession of a firearm or explosive device
DISATT22	Total number of disciplinary actions recorded for physical attacks or fights
<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

Table D-1. SSOCs:2022 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>	
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
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>Variables that were added to the public-use file</i>	
<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

Table D-1. SSOCS:2022 variables in the restricted-use file that differ from the public-use file—Continued

Variable type and name	Variable label
<i>Variables that were added to the public-use file—Continued</i>	
PERMINX_R	Percent minority enrollment (recoded)
PERCWHTX_R	Percent White, non-Hispanic enrollment (recoded)

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Appendix E. Unit Nonresponse Bias Analysis for the 2021-22 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). This appendix summarizes the results of the unit-level nonresponse bias analysis performed on the 2021-22 School Survey on Crime and Safety (SSOCS:2022). Unless noted otherwise, estimates were produced for this appendix using the base weights.

Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the 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). 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:2022 sample consists of 4,800 schools, of which 46 were ineligible for the survey and 2,687 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 data contains auxiliary information (called school characteristics in this appendix) about the sample, and therefore this information is known for both respondents and nonrespondents. The SSOCS response data contains responses to survey questions (called survey variables in this appendix), 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 nine school characteristics¹ to determine the extent to which the sample is representative of the target population. Next, respondent and nonrespondent distributions are compared on these nine 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.² Key survey estimates are compared between low-response-propensity schools and the balance of the respondent sample. Finally, the effect of the nonresponse weighing adjustment is evaluated. For this evaluation, differences in response propensity are presented across the nonresponse adjustment

¹ Five of the characteristics examined in this appendix were used in the sampling design: enrollment size; school level; locale; percentage of White, non-Hispanic enrollment; and region. The other four characteristics examined in this appendix are number of full-time-equivalent (FTE) teaching staff; student-to-FTE teaching staff ratio; percentage of students eligible for free or reduced-price lunch; and special district flag.

² Cramer, J.S. (2002). *The Origins of Logistic Regression* (Discussion paper TI 2002/119-4). Tinbergen Institute.

cells created using chi-square automatic interaction detection (CHAID),³ which identifies the school characteristics that are the best predictors of response. Then, the distributions of the nine 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:2022 sample across the selected school characteristic variables to the corresponding distributions in the sampling frame. The sampling frame for SSOCS:2022 was derived from the 2019-20 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 locale. Within each stratum, the schools were first sorted by percent White, non-Hispanic enrollment; region; and an identification number consisting of state code, district code, and school ID. A systematic random sample was then drawn.

Table E-1 displays the distributions of the SSOCS:2022 sample (including the schools that were later determined to be ineligible) and the sampling frame across the selected nine 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.

The results show, with 95 percent confidence, that the SSOCS sample and the target population are independent across the nine school characteristics examined (i.e., p values are greater than .05). This means that for all of the school characteristics

³ CHAID 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), 119-127.

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:2022

Item description	Base-weighted sample (percent)	Target population (percent)	Likelihood ratio	<i>p</i> value ¹
Enrollment size				
Less than 300	23.4	23.4		
300-499	30.5	30.5		
500-999	35.6	35.6		
1,000 or more	10.5	10.5	<0.01	1.00
School level²				
Elementary	59.9	59.9		
Middle	17.9	17.9		
High/secondary	19.8	19.8		
Combined/other	2.4	2.4	<0.01	1.00
Locale				
City	28.0	28.0		
Suburb	32.6	32.6		
Town	12.5	12.5		
Rural	26.9	26.9	<0.01	1.00
Percent White, non-Hispanic enrollment				
More than 95 percent	4.7	4.8		
More than 80 to 95 percent	20.6	20.6		
More than 50 to 80 percent	27.0	27.1		
50 percent or less	47.6	47.5	0.04	1.00
Region				
Northeast	16.5	16.5		
Midwest	23.6	23.8		
South	35.5	35.3		
West	24.4	24.4	0.05	1.00
Number of full-time-equivalent (FTE) teaching staff				
Less than 29	48.1	47.3		
29 to less than 45	29.3	29.8		
45 to less than 70	14.8	15.1		
70 or more	7.9	7.9	1.91	0.59
Student-to-FTE teaching staff ratio				
Less than 12	16.3	15.8		
12 through 16	40.6	39.7		
More than 16	43.1	44.5	2.39	0.30
Percentage of students eligible for free or reduced-price lunch				
0 to 25 percent	18.4	18.0		
More than 25 to 50 percent	26.1	28.3		
More than 50 to 75 percent	27.4	26.7		
More than 75 percent	28.0	27.1	6.24	0.10

Table E-1. Comparison of sample and target population, by school characteristics: SSOCS:2022—Continued

Item description	Base-weighted sample (percent)	Target population (percent)	Likelihood ratio	<i>p</i> value ¹
Special district flag ³				
Special district	19.1	19.5		
Not a special district	80.9	80.5	0.36	0.55

¹ Based on a chi-square distribution with $df = 3$, $\alpha = .05$.

² Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

³ SSOCS:2022 is the first year in which the special district flag variable was included in the unit nonresponse bias analysis; it was added since special district refusals can be a major driver of nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

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 applied to the calculation of the unweighted response rate, 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:2022 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; nine of these variables are used to analyze unit nonresponse bias in SSOCS:2022. Five of the variables used in the analysis were used directly in the SSOCS:2022 sampling design: enrollment size; school level; locale; percent White, non-Hispanic enrollment; and region. The other four variables used in the analysis were number of full-time-equivalent (FTE) teaching staff; student-to-FTE

teaching staff ratio; percentage of students eligible for free or reduced-price lunch; and the special district flag.

The overall base-weighted response rate for SSOCS:2022 was 60.1 percent and the overall unweighted response rate was 56.5 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; city schools; schools with 50 percent or less White, non-Hispanic enrollment; schools in the South; schools with 45 or more FTE teaching staff; schools in which over 75 percent of the students were eligible for free or reduced-price lunch; and schools in special districts were significantly less likely to respond to the SSOCS:2022 survey.

Table E-2a. Response rates by school characteristics: SSOCS:2022

School characteristic	Base-weighted response rate	Standard error	95% Confidence interval lower bound	95% Confidence interval upper bound	Difference from total response rate
Total	60.1	0.90	58.4	61.9	
Enrollment size					
Less than 300	65.7	2.45	60.9	70.5	5.6*
300-499	61.6	1.73	58.2	65.0	1.5
500-999	58.1	1.34	55.5	60.7	-2.1*
1,000 or more	50.6	1.41	47.9	53.4	-9.5*
School level ¹					
Elementary	59.6	1.28	57.1	62.1	-0.5
Middle	60.5	1.22	58.1	62.9	0.3
High/secondary	61.2	1.29	58.7	63.7	1.1
Combined/other	62.6	4.06	54.6	70.6	2.5
Locale					
City	49.8	1.74	46.4	53.3	-10.3*
Suburb	57.6	1.42	54.8	60.4	-2.6
Town	70.0	2.49	65.1	74.9	9.9*
Rural	69.3	2.04	65.3	73.3	9.1*
Percent White, non-Hispanic enrollment					
More than 95 percent	66.7	4.75	57.4	76.0	6.6
More than 80 to 95 percent	72.4	2.29	67.9	76.9	12.2*
More than 50 to 80 percent	62.9	1.76	59.5	66.4	2.8
50 percent or less	52.6	1.39	49.8	55.3	-7.6*
Region					
Northeast	58.7	2.51	53.8	63.6	-1.5
Midwest	65.6	1.87	61.9	69.3	5.5*
South	57.3	1.44	54.5	60.1	-2.8*
West	60.0	1.99	56.1	63.9	-0.2
Number of full-time-equivalent (FTE) teaching staff					
Less than 29	64.7	1.38	62.0	67.4	4.5*
29 to less than 45	58.5	1.60	55.4	61.6	-1.6
45 to less than 70	54.9	1.78	51.4	58.4	-5.2*
70 or more	48.6	1.55	45.6	51.6	-11.5*

Table E-2a. Response rates by school characteristics: SSOCS:2022–Continued

School characteristic	Base-weighted response rate	Standard error	95% Confidence interval lower bound	95% Confidence interval upper bound	Difference from total response rate
Student-to-FTE teaching staff ratio					
Less than 12	58.7	2.44	53.9	63.5	-1.5
12 through 16	61.4	1.64	58.2	64.6	1.3
More than 16	59.5	1.32	56.9	62.1	-0.6
Percentage of students eligible for free or reduced-price lunch					
0 to 25 percent	63.1	1.95	59.3	66.9	2.9
More than 25 to 50 percent	63.0	1.89	59.3	66.7	2.9
More than 50 to 75 percent	62.0	1.81	58.5	65.6	1.9
More than 75 percent	53.6	1.70	50.3	57.0	-6.5*
Special district flag					
Special district	36.7	1.88	33.1	40.4	-23.4*
Not a special district	65.7	1.09	63.6	67.9	5.6*

* Denotes a significant difference between the response rate of the school characteristic and the total response rate at the 5 percent significance level.

¹ Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Frequency distributions were compared between 72 key survey variables collected with the survey instrument and the nine 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 72 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 72 key survey variables: SSOCS:2022

School characteristic	Number of significant ¹ relationships with key survey variables	Number of non-significant ¹ relationships with key survey variables	Not evaluated ²
Enrollment size	42	29	1
School level	39	28	5
Locale	41	31	0
Percent White, non-Hispanic enrollment	34	34	4
Region	46	26	0
Number of full-time-equivalent (FTE) teaching staff	49	23	0
Student-to-FTE teaching staff ratio	19	52	1
Percentage of students eligible for free or reduced-price lunch	43	28	1
Special district flag	45	26	1

¹ Based on a chi-square distribution with $df=3$, $\alpha = .05$.

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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Table E-2c. Summary of school characteristics for which 72 key survey variable distributions differed significantly: SSOCS:2022

Number of school characteristics for which key survey variable distributions differed significantly ¹	Number of key survey variables
0	1
1	6
2	7
3	7
4	10
5	8
6	8
7	12
8	12
9	1

¹ Based on a chi-square distribution with $df=3$, $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Over two-thirds 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 eight of those characteristics:

- School had at least one incident of possession of a knife or sharp object
- School reported that it had behavioral or behavior modification intervention for students
- School had at least one incident of vandalism

- School reported giving the disciplinary action—out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year—for student involvement in the use or possession of a weapon other than a firearm or explosive device at school
- 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 had presence of sworn law enforcement officer at least once a week in or around the school
- School had presence of sworn law enforcement officer at least once a week in or around the school while students were arriving or leaving
- School had presence of sworn law enforcement officer at least once a week in or around the school at selected school activities
- School had presence of sworn law enforcement officer at least once a week in or around the school when school or school activities were not occurring
- School reported a daily or at least once-a-week occurrence of cyberbullying among students⁴

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 nine school characteristic variables for which data are available from the sampling frame. Base-weighted distributions and the differences in the distributions between respondents and nonrespondents are shown.

The largest differences in distributions were found for schools not in a special district (18.8 percent) and in a special district (-18.8 percent), schools with 50 percent or less White, non-Hispanic enrollment (-15.0 percent), city schools (-12.0 percent), schools with more than 80 to 95 percent White enrollment (10.5 percent), rural schools (10.3 percent), schools with less than 29 FTE teaching staff (9.1 percent), and schools with more than 75 percent of students eligible for free or reduced-price lunch

⁴ These differences represent only some of the statistically significant relationships that resulted from this analysis. To avoid unnecessarily reporting too much detail, this paragraph discusses only those variables with significant relationships with at least eight characteristics.

(-7.6 percent).⁵ 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; locale; percent White, non-Hispanic enrollment; region; number of FTE teaching staff; percentage of students eligible for free or reduced-price lunch; and special district flag. Therefore, there is a statistically significant relationship between each of these seven school characteristic variables and the likelihood of responding to the SSOCS:2022 survey.

Table E-3. Comparison of respondents and nonrespondents, by school characteristics: SSOCS:2022

Item description	Respondents (base-weighted percent)	Nonrespondents (base-weighted percent)	Difference (percent)	Likelihood ratio	<i>p</i> value ¹
Enrollment size					
Less than 300	25.3	19.9	5.4		
300-499	31.3	29.4	1.9		
500-999	34.6	37.7	-3.1		
1,000 or more	8.8	13.0	-4.2	23.36	<0.01*
School level²					
Elementary	59.5	60.8	-1.4		
Middle	17.9	17.7	0.2		
High/secondary	20.2	19.4	0.9		
Combined/other	2.4	2.2	0.2	1.48	0.69
Locale					
City	23.1	35.1	-12.0		
Suburb	31.2	34.7	-3.5		
Town	14.6	9.4	5.2		
Rural	31.1	20.8	10.3	72.27	<0.01*
Percent White, non-Hispanic enrollment					
More than 95 percent	5.3	4.0	1.3		
More than 80 to 95 percent	24.8	14.3	10.5		
More than 50 to 80 percent	28.4	25.3	3.2		
50 percent or less	41.4	56.4	-15.0	57.18	<0.01*
Region					
Northeast	16.2	17.2	-1.0		
Midwest	25.8	20.4	5.4		
South	33.8	38.0	-4.2		
West	24.2	24.4	-0.2	11.24	0.01*
Number of full-time-equivalent (FTE) teaching staff					
Less than 29	51.4	42.3	9.1		
29 to less than 45	28.6	30.6	-2.0		
45 to less than 70	13.6	16.8	-3.2		
70 or more	6.4	10.2	-3.8	49.90	<0.01*

⁵ These differences represent only some of the statistically significant relationships that resulted from this analysis. To avoid unnecessarily reporting too much detail, this paragraph discusses only those differences greater than the absolute value of 7 (see table E-3 for a complete list). In addition to the differences listed in this paragraph, table E-3 shows that there are 5 other differences with an absolute value between 4 percent and less than 7 percent, 9 other differences with an absolute value between 2 percent and less than 4 percent, and 4 other differences with an absolute value of less than 2 percent. A negative difference means the respondent proportion is lower than the nonrespondent proportion.

Table E-3. Comparison of respondents and nonrespondents, by school characteristics: SSOCS:2022—Continued

Item description	Respondents (base-weighted percent)	Nonrespondents (base-weighted percent)	Difference (percent)	Likelihood ratio	<i>p</i> value ¹
Student-to-FTE teaching staff ratio					
Less than 12	15.9	16.9	-1.0		
12 through 16	41.4	39.3	2.1		
More than 16	42.7	43.8	-1.1	1.17	0.56
Percentage of students eligible for free or reduced-price lunch					
0 to 25 percent	19.4	17.2	2.3		
More than 25 to 50 percent	27.4	24.3	3.1		
More than 50 to 75 percent	28.3	26.2	2.2		
More than 75 percent	24.8	32.4	-7.6	19.30	<0.01*
Special district flag					
Special district	11.7	30.5	-18.8		
Not a special district	88.3	69.5	18.8	141.53	<0.01*

* Statistically significant difference ($p \leq .05$).

¹ Based on a chi-square distribution with $df=3$, $\alpha = .05$.

² Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Modeling Response Propensity

Across the population, one subgroup may be more likely to respond to SSOCS:2022 than another subgroup. Using a regression model, the relationships between multiple school characteristics and response propensity can be simultaneously examined. The advantage of using regression (relative to the analyses that have already been discussed) is that the nine 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 nine school characteristics (enrollment size; school level; locale; percentage White, non-Hispanic enrollment; region; number of FTE teaching staff; student-to-FTE teacher ratio; percentage of students eligible for free or reduced-price lunch; and special district flag), 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 odds⁶ of responding to the SSOCS:2022 survey across the subgroups of the school characteristic. For this analysis, the dependent variable was defined as whether the school responded to the

⁶ 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.

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:2022, given a particular school-level characteristic. For example, the odds ratio estimate for *town* schools is 1.384, which means these schools have about 1.4 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 town and rural schools, but not significantly different from suburban schools. Also, schools with less than 29 FTE teaching staff have a significantly higher response propensity than those with both 45 to less than 70 and 70 or more FTE teaching staff, but not significantly different from schools with 29 to less than 45 FTE teaching staff. In addition, schools in special districts have a significantly lower response propensity than those not in special districts. No other significant differences in response propensity were identified among the remaining school characteristics. This suggests that these three characteristics are major drivers of the other differences that were observed in the bivariate analysis.

Table E-4a. Comparison of odds ratios, by school characteristics: SSOCS:2022

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	1.022	0.735	1.420
500-999	1.075	0.744	1.555
1,000 or more	1.059	0.643	1.743
School level ³			
Elementary	<i>Reference group</i>		
Middle	1.059	0.896	1.252
High/secondary	1.147	0.953	1.381
Combined/other	1.016	0.712	1.450
Locale			
City	<i>Reference group</i>		
Suburb	1.036	0.818	1.313
Town	1.384	1.030	1.858 ²
Rural	1.377	1.051	1.804 ²
Percent White, non-Hispanic enrollment			
More than 95 percent	<i>Reference group</i>		
More than 80 to 95 percent	1.413	0.947	2.108
More than 50 to 80 percent	1.137	0.699	1.850
50 percent or less	0.977	0.594	1.607
Region			
Northeast	<i>Reference group</i>		
Midwest	0.977	0.710	1.343
South	0.919	0.660	1.281
West	0.995	0.695	1.425
Number of full-time-equivalent (FTE) teaching staff			
Less than 29	<i>Reference group</i>		
29 to less than 45	0.809	0.628	1.041
45 to less than 70	0.724	0.530	0.990 ²
70 or more	0.548	0.334	0.897 ²
Student-to-FTE teaching staff ratio			
Less than 12	<i>Reference group</i>		
12 through 16	1.290	0.936	1.779
More than 16	1.272	0.913	1.773
Percentage of students eligible for free or reduced-price lunch			
0 to 25 percent	<i>Reference group</i>		
More than 25 to 50 percent	0.902	0.710	1.148
More than 50 to 75 percent	0.946	0.729	1.229
More than 75 percent	0.878	0.671	1.149
Special district flag			
Special district	<i>Reference group</i>		
Not a special district	2.633	2.141	3.237 ²

¹ Based on exponentiating the log-odds standard error from jackknife replication with $df=50$, $\alpha = .05$.

² Denotes the confidence interval did not contain the value 1.

³ Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

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:2022 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.⁷ 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 0.73. This can be interpreted as signifying a moderate association.

Lastly, the respondents were split into two independent samples based on estimated response propensity, and estimates of the 72 key statistics were calculated using each sample. The group in the lowest response propensity fifth (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 72 key statistics calculated from both samples were compared using t tests. Of the 72 key statistics, 26 significant differences were detected between the estimates calculated with the two samples. Most of the significant differences are positive, meaning the schools in the low-propensity group reported more criminal incidents,

⁷ 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.

other disciplinary problems, and school policies or practices of interest than the balance of schools, except for these four items:

- School had presence of sworn law enforcement officer at least once a week in or around the school
- School had presence of sworn law enforcement officer at least once a week in or around the school while students were arriving or leaving
- School had presence of sworn law enforcement officer at least once a week in or around the school at selected school activities
- School reported a daily or at least once-a-week occurrence of student harassment of other students based on religion

The predominance of positive differences among the 26 significant differences suggests that, prior to nonresponse adjustments, SSOCS may underestimate the prevalence of those items of interest. After nonresponse adjustment, 30 significant differences were detected between the estimates calculated with the two samples. Typically, schools in the low-propensity group reported higher incidences of criminal activities, disciplinary problems, and school policies and practices of interest. The nonresponse adjustment aims to provide a more accurate representation by increasing the weights for these underrepresented groups. The direction of significant differences following the nonresponse adjustment remained positive for all items, except for the four items listed above. The results are provided in table E-C, at the end of this appendix.

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.

Eight of 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. While the special district flag was included in the bias analysis for SSOCS:2022, it was not included in the CHAID analysis because the CHAID analysis and weighting had already been completed at the time it was decided to add special district flag to the bias analysis. Nevertheless, it may be considered as a possible addition to the CHAID variables in the future.

In the CHAID analysis, the multiple combinations of the auxiliary variables were grouped into 15 nonresponse adjustment cells, which minimize the variance in response rates within a cell and maximize the variance in response rates between cells. 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 39.0 to 81.0 percent, and the unweighted response rates vary from 41.4 to 79.2 percent. The resulting cell definitions from the CHAID analysis were used to create the nonresponse adjustment cells. These adjustment cells, in turn, were used to calculate the SSOCS:2022 final weights, which are provided 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 the number of respondents: SSOCS:2022

Cell	Response rate (percent)		Number of respondents
	Weighted	Unweighted	
1	81.0	79.2	217
2	73.0	74.1	60
3	63.6	65.9	149
4	72.3	69.5	130
5	73.0	69.3	185
6	61.5	62.1	215
7	68.9	64.4	230
8	58.9	56.0	228
9	58.1	59.2	109
10	53.7	56.3	139
11	47.0	47.9	272
12	59.2	54.5	274
13	53.5	48.8	105
14	44.2	41.4	251
15	39.0	43.2	123

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

To evaluate the effect of the nonresponse weighting adjustment, a comparison analysis was conducted to look for differences between the eligible sample (4,754 cases with the sample selection base weights) and the respondents (2,687 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 nine school characteristics.

This analysis evaluates the sample distributions. For all categories of the nine 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 nine 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 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 much of the observed bias in the school characteristics. A more detailed table of distributions is provided in table E-B.

Table E-6. Summary of unit nonresponse bias before and after nonresponse adjustment: SSOCS:2022

Nonresponse bias statistics	Total
Before nonresponse adjustment	
Mean estimated percent relative bias (absolute value)	9.1
Median estimated percent relative bias (absolute value)	4.7
Percentage of variable categories significantly ¹ biased	48.5
After nonresponse adjustment	
Mean estimated percent relative bias (absolute value)	3.1
Median estimated percent relative bias (absolute value)	1.0
Percentage of variable categories significantly ¹ biased	15.2

¹ Based on a two-tailed *t* distribution with *df*=50, $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Table E-7. Effects of nonresponse adjustment on bias reduction in school characteristics: SSOCS:2022

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	14
		Significant	0
	Increase in difference	Not significant	2
		Significant	1
Significant	>50 percent reduction	Not significant	12
		Significant	2
	10 percent to 50 percent reduction	Not significant	0
		Significant	2
	<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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Summary

The discussion in this appendix documents the unit-level nonresponse bias analysis for SSOCS:2022. When the sample was first compared to the target population, similar distributions were found across all nine school characteristic variables and, therefore, no selection bias was found in the survey sample design.

The overall weighted response rate was 60.1 percent. In general, schools with 500 or more students; city schools; schools with 50 percent or less White, non-Hispanic enrollment; schools in the South; schools with 45 or more FTE teaching staff; schools in which over 75 percent of the students were eligible for free or reduced-price lunch; and schools in special districts had a lower response rate than average to the SSOCS:2022 survey. Over two-thirds of the 72 key survey estimates are significantly related to at least four school characteristics.

Significant differences were detected between respondent and nonrespondent distributions for enrollment size; locale; percent White, non-Hispanic enrollment; region; number of FTE teaching staff; percentage of students eligible for free or

reduced-price lunch; and special district flag. The largest differences were found for schools not in a special district (18.8 percent) and in a special district (-18.8 percent); schools with 50 percent or less White, non-Hispanic enrollment (-15.0 percent); city schools (-12.0 percent); schools with more than 80 to 95 percent White, non-Hispanic enrollment (10.5 percent); rural schools (10.3 percent); schools with less than 29 FTE teaching staff (9.1 percent); and schools with more than 75 percent of students eligible for free or reduced-price lunch (-7.6 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 nine school characteristic variables found that city schools were significantly less likely to respond to the SSOCS survey than were town or rural schools, but not significantly different from suburban schools. Also, schools with less than 29 FTE teaching staff were significantly more likely to respond to the survey than were schools with both 45 to less than 70 and 70 or more FTE teaching staff, but not significantly different from schools with 29 to less than 45 FTE teaching staff. Furthermore, schools in a special district were significantly less likely to respond to the survey than were schools not in a special district. This implies that controlling for the nine school characteristics, differences in response rates by locale, number of FTE teaching staff, and special district flag are key drivers of the previously observed differences between the respondent and nonrespondent distributions.

As shown in Table E-C, prior to nonresponse adjustment, about 36 percent (26 out of 72 key survey variables) of the estimates for key survey variables calculated for cases with a low-response propensity are significantly different from estimates calculated for the balance of the sample. After nonresponse adjustment, about 42 percent (30 out of 72 key survey variables) of the estimates for key survey variables calculated for cases with a low-response propensity are significantly different from estimates calculated for the balance of the sample. This suggests that nonrespondents would respond differently than respondents for some of the key survey variables. 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, both before and after nonresponse adjustments:

- School had presence of sworn law enforcement officer at least once a week in or around the school
- School had presence of sworn law enforcement officer at least once a week in or around the school while students were arriving or leaving

- School had presence of sworn law enforcement officer at least once a week in or around the school at selected school activities
- School reported a daily or at least once-a-week occurrence of student harassment of other students based on religion

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.

Prior to nonresponse adjustment, among the 72 key survey variables, there were three variables where both (1) distributions varied significantly across the levels of a school characteristic for at least eight 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 those items.

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 48 percent of the 33 categories from the nine school characteristics. After the adjustment, significant bias was detected in 5 of the 33 categories (about 15 percent), including schools with more than 80 to 95 percent and 50 percent or less White, non-Hispanic enrollment; schools in a special district; schools not in a special district; and schools with a student-to-FTE teaching staff ratio of less than 12. See table E-B for more details. Therefore, the adjustments were effective in removing much of the observed bias in the nine 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 72 key survey variables: SSOCS:2022

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	Special district flag
Percentage of public schools reporting at least one occurrence of the following incidents during the 2021-22 school year:									
Rape or attempted rape (C0310)	0.10	0.01	0.49	0.05	<0.01	0.03	0.03	0.57	0.94
Sexual assault other than rape (C0314)	<0.01	<0.01	0.49	0.24	0.03	<0.01	0.50	0.39	0.33
Robbery with a weapon (C0318)	<0.01	‡	0.36	‡	0.24	<0.01	0.19	0.01	0.09
Robbery without a weapon (C0322)	0.01	<0.01	0.02	0.07	0.94	<0.01	0.29	0.19	0.76
Physical attack or fight with a weapon (C0326)	0.33	<0.01	0.30	0.74	0.41	0.01	0.26	0.85	0.71
Physical attack or fight without a weapon (C0330)	<0.01	<0.01	<0.01	0.13	0.05 ¹	<0.01	0.01	<0.01	<0.01
Threat of a physical attack with a weapon (C0334)	<0.01	<0.01	0.22	0.17	0.88	<0.01	0.24	0.44	0.05 ¹
Threat of a physical attack without a weapon (C0338)	<0.01	<0.01	0.01	0.08	0.01	<0.01	<0.01	0.04	<0.01
Theft/larceny (C0342)	<0.01	<0.01	<0.01	0.02	0.33	<0.01	<0.01	0.02	<0.01
Possession of a firearm or explosive device (C0346)	<0.01	<0.01	0.01	‡	<0.01	<0.01	<0.01	0.05	0.19
Possession of a knife or sharp object (C0350)	<0.01	<0.01	<0.01	0.10	0.01	<0.01	<0.01	0.01	<0.01
The distribution, possession, or use of illegal drugs (C0354)	<0.01	<0.01	<0.01	0.14	0.02	<0.01	<0.01	<0.01	<0.01
The inappropriate distribution, possession, or use of prescription drugs (C0355)	<0.01	<0.01	0.01	0.06	0.05	<0.01	0.12	0.05	0.01
The distribution, possession, or use of alcohol (C0358)	<0.01	<0.01	0.04	0.03	0.03	<0.01	<0.01	<0.01	<0.01
Vandalism (C0362)	<0.01	<0.01	0.03	<0.01	<0.01	<0.01	<0.01	0.06	<0.01
Hate crime (C0690)	0.03	‡	0.28	0.86	0.01	0.01	0.07	0.06	0.07
Percentage of public schools reporting a daily or at least once-per-week occurrence of the following problems during the 2021-22 school year:									
Student racial/ethnic tensions (C0374)	<0.01	<0.01	0.95	0.06	0.03	<0.01	0.31	0.02	0.01
Student bullying (C0376)	0.97	<0.01	0.02	0.20	<0.01	0.35	0.23	0.03	0.01
Student sexual harassment of other students (C0378)	0.02	<0.01	0.14	0.25	0.03	0.08	<0.01	0.45	0.08
Student harassment of other students based on sexual orientation (C0381)	<0.01	<0.01	0.41	0.41	0.02	<0.01	0.07	0.05 ¹	<0.01
Student harassment of other students based on gender identity (C0383)	0.02	‡	0.79	0.28	<0.01	0.15	0.03	0.09	0.01
Student harassment of others based on religion (C0385)	‡	‡	0.90	‡	0.03	0.60	‡	‡	‡
Student harassment of others based on disability (C0387)	0.02	‡	0.01	0.14	0.35	0.22	0.22	0.26	0.49
Widespread disorder in classrooms (C0382)	0.09	0.06	0.27	0.38	0.30	0.33	0.20	0.05	0.41
Student verbal abuse of teachers (C0380)	0.06	<0.01	<0.01	0.01	0.38	0.34	0.05 ¹	<0.01	0.08
Student acts of disrespect for teachers other than verbal abuse (C0384)	0.20	<0.01	0.03	0.15	0.11	0.39	0.13	<0.01	<0.01
Gang activities (C0386)	<0.01	<0.01	0.01	‡	0.42	0.02	0.14	<0.01	0.69
Cyberbullying among students (C0389)	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	0.04	0.14	<0.01

Table E-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 72 key survey variables: SSOCS:2022–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	Special district flag
<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 2021–22 school year:</i>									
Removals without continuing services for at least the remainder of the school year (C0470)	0.36	<0.01	0.61	0.20	<0.01	0.66	0.01	0.11	0.53
Transfers to alternative schools (C0472)	<0.01	<0.01	0.85	0.18	<0.01	<0.01	<0.01	0.15	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	0.04	0.10	0.02	<0.01	0.03	<0.01	<0.01
Other disciplinary action (C0476)	0.06	<0.01	0.57	0.26	<0.01	0.23	0.10	0.28	<0.01
<i>Percentage of public schools reporting having any activities that included the following components for students during the 2021–22 school year:</i>									
Prevention curriculum, instruction, or training for students (C0174)	0.03	0.33	<0.01	<0.01	0.02	<0.01	0.51	<0.01	<0.01
Social emotional learning (SEL) for students (C0183)	0.01	0.26	<0.01	<0.01	<0.01	<0.01	0.30	<0.01	<0.01
Behavioral or behavior modification intervention for students (C0176)	<0.01	0.01	<0.01	<0.01	<0.01	<0.01	0.38	<0.01	<0.01
Individual attention, mentoring, tutoring, or coaching of students by adults (C0181)	0.08	0.33	<0.01	<0.01	0.09	<0.01	0.13	<0.01	<0.01
Student involvement in peer mediation (C0175)	0.08	0.53	0.77	0.84	0.80	0.82	0.18	0.65	<0.01
Student court to address student conduct problems or minor offenses (C0177)	0.03	<0.01	0.85	0.42	0.06	0.26	0.45	0.01	<0.01
Student involvement in restorative circles (C0179)	0.08	<0.01	0.02	0.61	<0.01	0.34	0.03	0.61	<0.01
Programs to promote a sense of community or social integration among students (C0186)	0.56	0.64	0.13	<0.01	0.01	0.07	0.29	<0.01	<0.01
<i>Percentage of public schools with a written plan for the following crisis situations during the 2021–22 school year:</i>									
Active shooter (C0155)	<0.01	0.36	<0.01	<0.01	0.01	<0.01	0.60	<0.01	<0.01
Natural disasters (C0158)	<0.01	0.54	<0.01	<0.01	<0.01	<0.01	0.55	<0.01	<0.01
Hostages (C0162)	0.01	0.06	<0.01	<0.01	0.01	<0.01	0.32	0.10	<0.01
Bomb threats or incidents (C0166)	0.01	0.17	<0.01	<0.01	0.02	<0.01	0.70	<0.01	<0.01
Chemical, biological, or radiological threats or incidents (C0170)	0.39	0.02	<0.01	<0.01	0.12	0.01	0.65	<0.01	<0.01
Suicide threat or incident (C0169)	0.03	0.57	<0.01	<0.01	0.24	<0.01	0.94	<0.01	<0.01
Post-crisis reunification of students with their families (C0157)	0.15	0.21	<0.01	<0.01	0.16	<0.01	0.72	<0.01	<0.01
<i>Percentage of public schools that drilled students on the following emergency procedures during the 2021–22 school year:</i>									
Evacuation (C0163)	0.02	0.91	<0.01	<0.01	0.26	<0.01	0.66	<0.01	<0.01
Lockdown (C0165)	0.08	0.91	<0.01	<0.01	0.03	<0.01	0.23	0.01	<0.01
Shelter-in-place (C0167)	0.05	0.82	<0.01	<0.01	0.02	<0.01	0.35	<0.01	<0.01

Table E-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 72 key survey variables: SSOCS:2022–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	Special district flag
<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 2021–22 school year:</i>									
Lack of or inadequate teacher training in classroom management (C0280)	0.23	0.56	0.98	<0.01	0.19	0.10	0.73	<0.01	0.25
Lack of or inadequate alternative placements or programs for disruptive students (C0282)	0.12	0.02	<0.01	0.34	0.93	0.23	0.02	<0.01	0.01
Likelihood of complaints from parents (C0284)	0.48	0.25	0.74	0.09	0.03	0.59	0.02	0.02	0.85
Lack of teacher support for school policies (C0286)	0.28	0.27	0.77	0.01	0.06	0.32	0.16	0.24	0.06
Lack of parental support for school policies (C0288)	0.55	0.07	0.08	0.01	0.23	0.20	0.34	<0.01	0.70
Teachers’ fear of student retaliation (C0290)	0.48	0.80	0.50	0.76	0.32	0.26	0.24	0.46	0.48
Fear of litigation (C0292)	0.76	0.70	0.10	0.73	0.13	0.36	0.04	0.57	0.22
Inadequate funds (C0294)	0.02	0.01	0.01	0.04	0.60	<0.01	0.15	0.01	0.01
Inconsistent application of school policies by faculty or staff (C0296)	0.26	<0.01	0.11	0.01	0.05	0.27	0.51	0.02	0.37
<i>Percentage of public schools where a mental health professional was available to students for the following services during the 2021–22 school year:</i>									
Diagnostic assessment for mental health disorders (C0661, C0663, or C0665)	0.01	<0.01	0.21	0.04	<0.01	<0.01	0.41	0.71	<0.01
Treatment for mental health disorders (C0667, C0669, or C0671)	0.85	<0.01	0.07	<0.01	<0.01	0.58	0.98	0.12	<0.01
<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 2021–22 school year:</i>									
Inadequate access to licensed mental health professionals (C0674)	<0.01	0.63	<0.01	<0.01	<0.01	<0.01	0.14	<0.01	<0.01
Inadequate funding (C0676)	<0.01	0.88	<0.01	<0.01	<0.01	<0.01	0.05 ¹	<0.01	<0.01
Potential legal issues for school or district (C0678)	0.29	0.38	0.39	0.67	0.04	0.02	0.28	0.47	0.94
Concerns about reactions from parents (C0681)	0.44	0.69	0.28	0.07	0.49	0.04	0.29	0.14	0.99
Lack of community support for providing mental health services to students (C0682)	0.07	0.23	0.10	0.75	0.03	0.01	0.19	0.05 ¹	0.16
Written or unwritten policies regarding the school’s requirement to pay for the diagnostics assessment or treatment of students (C0684)	0.44	0.18	0.42	0.56	<0.01	0.02	0.11	0.53	0.99
Reluctance to label students with mental health disorders to avoid stigmatizing the child (C0686)	0.05 ¹	0.26	<0.01	0.87	<0.01	<0.01	0.34	0.64	0.82

Table E-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 72 key survey variables: SSOCS:2022–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	Special district flag
<i>Percentage of public schools having any sworn law enforcement officer present at least once a week in or around the school at the following times during the 2021–22 school year:</i>									
Presence of sworn law enforcement officer at least once a week (C0610)	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	0.38	<0.01	<0.01
While students were arriving or leaving (C0614)	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	0.36	<0.01	<0.01
At selected school activities (C0616)	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	0.13	<0.01	<0.01
When school or school activities were not occurring (C0618)	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	0.84	0.03	<0.01

‡ A chi-square test was not performed due to insufficient observations in one or more cells

¹ Not significant. The *p* value is between .05 and .055 and was rounded down to .05.

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, 2021–22 School Survey on Crime and Safety (SSOCS:2022).

Table E-B. Comparison of eligible sample and respondents, by school characteristics: SSOCS:2022

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	23.2	25.3	8.5*	23.2	#
300-499	30.5	31.3	2.4	30.5	#
500-999	35.8	34.6	-3.6*	35.8	#
1,000 or more	10.5	8.8	-18.8*	10.5	#
School level¹					
Elementary	60.0	59.5	-0.9	60.0	#
Middle	17.8	17.9	0.5	17.8	0.1
High/secondary	19.9	20.2	1.7	19.9	#
Combined/other	2.3	2.4	3.9	2.3	-0.1
Locale					
City	27.9	23.1	-20.7*	27.9	#
Suburb	32.6	31.2	-4.4	32.6	#
Town	12.5	14.6	14.1*	12.5	#
Rural	27.0	31.1	13.2*	27.0	#
Percent White, non-Hispanic enrollment					
More than 95 percent	4.8	5.3	9.8	4.5	-4.8
More than 80 to 95 percent	20.6	24.8	16.9*	22.2	7.1*
More than 50 to 80 percent	27.2	28.4	4.5	27.6	1.5
50 percent or less	47.4	41.4	-14.4*	45.7	-3.9*
Region					
Northeast	16.6	16.2	-2.5	16.8	1.0
Midwest	23.7	25.8	8.3*	23.7	#
South	35.4	33.8	-5.0*	35.0	-1.2
West	24.3	24.2	-0.3	24.6	1.0
Number of full-time-equivalent (FTE) teaching staff					
Less than 29	47.8	51.4	7.0*	48.4	1.3
29 to less than 45	29.4	28.6	-2.8	28.9	-1.8
45 to less than 70	14.9	13.6	-9.5*	15.0	1.2
70 or more	7.9	6.4	-23.8*	7.7	-3.5
Student-to-FTE teaching staff ratio					
Less than 12	16.3	15.9	-2.5	15.1	-8.0*
12 through 16	40.5	41.4	2.0	41.4	2.2
More than 16	43.2	42.7	-1.1	43.5	0.7
Percentage of students eligible for free or reduced-price lunch					
0 to 25 percent	18.5	19.4	4.7	19.3	4.1
More than 25 to 50 percent	26.2	27.4	4.6	26.5	1.1
More than 50 to 75 percent	27.5	28.3	3.0	27.7	0.7
More than 75 percent	27.8	24.8	-12.2*	26.5	-4.8

**Table E-B. Comparison of eligible sample and respondents, by school characteristics: SSOCS:2022–
Continued**

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)
Special district flag					
Special district	19.2	11.7	-63.7*	-45.4	-45.4*
Not a special district	80.8	88.3	8.5*	6.9	6.9*

Rounds to zero.

* Statistically significant difference ($p \leq .05$).

¹ Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

Note: The mean/median estimated percent relative bias from this table (calculated by taking the absolute value of the mean/median of each of the relative difference columns) might be slightly different from those in table E-6 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Table E-C. Comparison of key estimates for low-propensity fifth and balance of interviewed sample: SSOCS:2022

Key estimate	Before weighting adjustment (base weighted)				After weighting adjustment (final weighted)			
	Low-propensity fifth estimate	Balance of sample estimate	Difference	p value ¹	Low-propensity fifth estimate	Balance of sample estimate	Difference ²	p value ¹
Percentage of public schools reporting at least one occurrence of the following incidents during the 2021-22 school year:								
Rape or attempted rape (C0310)	1.6	0.9	0.7	0.25	1.6	0.9	0.7	0.17
Sexual assault other than rape (C0314)	9.9	5.7	4.2	0.02*	11.0	5.7	5.3	<0.01*
Robbery with a weapon (C0318)	1.1	0.3	0.8	0.02*	1.3	0.3	1.0	0.01*
Robbery without a weapon (C0322)	6.7	3.2	3.5	<0.01*	7.3	3.1	4.2	<0.01*
Physical attack or fight with a weapon (C0326)	6.9	3.6	3.3	0.03*	7.3	3.7	3.6	0.02*
Physical attack or fight without a weapon (C0330)	65.3	59.4	5.9	0.10	67.1	60.0	7.1	0.04*
Threat of a physical attack with a weapon (C0334)	12.8	9.0	3.7	0.06	13.1	9.2	3.9	0.05*
Threat of a physical attack without a weapon (C0338)	35.4	34.5	0.9	0.75	36.3	34.9	1.3	0.64
Theft/larceny (C0342)	19.8	19.6	0.2	0.93	21.1	20.0	1.1	0.61
Possession of a firearm or explosive device (C0346)	5.5	3.1	2.4	<0.01*	6.3	3.3	3.0	<0.01*
Possession of a knife or sharp object (C0350)	35.1	31.2	3.8	0.21	36.5	31.8	4.7	0.11
The distribution, possession, or use of illegal drugs (C0354)	32.8	27.6	5.2	0.05 ³	35.9	27.8	8.0	<0.01*
The inappropriate distribution, possession, or use of prescription drugs (C0355)	7.8	5.9	1.9	0.09	8.7	5.9	2.9	0.02*
The distribution, possession, or use of alcohol (C0358)	12.9	11.0	1.9	0.13	14.1	11.3	2.8	0.03*
Vandalism (C0362)	37.5	34.9	2.6	0.39	38.5	35.3	3.2	0.27
Hate crime (C0690)	3.2	3.4	-0.2	0.83	3.3	3.5	-0.2	0.85
Percentage of public schools reporting a daily or at least once-per-week occurrence of the following problems during the 2021-22 school year:								
Student racial/ethnic tensions (C0374)	4.1	4.7	-0.6	0.54	4.5	4.8	-0.3	0.78
Student bullying (C0376)	14.7	13.9	0.8	0.75	14.9	14.2	0.8	0.74
Student sexual harassment of other students (C0378)	1.3	1.6	-0.2	0.67	1.5	1.7	-0.2	0.73
Student harassment of other students based on sexual orientation (C0381)	1.3	2.0	-0.8	0.12	1.5	2.1	-0.6	0.25
Student harassment of other students based on gender identity (C0383)	1.1	1.7	-0.6	0.19	1.2	1.7	-0.4	0.36
Student harassment of others based on religion (C0385)	#	0.2	-0.2	<0.01*	#	0.3	-0.3	<0.01*
Student harassment of others based on disability (C0387)	0.8	0.9	#	0.94	0.9	0.9	#	0.97
Widespread disorder in classrooms (C0382)	5.3	4.7	0.6	0.71	5.4	4.9	0.5	0.76
Student verbal abuse of teachers (C0380)	8.1	6.9	1.2	0.43	8.8	7.3	1.5	0.39
Student acts of disrespect for teachers other than verbal abuse (C0384)	15.5	13.7	1.8	0.46	16.2	14.2	2.1	0.39
Gang activities (C0386)	1.5	0.6	0.9	0.03*	1.8	0.6	1.2	0.01*
Cyberbullying among students (C0389)	14.8	15.6	-0.8	0.68	15.4	15.7	-0.2	0.90
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 2021-22 school year:								
Removals without continuing services for at least the remainder of the school year (C0470)	1.3	1.0	0.3	0.70	1.3	1.0	0.3	0.69
Transfers to alternative schools (C0472)	6.7	3.7	3.0	0.02*	7.5	3.9	3.6	0.01*

Table E-C. Comparison of key estimates for low-propensity fifth and balance of interviewed sample: SSOCS:2022–Continued

Key estimate	Before weighting adjustment (base weighted)				After weighting adjustment (final weighted)			
	Low-propensity fifth estimate	Balance of sample estimate	Difference	p value ¹	Low-propensity fifth estimate	Balance of sample estimate	Difference ²	p value ¹
Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (C0474)	11.1	7.5	3.6	0.05 ³	11.8	7.8	4.1	0.03*
Other disciplinary action (C0476)	11.2	9.3	1.9	0.39	11.4	9.5	1.8	0.40
Percentage of public schools reporting having any activities that included the following components for students during the 2021–22 school year:								
Prevention curriculum, instruction, or training for students (C0174)	95.6	88.6	7.0	<0.01*	95.6	88.9	6.7	<0.01*
Social emotional learning (SEL) for students (C0183)	98.2	93.6	4.6	<0.01*	98.1	94.0	4.1	<0.01*
Behavioral or behavior modification intervention for students (C0176)	95.5	93.5	2.0	0.17	95.5	93.9	1.6	0.26
Individual attention, mentoring, tutoring, or coaching of students by adults (C0181)	91.5	88.9	2.6	0.18	91.6	89.3	2.3	0.23
Student involvement in peer mediation (C0175)	57.2	41.8	15.5	<0.01*	57.7	42.6	15.1	<0.01*
Student court to address student conduct problems or minor offenses (C0177)	9.8	7.9	1.9	0.29	10.3	8.0	2.2	0.22
Student involvement in restorative circles (C0179)	74.2	54.7	19.4	<0.01*	74.8	56.1	18.7	<0.01*
Programs to promote a sense of community or social integration among students (C0186)	89.3	75.8	13.4	<0.01*	89.5	76.7	12.7	<0.01*
Percentage of public schools with a written plan for the following crisis situations during the 2021–22 school year:								
Active shooter (C0155)	97.9	96.0	2.0	0.04*	97.7	95.9	1.7	0.11
Natural disasters (C0158)	94.6	96.2	-1.6	0.32	94.2	96.1	-1.9	0.24
Hostages (C0162)	57.6	56.2	1.5	0.61	57.7	56.1	1.6	0.57
Bomb threats or incidents (C0166)	95.2	92.0	3.2	0.06	94.9	92.0	3.0	0.09
Chemical, biological, or radiological threats or incidents (C0170)	75.4	71.7	3.7	0.26	74.6	72.0	2.7	0.43
Suicide threat or incident (C0169)	97.4	93.0	4.5	<0.01*	97.4	93.2	4.2	<0.01*
Post-crisis reunification of students with their families (C0157)	94.0	88.5	5.5	<0.01*	93.7	88.8	4.8	0.01*
Percentage of public schools that drilled students on the following emergency procedures during the 2021–22 school year:								
Evacuation (C0163)	93.5	92.8	0.7	0.68	93.5	92.9	0.5	0.75
Lockdown (C0165)	96.2	95.1	1.1	0.47	96.3	95.3	1.0	0.49
Shelter-in-place (C0167)	95.3	92.8	2.5	0.11	95.5	93.0	2.5	0.11
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 2021–22 school year:								
Lack of or inadequate teacher training in classroom management (C0280)	9.4	6.4	3.0	0.12	9.8	6.6	3.2	0.10
Lack of or inadequate alternative placements or programs for disruptive students (C0282)	36.9	28.8	8.1	0.02*	36.6	28.8	7.8	0.03*
Likelihood of complaints from parents (C0284)	8.9	5.6	3.3	0.05 ³	8.9	5.7	3.2	0.06
Lack of teacher support for school policies (C0286)	7.8	2.9	4.9	0.01*	7.9	3.1	4.8	0.01*
Lack of parental support for school policies (C0288)	12.1	8.5	3.6	0.09	12.5	8.6	3.9	0.08
Teachers' fear of student retaliation (C0290)	7.5	3.8	3.8	0.03*	7.7	3.8	3.9	0.03*
Fear of litigation (C0292)	9.2	7.6	1.6	0.42	9.5	7.6	1.8	0.35

Table E-C. Comparison of key estimates for low-propensity fifth and balance of interviewed sample: SSOCS:2022–Continued

Key estimate	Before weighting adjustment (base weighted)				After weighting adjustment (final weighted)			
	Low-propensity fifth estimate	Balance of sample estimate	Difference	p value ¹	Low-propensity fifth estimate	Balance of sample estimate	Difference ²	p value ¹
Out-of-school suspensions lasting more than 5 days, but less than the remainder of the school year (CO474)	11.1	7.5	3.6	0.05 ³	11.8	7.8	4.1	0.03*
Other disciplinary action (CO476)	11.2	9.3	1.9	0.39	11.4	9.5	1.8	0.40
Inadequate funds (CO294)	30.2	26.0	4.1	0.23	29.8	26.0	3.9	0.24
Inconsistent application of school policies by faculty or staff (CO296)	13.4	8.7	4.7	0.04*	13.8	9.0	4.8	0.04*
Percentage of public schools where a mental health professional was available to students for the following services during the 2021–22 school year:								
Diagnostic assessment for mental health disorders (CO661, CO663, or CO665)	56.5	46.6	9.9	0.01*	57.3	47.8	9.5	0.01*
Treatment for mental health disorders (CO667, CO669, or CO671)	39.2	36.9	2.3	0.54	40.1	37.1	3.0	0.40
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 2021–22 school year:								
Inadequate access to licensed mental health professionals (CO674)	39.7	40.0	-0.3	0.93	38.4	39.3	-0.9	0.81
Inadequate funding (CO676)	40.7	39.2	1.5	0.66	39.9	38.8	1.1	0.74
Potential legal issues for school or district (CO678)	16.5	11.4	5.1	0.05*	16.3	11.6	4.7	0.07
Concerns about reactions from parents (CO681)	13.0	8.7	4.3	0.07	12.9	8.8	4.1	0.08
Lack of community support for providing mental health services to students (CO682)	9.6	9.2	0.4	0.85	9.8	9.2	0.6	0.80
Written or unwritten policies regarding the school’s requirement to pay for the diagnostics assessment or treatment of students (CO684)	18.9	12.9	6.0	0.03*	18.8	12.8	6.0	0.02*
Reluctance to label students with mental health disorders to avoid stigmatizing the child (CO686)	12.2	7.7	4.5	0.07	11.9	7.6	4.4	0.06
Percentage of public schools having any sworn law enforcement officer present at least once a week in or around the school at the following times during the 2021–22 school year:								
Presence of sworn law enforcement officer at least once a week (CO610)	39.1	49.9	-10.7	<0.01*	40.8	49.6	-8.8	<0.01*
While students were arriving or leaving (CO614)	35.9	44.3	-8.4	<0.01*	37.7	44.2	-6.5	0.02*
At selected school activities (CO616)	32.8	43.7	-10.9	<0.01*	34.5	43.3	-8.9	<0.01*
When school or school activities were not occurring (CO618)	22.3	26.1	-3.8	0.15	23.4	26.1	-2.7	0.29

Rounds to zero.

* Statistically significant difference ($p \leq .05$).

¹ Based on a two-tailed t distribution with $df=50$, $\alpha = .05$.

² Values in the “Difference” columns are calculated using unrounded values and may differ from apparent differences between rounded values presented in the “Low-propensity fifth estimate” and “Balance of sample estimate” columns in this table.

³ Not significant; p value is between .05 and .055 and was rounded down to .05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS:2022).

**Appendix F. Base-Weighted Item Response
Rates for the 2021-22 School Survey on Crime
and Safety**

Table F-1. Detailed base-weighted item response rates for the 2021-22 school year: SSOCS:2022

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation Method
C0110	School practice require visitor check-in and badges	2687	99.86	DIRECT COPY
C0112	Building access controlled locked/monitored doors	2687	99.75	DIRECT COPY
C0114	Grounds access controlled locked/monitored gates	2687	99.67	DIRECT COPY
C0121	Equip classrooms with locks so that doors are locked from inside	2687	99.81	DIRECT COPY
C0122	Practice to close campus for lunch	2687	99.70	DIRECT COPY
C0138	Provide school lockers to students	2687	99.93	DIRECT COPY
C0139	Silent alarms or panic buttons directly connected to law enforcement	2687	99.77	DIRECT COPY
C0141	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	2687	99.66	DIRECT COPY
C0144	Require faculty and staff to wear badge or picture ID	2687	99.66	DIRECT COPY
C0146	Security camera(s) monitor the school	2687	99.93	DIRECT COPY
C0150	Provide two-way radios to any staff	2687	99.98	DIRECT COPY
C0116	Students pass through metal detectors	2687	99.84	DIRECT COPY
C0120	Have random metal detector checks on students	2687	99.28	DIRECT COPY
C0125	Random sweeps for contraband	2687	99.40	DIRECT COPY
C0129	Require drug testing for students in extracurricular activities	2687	99.68	DIRECT COPY
C0134	Require students to wear uniforms	2687	99.89	DIRECT COPY
C0136	Practice to enforce a strict dress code	2687	99.70	DIRECT COPY
C0140	Require clear book bags or ban book bags	2687	99.56	DIRECT COPY
C0143	Provide a structured anonymous threat reporting system	2687	99.59	DIRECT COPY
C0142	Require students to wear badge or picture ID	2687	99.09	DIRECT COPY
C0153	Prohibit non-academic use of cell phones or smartphones during school hours	2687	99.86	DIRECT COPY
C0155	Written plan for active shooter	2687	99.83	DIRECT COPY
C0158	Written plan for natural disasters	2687	99.78	DIRECT COPY
C0162	Written plan for hostages	2687	99.81	DIRECT COPY
C0166	Written plan for bomb threats or incidents	2687	99.88	DIRECT COPY
C0170	Written plan for chemical, biological, or radiological threats	2687	99.62	DIRECT COPY
C0169	Written plan for suicide threats or incidents	2687	99.73	DIRECT COPY
C0157	Written plan for post-crisis reunification of students with their families	2687	99.87	DIRECT COPY
C0163	Drilled students on plan for evacuation	2687	99.85	DIRECT COPY
C0165	Drilled students on plan for lockdown	2687	99.85	DIRECT COPY
C0167	Drilled students on plan for shelter-in-place	2687	99.83	DIRECT COPY
C0800	Formal plan for pandemic disease	2687	99.96	DIRECT COPY
C0801	Formal plan for pandemic disease before coronavirus pandemic	2687	99.97	DIRECT COPY
C0802	Regular symptom screening of students	2687	99.93	DIRECT COPY
C0803	Regular symptom screening of staff	2687	99.61	DIRECT COPY
C0804	Personal protective equipment for students	2687	99.80	DIRECT COPY
C0805	Personal protective equipment for staff	2687	99.64	DIRECT COPY
C0806	Sanitization of frequently touched surfaces	2687	99.64	DIRECT COPY
C0807	Measures to reduce viral transmission	2687	99.78	DIRECT COPY
C0808	Social distancing of students	2687	99.76	DIRECT COPY
C0809	Reduction of in-person class size	2687	99.61	DIRECT COPY
C0810	Suspension of outdoor activities	2687	99.70	DIRECT COPY
C0811	Suspension of indoor activities	2687	99.89	DIRECT COPY
C0812	Reduction in shared materials	2687	99.52	DIRECT COPY
C0813	Reduction of self-serve food or drink	2687	99.65	DIRECT COPY
C0814	Alternate eating/drinking spaces	2687	99.52	DIRECT COPY
C0815	Increased handwashing and sanitizing accessibility	2687	99.44	DIRECT COPY
C0816	Contact tracing	2687	99.50	DIRECT COPY
C0817	Visitor and volunteer system	2687	99.93	DIRECT COPY

**Table F-1. Detailed base-weighted item response rates for the 2021-22 school year: SSOCS:2022–
Continued**

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation Method
C0818	Increased social and emotional support for students	2687	99.85	DIRECT COPY
C0819	Increased social and emotional support for staff	2687	99.85	DIRECT COPY
C0820	Security drills–Discussion	2687	99.76	DIRECT COPY
C0821	Security drills–Social distancing measures	2687	99.75	DIRECT COPY
C0822	Security drills–Social-emotional or trauma supports	2687	99.91	DIRECT COPY
C0823	Site assessment evaluation	2687	99.12	DIRECT COPY
C0174	Prevention curriculum/instruction/training	2687	99.71	DIRECT COPY
C0183	Social emotional learning for students	2687	99.55	DIRECT COPY
C0176	Behavioral modification for students	2687	99.31	DIRECT COPY
C0181	Individual mentoring/tutoring/coaching by adults	2687	99.50	DIRECT COPY
C0175	Student involvement in peer mediation	2687	99.93	DIRECT COPY
C0177	Student court to address student conduct problems or minor offenses	2687	99.68	DIRECT COPY
C0179	Student involvement in restorative practices	2687	99.80	DIRECT COPY
C0186	Promote sense of community/social integration	2687	99.86	DIRECT COPY
C0600	Have a threat assessment team	2687	99.65	DIRECT COPY
C0604	LGBTQ acceptance group	2687	99.90	DIRECT COPY
C0606	Disability acceptance group	2687	99.77	DIRECT COPY
C0608	Cultural or religious diversity acceptance group	2687	99.78	DIRECT COPY
C0190	Formal process to obtain parental input	2687	99.79	DIRECT COPY
C0192	Provide training or assistance to parents	2687	99.74	DIRECT COPY
C0204	Community involvement–parent groups	2687	99.49	DIRECT COPY
C0206	Community involvement–social services	2687	99.72	DIRECT COPY
C0208	Community involvement–juvenile justice	2687	99.50	DIRECT COPY
C0210	Community involvement–law enforcement	2687	99.67	DIRECT COPY
C0212	Community involvement–mental health	2687	99.50	DIRECT COPY
C0214	Community involvement–civic organizations	2687	99.61	DIRECT COPY
C0216	Community involvement–businesses	2687	99.65	DIRECT COPY
C0218	Community involvement–religious organizations	2687	99.46	DIRECT COPY
C0610	Sworn law enforcement officers at school	2687	100.00	NONE
C0614	Sworn law enforcement officers while students arriving or leaving	1621	99.69	DIRECT COPY
C0616	Sworn law enforcement officers present at school activities	1621	99.54	DIRECT COPY
C0618	Sworn law enforcement officers present when school/school activities were not occurring	1621	99.93	DIRECT COPY
C0621	Sworn law enforcement officers carry physical restraints	1621	99.07	DIRECT COPY
C0622	Sworn law enforcement officers carry chemical sprays	1621	99.27	DIRECT COPY
C0624	Sworn law enforcement officers carry firearms	1621	99.41	DIRECT COPY
C0626	Sworn law enforcement officers wear a body camera	1621	99.44	DIRECT COPY
C0628	Sworn law enforcement officers participate in traffic control	1621	99.36	DIRECT COPY
C0630	Sworn law enforcement officers participate in patrol	1621	98.94	DIRECT COPY
C0632	Sworn law enforcement officers participate in discipline	1621	99.19	DIRECT COPY
C0636	Sworn law enforcement officers participate in solving school problems	1621	98.74	DIRECT COPY
C0638	Sworn law enforcement officers participate in prevention training	1621	99.05	DIRECT COPY
C0640	Sworn law enforcement officers participate in student mentoring	1621	99.10	DIRECT COPY
C0642	Sworn law enforcement officers participate in teaching law-related courses	1621	99.22	DIRECT COPY
C0644	Sworn law enforcement officers participate in recording or reporting discipline problems	1621	99.18	DIRECT COPY
C0646	Sworn law enforcement officers participate in providing legal definitions	1621	99.10	DIRECT COPY
C0650	Formalized policies for sworn law enforcement officers	1621	99.11	DIRECT COPY
C0652	Policies for sworn law enforcement officers include student discipline	1276	98.40	DIRECT COPY/CLERICAL

**Table F-1. Detailed base-weighted item response rates for the 2021-22 school year: SSOCS:2022–
Continued**

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation Method
C0654	Policies for sworn law enforcement officers include use of restraints or sprays	1276	98.43	DIRECT COPY
C0656	Policies for sworn law enforcement officers include use of firearms	1276	98.20	DIRECT COPY/CLERICAL
C0658	Policies for sworn law enforcement officers include making arrests	1276	97.79	DIRECT COPY/CLERICAL
C0660	Policies for sworn law enforcement officers include reporting of offenses	1276	98.45	DIRECT COPY/CLERICAL
C0236	# of full-time School Resource Officers	1621	98.29	RATIO/CLERICAL
C0238	# of part-time School Resource Officers	1621	98.08	RATIO
C0240	# of full-time sworn law enforcement officers—not SROs	1621	94.10	RATIO
C0242	# of part-time sworn law enforcement officers—not SROs	1621	93.85	RATIO
C0232	# of full-time security officers	2687	97.26	RATIO
C0234	# of part-time security officers	2687	97.99	RATIO
C0661	Diagnostic mental health assessment for mental disorders	2687	99.89	DIRECT COPY
C0663	Diagnostic mental health assessment at school by school-employed or contracted mental health professional	1504	99.64	DIRECT COPY
C0665	Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional	1504	98.49	DIRECT COPY
C0667	Treatment to students for mental health disorders	2687	99.73	DIRECT COPY
C0669	Treatment at school by school-employed or contracted mental health professional	1110	98.66	DIRECT COPY
C0671	Treatment outside of school by school-employed or contracted mental health professional	1110	97.94	DIRECT COPY
C0674	Inadequate access to professionals limits mental health efforts	2687	99.08	DIRECT COPY
C0676	Inadequate funding limits mental health efforts	2687	98.90	DIRECT COPY
C0678	Potential legal issues limit mental health efforts	2687	98.52	DIRECT COPY
C0681	Concerns about reactions from parents limit mental health efforts	2687	98.84	DIRECT COPY
C0682	Lack of community support limits mental health efforts	2687	98.61	DIRECT COPY
C0684	Payment policies limit mental health efforts	2687	98.46	DIRECT COPY
C0686	Reluctance to label students limits efforts to provide mental health efforts	2687	98.32	DIRECT COPY
C0266	Teacher training—classroom management	2687	99.52	DIRECT COPY
C0268	Teacher training—discipline policies related to violence	2687	99.35	DIRECT COPY
C0265	Teacher training—discipline policies related to cyberbullying	2687	99.39	DIRECT COPY
C0267	Teacher training—discipline policies related to bullying	2687	98.78	DIRECT COPY
C0269	Teacher training—alcohol/drug discipline policy	2687	99.19	DIRECT COPY
C0270	Teacher training—safety procedures	2687	99.41	DIRECT COPY
C0272	Teacher training—early warning signs for violent behavior	2687	99.42	DIRECT COPY
C0278	Teacher training—signs of self-harm or suicidal tendencies	2687	99.41	DIRECT COPY
C0271	Teacher training—intervention and referral strategies	2687	99.20	DIRECT COPY
C0273	Teacher training—recognize bullying behavior	2687	99.36	DIRECT COPY
C0274	Teacher training—student alcohol/drug abuse	2687	99.15	DIRECT COPY
C0276	Teacher training—positive behavioral intervention	2687	99.43	DIRECT COPY
C0277	Teacher training—crisis prevention and intervention	2687	99.46	DIRECT COPY
C0279	Legally carried a firearm	2687	99.52	DIRECT COPY
C0280	Efforts limited by inadequate/lack of teacher training	2687	98.89	DIRECT COPY
C0282	Efforts limited by inadequate/lack of alternative placement	2687	98.84	DIRECT COPY
C0284	Efforts limited by parental complaints	2687	98.66	DIRECT COPY
C0286	Efforts limited by inadequate/lack of teacher support	2687	98.78	DIRECT COPY
C0288	Efforts limited by inadequate/lack of parent support	2687	98.55	DIRECT COPY
C0290	Efforts limited by fear of student retaliation	2687	98.54	DIRECT COPY
C0292	Efforts limited by fear of litigation	2687	98.73	DIRECT COPY
C0294	Efforts limited by inadequate funds	2687	98.46	DIRECT COPY

**Table F-1. Detailed base-weighted item response rates for the 2021-22 school year: SSOCS:2022–
Continued**

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation Method
C0296	Efforts limited by inconsistent application of policies	2687	98.81	DIRECT COPY
C0310	# of rapes/attempted rapes–total	2687	99.87	RATIO
C0312	# of rapes/attempted rapes reported to sworn law enforcement	2687	99.96	RATIO
C0314	# of sexual assaults other than rape–total	2687	99.70	RATIO
C0316	# of sexual assaults other than rape reported to sworn law enforcement	2687	99.87	RATIO
C0318	# of robberies with weapon–total	2687	99.87	RATIO
C0320	# of robberies with weapon reported to sworn law enforcement	2687	99.97	RATIO
C0322	# of robberies without weapon–total	2687	99.44	RATIO
C0324	# of robberies without weapon reported to sworn law enforcement	2687	99.70	RATIO
C0326	# of attacks with weapon–total	2687	90.20	RATIO/CLERICAL
C0328	# of attacks with weapon reported to sworn law enforcement	2687	91.15	RATIO
C0330	# of attacks without weapon–total	2687	89.88	RATIO/CLERICAL
C0332	# of attacks without weapon reported to sworn law enforcement	2687	88.03	RATIO/CLERICAL
C0334	# of threats of attack with weapon–total	2687	99.57	RATIO
C0336	# of threats of attack with weapon reported to sworn law enforcement	2687	99.27	RATIO
C0338	# of threats of attack without weapon–total	2687	98.93	RATIO
C0340	# of threats of attack without weapon reported to sworn law enforcement	2687	97.19	RATIO/CLERICAL
C0342	# of incidents theft/larceny–total	2687	99.52	RATIO
C0344	# of incidents theft/larceny reported to sworn law enforcement	2687	98.70	RATIO/CLERICAL
C0346	# of possession of firearms–total	2687	99.12	RATIO/CLERICAL
C0348	# of possession of firearms reported to sworn law enforcement	2687	99.52	RATIO
C0350	# of possession knife/sharp object–total	2687	99.66	RATIO
C0352	# of possession knife/sharp object reported to sworn law enforcement	2687	97.95	RATIO/CLERICAL
C0354	# of distribution, possession, or use of drugs–total	2687	97.34	RATIO/CLERICAL
C0356	# of distribution, possession, or use of drugs reported to sworn law enforcement	2687	96.31	RATIO/CLERICAL
C0355	# of distribution, possession, or use of prescription drugs–total	2687	99.57	RATIO
C0357	# of distribution, possession, or use of prescription drugs reported to sworn law enforcement	2687	99.70	RATIO/CLERICAL
C0358	# of distribution, possession, or use of alcohol–total	2687	98.27	RATIO
C0360	# of distribution, possession, or use of alcohol reported to sworn law enforcement	2687	97.93	RATIO/CLERICAL
C0362	# of incidents of vandalism–total	2687	99.65	RATIO
C0364	# of incidents of vandalism reported to sworn law enforcement	2687	98.26	RATIO/CLERICAL
C0690	# of hate crimes	2687	99.70	RATIO
C0692	Hate crimes motivated by bias against race	151	98.99	DIRECT COPY
C0694	Hate crimes motivated by bias against national origin or ethnicity	151	99.42	DIRECT COPY
C0696	Hate crimes motivated by bias against sex	151	99.42	DIRECT COPY
C0698	Hate crimes motivated by bias against religion	151	99.06	DIRECT COPY/CLERICAL
C0700	Hate crimes motivated by bias against disability	151	98.78	DIRECT COPY
C0702	Hate crimes motivated by bias against sexual orientation	151	100.00	NONE
C0704	Hate crimes motivated by bias against gender identity	151	98.31	DIRECT COPY
C0705	Any incidents of sexual misconduct	2687	99.92	DIRECT COPY
C0688	Number of arrests at school (categorical)	2687	99.62	DIRECT COPY
C0374	How often student racial/ethnic tensions	2687	99.81	DIRECT COPY
C0376	How often student bullying	2687	99.53	DIRECT COPY
C0378	How often student sexual harassment of students	2687	99.50	DIRECT COPY
C0381	How often student harassment based on sexual orientation	2687	99.82	DIRECT COPY
C0383	How often student harassment based on gender identity	2687	99.55	DIRECT COPY

**Table F-1. Detailed base-weighted item response rates for the 2021-22 school year: SSOCS:2022–
Continued**

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation Method
C0385	How often student harassment based on religion	2687	99.34	DIRECT COPY
C0387	How often student harassment based on disability	2687	99.62	DIRECT COPY
C0382	How often widespread disorder in classroom	2687	99.63	DIRECT COPY
C0380	How often student verbal abuse of teachers	2687	99.41	DIRECT COPY
C0384	How often student acts of disrespect for teachers—not verbal abuse	2687	99.56	DIRECT COPY
C0386	How often student gang activities	2687	99.94	DIRECT COPY
C0389	How often cyberbullying among students	2687	99.93	DIRECT COPY
C0390	Removal with no services available	2687	99.71	DIRECT COPY
C0392	Removal with no services available—action used	976	99.94	DIRECT COPY
C0394	Removal with tutoring/home instruction available	2687	99.33	DIRECT COPY
C0396	Removal with tutoring/home instruction available—action used	1228	97.03	DIRECT COPY
C0398	Transfer to alternative school available	2687	99.60	DIRECT COPY
C0400	Transfer to alternative school available—action used	1822	99.83	DIRECT COPY
C0402	Transfer to regular school available	2687	99.26	DIRECT COPY
C0404	Transfer to regular school available—action used	906	97.79	DIRECT COPY
C0406	Outside suspension with no services available	2687	96.74	DIRECT COPY/CLERICAL
C0408	Outside suspension with no services available—action used	1007	94.48	DIRECT COPY/CLERICAL
C0410	Outside suspension with services available	2687	98.44	DIRECT COPY/CLERICAL
C0412	Outside suspension with services available—action used	2280	89.95	DIRECT COPY/CLERICAL
C0414	In-school suspension with no services available	2687	98.96	DIRECT COPY
C0416	In-school suspension with no services available—action used	516	96.83	DIRECT COPY/CLERICAL
C0418	In-school suspension with services available	2687	99.43	DIRECT COPY
C0420	In-school suspension with services available—action used	2183	94.30	DIRECT COPY
C0422	Referral to school counselor available	2687	99.37	DIRECT COPY
C0424	Referral to school counselor available—action used	2452	96.53	DIRECT COPY
C0426	In-school disciplinary program available	2687	99.09	DIRECT COPY
C0428	In-school disciplinary program available—action used	1451	97.82	DIRECT COPY
C0430	Outside school disciplinary program available	2687	99.09	DIRECT COPY
C0432	Outside school disciplinary program available—action used	865	97.81	DIRECT COPY
C0434	Loss of bus privileges for misbehavior available	2687	99.12	DIRECT COPY
C0436	Loss of bus privileges for misbehavior available—action used	2228	97.20	DIRECT COPY
C0438	Corporal punishment available	2687	98.97	DIRECT COPY
C0440	Corporal punishment available—action used	156	96.93	DIRECT COPY/CLERICAL
C0442	School probation available	2687	98.56	DIRECT COPY
C0444	School probation available—action used	1343	96.79	DIRECT COPY
C0446	Detention/Saturday school available	2687	98.78	DIRECT COPY
C0448	Detention/Saturday school available—action used	1913	96.81	DIRECT COPY
C0450	Loss of student privileges available	2687	99.04	DIRECT COPY
C0452	Loss of student privileges available—action used	2555	95.44	DIRECT COPY
C0454	Require community service available	2687	99.06	DIRECT COPY
C0456	Require community service available—action used	862	96.73	DIRECT COPY/ CLERICAL
C0458	# students involved in use/possession firearm/explosive device—total	2687	100.00	NONE
C0462	# of transfers for firearm use/possession	153	100.00	NONE
C0464	# of suspensions for firearm use/possession	153	98.95	DIRECT COPY/CLERICAL
C0466	# of other actions for firearm use/possession	153	98.95	DIRECT COPY/CLERICAL
C0468	# of students involved in use/possession weapon (other than firearm/explosive device)—total	2687	99.10	DIRECT COPY
C0470	# of removals for non-firearm weapon use	736	99.89	DIRECT COPY

Table F-1. Detailed base-weighted item response rates for the 2021-22 school year: SSOCs:2022—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation Method
C0472	# of transfers for non-firearm weapon use	736	99.51	DIRECT COPY/CLERICAL
C0474	# of suspensions for non-firearm weapon use	736	98.72	DIRECT COPY/CLERICAL
C0476	# of other actions for non-firearm weapon use	736	98.10	DIRECT COPY/CLERICAL
C0478	# students involved in distribution/possession/use illegal drugs—total	2687	97.50	DIRECT COPY
C0480	# of removals for distribution/possession/use illegal drugs	1289	99.54	DIRECT COPY/CLERICAL
C0482	# of transfers for distribution/possession/use illegal drugs	1289	98.70	DIRECT COPY/CLERICAL
C0484	# of suspensions for distribution/possession/use illegal drugs	1289	96.26	DIRECT COPY/CLERICAL
C0486	# of other actions for distribution/possession/use illegal drugs	1289	95.27	DIRECT COPY/CLERICAL
C0488	# of students involved in distribution/possession/use alcohol—total	2687	99.99	DIRECT COPY
C0490	# of removals for distribution/possession/use alcohol	582	99.31	DIRECT COPY/CLERICAL
C0492	# of transfers for distribution/possession/use alcohol	582	98.63	DIRECT COPY/CLERICAL
C0494	# of suspensions for distribution/possession/use alcohol	582	97.87	DIRECT COPY/CLERICAL
C0496	# of other actions for distribution/possession/use alcohol	582	98.13	DIRECT COPY/CLERICAL
C0498	# students involved in attacks/fights—total	2687	97.11	DIRECT COPY
C0500	# of removals for attacks/fights	2048	99.59	DIRECT COPY/CLERICAL
C0502	# of transfers for attacks/fights	2048	98.87	DIRECT COPY/CLERICAL
C0504	# of suspensions for attacks/fights	2048	96.66	DIRECT COPY/CLERICAL
C0506	# of other actions for attacks/fights	2048	95.40	DIRECT COPY/CLERICAL
C0518	# of removals with no service—total	2687	98.77	RATIO/CLERICAL
C0520	# of transfers to alternative school—total	2687	97.98	RATIO/CLERICAL
C0564	School type	2687	100.00	NONE
C0565_ ORIGINAL	Verbatim responses—school type	48	100.00	NONE
C0024-C0052	Grades offered	2687	98.60	NONE
C0574-C0575	Start date for 2021-22 school year	2687	100.00	NONE
C0576-C0577	End date for 2021-22 school year	2687	100.00	NONE
C0522	Total students	2687	100.00	NONE
C0570	# of students transferred to school	2687	90.02	RATIO
C0572	# of students transferred from school	2687	89.72	RATIO/CLERICAL
C0568	Percent attendance on average day	2687	92.90	DIRECT COPY
C0538	Typical number of classroom changes	2687	93.62	DIRECT COPY
C0524	Percent eligible for free or reduced-price lunch	2687	96.75	DIRECT COPY
C0526	Percent students English language learners	2687	86.93	DIRECT COPY
C0528	Percent children with disabilities	2687	85.73	DIRECT COPY
C0530	Percent male	2687	99.92	DIRECT COPY
C0532	Percent students below 15th percentile standardized tests	2687	79.83	DIRECT COPY
C0534	Percent students likely to go to college	2687	80.39	DIRECT COPY
C0536	Percent students academic achievement important	2687	81.01	DIRECT COPY
C0560	Crime level in area student lives	2687	89.40	DIRECT COPY
C0562	Crime level in area school is located	2687	89.48	DIRECT COPY

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCs:2022).

**Appendix G. Item Nonresponse Bias
Analysis for the 2021-22 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). The item-level nonresponse bias analysis for the 2021-22 School Survey on Crime and Safety (SSOCS:2022) in this appendix 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:2022 sample consists of 4,800 schools, of which 46 were ineligible for the survey and 2,687 completed the survey, yielding a 60.1 percent weighted response rate and a 56.5 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:2022 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:2022 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:2022: C0532, C0534, and C0536.

This appendix 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 to determine whether cases were missing at random. This analysis involved comparing the distributions of school characteristics available from the sampling frame and other SSOCS survey variables between item respondents and nonrespondents. 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 response rate for SSOCS:2022 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.

Two hundred seventy-three¹ 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 more accurately reflect the item responses of respondents.

Table G-1. Details for items with response rates less than 85 percent: SSOCS:2022

Variable name	Variable description	Eligible respondents	Item-level response rates (percent)		
			Weighted with final weights	Weighted with base weights	Unweighted
C0532	Percentage of students below the 15th percentile on standardized tests	2,687	79.9	79.8	79.7
C0534	Percentage of students likely to go to college	2,687	80.6	80.4	81.5
C0536	Percentage of students considering academic achievement important	2,687	81.2	81.0	81.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

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

¹There are 290 survey items in SSOCS:2022, but the 15 subitems of item 41 (C0024-C0052), the 2 subitems of item 42a (C0574 and C0575), and the 2 subitems of item 42b (C0576 and C0577) were each combined together 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 (basic weight) multiplied by the sampling adjustment factor, while the final weight is the base weight adjusted for unit nonresponse and is adjusted to match to externally provided totals.

For items C0532, C0534 and C0536, 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 toward low values for these items, the SSOCS:2022 item estimate will be biased upward; if the missing responses tend toward high values for these items, the SSOCS:2022 item estimate will be biased downward.

Table G-2. Comparison of original and extreme imputed value means for items with response rates less than 85 percent: SSOCS:2022

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
C0532	0	17.58*	0.579	22.00	0.691	100	37.66*	0.957
C0534	0	46.83*	0.830	58.12	0.829	100	66.26*	0.820
C0536	0	55.85*	0.857	68.82	0.668	100	74.69*	0.600

* $p \leq .05$, using a t test of the difference between the low/high value and the original value.

¹s.e. = Standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

In table G-2, there appears to be a greater risk of noticeable downward bias than of noticeable upward bias for item C0532 because the difference between the high estimate and the original estimate is larger than the difference between the low estimate and the original estimate. For items C0534 and C0536, there appears to be a greater risk of noticeable upward bias than of noticeable downward bias because the difference between the high estimate and the original estimate is lower than the difference between the low estimate and the original estimate.

However, this is primarily a function of the moderately skewed nature of these variables, with a small number of schools reporting relatively large values for item C0532 and relatively small values for items C0534 and C0536. While this table shows a worst-case scenario, in practice it is highly unlikely that all item nonrespondents would have reported the highest or lowest value for these variables. Indeed, even if item nonrespondents on average are more likely to provide higher or lower responses, it is likely that many would still be reporting values less extreme than the minimum or maximum. Thus, even if item nonrespondents do tend on average toward higher or lower values of these variables, any downward or upward 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 the answers of item nonrespondents would differ from

those of respondents. However, it is possible to examine how the level of item response differs across school characteristics.

The SSOCS sampling frame includes data for nine school-level characteristic variables across the entire sample. Five of the variables employed in the analysis—enrollment size; school level; locale; percent White, non-Hispanic enrollment; and region—were incorporated directly into the SSOCS:2022 sampling design. The other four variables used in the analysis were number of full-time-equivalent (FTE) teaching staff; student-to-FTE teaching staff ratio; percentage of students eligible for free or reduced-price lunch; and special district flag.

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 89.5 percent, while item C0562 has a weighted item response rate of 89.6 percent. Distributions of these variables were also compared between respondents and nonrespondents to C0532, C0534, and C0536. Item C0560 has four discrete response values, while C0562 has three values.

Percentage of students below the 15th percentile on standardized tests (C0532)

The results of the likelihood-ratio chi-square test for independence, based on each two-way comparison in table G-3, indicate that for item C0532 (percentage of students below the 15th percentile on standardized tests), statistically significant relationships exist between a school's propensity to respond and (1) the special district flag and (2) the perceived level of crime in the school's neighborhood (C0562). Schools not in a special district were less likely to respond to item C0532, while schools with a high perceived level of crime in school's neighborhood and schools in a special district were more likely to respond.

This significant relationship between these two variables (special district flag and perceived level of crime in the school's neighborhood) and responses to item C0532 suggests at least a low risk of item nonresponse bias. However, item C0532 has moderately skewed responses. About 5 percent of responses are zero, about 56 percent of responses are 15 or less, and about 82 percent of the responses are 30 or less among the 2,142 respondents for item C0532. If there is no discernable difference in the way 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-3. Comparison of item respondents and nonrespondents for item C0532 (percentage of students below the 15th percentile on standardized tests): SSOCs:2022

Item description	Percent			Likelihood ratio	<i>p value</i>
	Respondents n=2,142	Nonrespondents n=545	Difference		
Enrollment size					
Less than 300	23.0	23.8	-0.8	2.22	0.53
300-499	29.9	32.9	-3.0		
500-999	36.6	32.6	4.0		
1,000 or more	10.5	10.6	-0.2		
School level¹					
Elementary	60.0	60.0	0.0	3.10	0.38
Middle	18.3	15.9	2.4		
High/secondary	19.4	21.6	-2.2		
Combined/other	2.3	2.5	-0.2		
Locale					
City	28.3	26.2	2.1	0.86	0.83
Suburb	32.3	33.7	-1.4		
Town	12.2	13.8	-1.6		
Rural	27.2	26.3	0.9		
Percent White, non-Hispanic enrollment					
More than 95 percent	4.8	3.4	1.4	1.79	0.62
More than 80 95 percent	22.6	20.8	1.8		
More than 50 to 80 percent	27.1	29.4	-2.2		
50 percent or less	45.4	46.5	-1.0		
Region					
Northeast	16.5	17.6	-1.1	3.66	0.30
Midwest	23.5	24.3	-0.8		
South	36.2	30.4	5.8		
West	23.8	27.7	-3.9		
Number of full-time-equivalent (FTE) teaching staff					
Less than 29	48.5	48.1	0.3	1.36	0.71
29 to less than 45	29.2	27.5	1.7		
45 to less than 70	14.8	15.9	-1.0		
70 or more	7.5	8.5	-1.0		
Student-to-FTE teaching staff ratio					
Less than 12	15.0	15.5	-0.6	2.10	0.35
12 through 16	40.5	45.1	-4.6		
More than 16	44.5	39.3	5.2		
Percentage of students eligible for free or reduced-price lunch					
0 to 25 percent	19.3	19.4	-0.1	0.74	0.86
More than 25 to 50 percent	26.2	27.4	-1.2		
More than 50 to 75 percent	27.5	28.5	-1.0		
More than 75 percent	27.0	24.7	2.3		
Special district flag					
Special district	14.1	9.7	4.4	5.79	0.02*
Not a special district	85.9	90.3	-4.4		

Table G-3. Comparison of item respondents and nonrespondents for item C0532 (percentage of students below the 15th percentile on standardized tests): SSOCS:2022–Continued

Item description	Percent			Likelihood ratio	<i>p value</i>
	Respondents n=2,142	Nonrespondents n=545	Difference		
Perceived level of crime in students' neighborhood					
High	8.5	7.7	0.9	0.26	0.97
Moderate	22.3	22.1	0.3		
Low	57.6	58.7	-1.1		
Students come from areas with very different levels	11.5	11.5	0.0		
Perceived level of crime in school's neighborhood					
High	7.1	2.7	4.4	9.69	0.01*
Moderate	20.2	23.0	-2.8		
Low	72.7	74.2	-1.6		

* Statistically significant difference ($p \leq .05$).

¹ Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Percentage of students likely to go to college (C0534)

The results of the likelihood-ratio chi-square test for independence, based on each two-way comparison in table G-4, indicate that for item C0534 (percentage of students likely to go to college), statistically significant relationships exist between a school's propensity to respond and (1) the special district flag and (2) the perceived level of crime in the school's neighborhood (C0562). Schools not in a special district were less likely to respond to item C0534, while schools with a high perceived level of crime in the school's neighborhood and schools in a special district were more likely to respond.

This significant relationship between these two variables (special district flag and perceived level of crime in the school's neighborhood) and responses to item C0534 suggests at least a low risk of item nonresponse bias. However, item C0534 has moderately skewed responses. About 2 percent of responses are zero, about 50 percent of responses are 64 or less, and about 83 percent of the responses are 85 or less among the 2,189 respondents for item C0534. If there is no discernable difference in the way schools respond to item C0534 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 item C0534 (percentage of students likely to go to college): SSOCS:2022

Item description	Percent			Likelihood ratio	p value
	Respondents n=2,189	Nonrespondents n=498	Difference		
Enrollment size					
Less than 300	22.8	24.5	-1.7	3.92	0.27
300-499	29.7	34.1	-4.4		
500-999	36.7	32.1	4.6		
1,000 or more	10.8	9.3	1.4		
School level¹					
Elementary	59.1	63.8	-4.7	5.51	0.14
Middle	18.4	15.3	3.2		
High/secondary	20.2	18.5	1.8		
Combined/other	2.3	2.5	-0.2		
Locale					
City	28.3	26.0	2.4	0.79	0.85
Suburb	32.6	32.5	0.1		
Town	12.2	13.8	-1.6		
Rural	26.8	27.7	-0.9		
Percent White, non-Hispanic enrollment					
More than 95 percent	4.9	3.2	1.6	1.34	0.72
More than 80 95 percent	22.2	22.2	0.1		
More than 50 to 80 percent	27.6	27.7	-0.1		
50 percent or less	45.3	46.9	-1.6		
Region					
Northeast	16.8	16.8	0.0	2.14	0.54
Midwest	23.3	25.0	-1.7		
South	35.9	31.3	4.6		
West	24.0	26.9	-2.9		
Number of full-time-equivalent (FTE) teaching staff					
Less than 29	47.9	50.2	-2.3	1.68	0.64
29 to less than 45	29.3	27.1	2.2		
45 to less than 70	14.9	15.6	-0.6		
70 or more	7.8	7.1	0.7		
Student-to-FTE teaching staff ratio					
Less than 12	15.1	15.0	0.1	3.01	0.22
12 through 16	40.2	46.6	-6.4		
More than 16	44.7	38.4	6.3		
Percent of students eligible for free or reduced-price lunch					
0 to 25 percent	19.3	19.6	-0.3	0.87	0.83
More than 25 to 50 percent	26.6	25.8	0.8		
More than 50 to 75 percent	27.2	29.6	-2.4		
More than 75 percent	26.9	25.0	1.9		
Special district flag					
Special district	14.0	9.8	4.2	4.93	0.03*
Not a special district	86.0	90.2	-4.2		

Table G-4. Comparison of item respondents and nonrespondents for item C0534 (percentage of students likely to go to college): SSOCS:2022–Continued

Item description	Percent			Likelihood ratio	p value
	Respondents n=2,189	Nonrespondents n=498	Difference		
Perceived level of crime in students' neighborhood					
High	8.4	8.1	0.3	1.06	0.79
Moderate	22.5	21.3	1.2		
Low	57.2	60.5	-3.3		
Students come from areas with very different levels	11.9	10.1	1.8		
Perceived level of crime in school's neighborhood					
High	7.0	3.2	3.8	6.22	0.04*
Moderate	20.4	22.3	-1.9		
Low	72.6	74.5	-1.9		

* Statistically significant difference ($p \leq .05$).

¹ Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Percentage of students considering academic achievement important (C0536)

The results of the likelihood-ratio chi-square test for independence, based on each two-way comparison in table G-5, indicate that for item C0536 (percentage of students considering academic achievement important), statistically significant relationships exist between a school's propensity to respond and the perceived level of crime in the school's neighborhood. Schools with a low perceived level of crime in their neighborhood were less likely to respond to item C0536, while schools with a high perceived level of crime in their neighborhood were more likely to respond.

This significant relationship between this variable (perceived level of crime in the school's neighborhood) and responses to item C0536 suggests at least a low risk of item nonresponse bias. However, item C0536 has moderately skewed responses. About 2 percent of the responses are zero, about 54 percent of the responses are 75 or less, and about 86 percent of the responses are 90 or less among the 2,193 respondents to item C0536. If there is no discernable difference in the way schools respond to item C0536 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 item C0536 (percentage of students considering academic achievement important): SSOCS:2022

Item description	Percent			Likelihood ratio	p value
	Respondents n=2,193	Nonrespondents n=494	Difference		
Enrollment size					
Less than 300	22.9	24.4	-1.5	2.53	0.47
300-499	29.9	33.4	-3.5		
500-999	36.5	32.6	3.9		
1,000 or more	10.7	9.6	1.2		
School level¹					
Elementary	59.4	62.4	-2.9	4.60	0.20
Middle	18.4	15.2	3.2		
High/secondary	19.9	19.7	0.3		
Combined/other	2.2	2.8	-0.6		
Locale					
City	28.2	26.6	1.5	0.45	0.93
Suburb	32.7	32.1	0.6		
Town	12.3	13.6	-1.3		
Rural	26.9	27.6	-0.7		
Percent White, non-Hispanic enrollment					
More than 95 percent	4.8	3.5	1.3	1.02	0.80
More than 80 95 percent	22.4	21.5	0.9		
More than 50 to 80 percent	27.4	28.4	-1.0		
50 percent or less	45.4	46.7	-1.2		
Region					
Northeast	16.8	16.4	0.5	2.74	0.43
Midwest	23.2	25.9	-2.7		
South	36.0	31.0	5.0		
West	24.0	26.8	-2.8		
Number of full-time-equivalent (FTE) teaching staff					
Less than 29	48.2	49.1	-0.8	0.74	0.86
29 to less than 45	29.2	27.6	1.6		
45 to less than 70	14.9	15.8	-1.0		
70 or more	7.7	7.5	0.3		
Student-to-FTE teaching staff ratio					
Less than 12	15.0	15.4	-0.4	3.44	0.18
12 through 16	40.2	46.6	-6.3		
More than 16	44.7	38.0	6.7		
Percentage of students eligible for free or reduced-price lunch					
0 to 25 percent	19.2	19.9	-0.6	1.07	0.78
More than 25 to 50 percent	26.7	25.6	1.1		
More than 50 to 75 percent	27.2	29.8	-2.6		
More than 75 percent	26.9	24.8	2.2		
Special district flag					
Special district	13.8	10.7	3.1	2.49	0.11
Not a special district	86.2	89.3	-3.1		
Perceived level of crime in students' neighborhood					
High	8.4	8.1	0.4	1.75	0.63
Moderate	22.6	21.1	1.5		
Low	57.1	61.1	-4.0		
Students come from areas with very different levels	11.9	9.8	2.2		

Table G-5. Comparison of item respondents and nonrespondents for item C0536 (percentage of students considering academic achievement important): SSOCS:2022–Continued

Item description	Percent			Likelihood ratio	p value
	Respondents n=2,193	Nonrespondents n=494	Difference		
Perceived level of crime in school’s neighborhood					
High	6.9	3.2	3.7	6.45	0.04*
Moderate	20.6	21.5	-0.9		
Low	72.4	75.3	-2.9		

* Statistically significant difference ($p \leq .05$).

¹ Elementary schools enroll students in at least one of grades K through 4, and the number of elementary grades with student enrollment is greater than or equal to the number of middle grades. Middle schools enroll students in at least one of grades 5 through 8, and the number of middle grades with student enrollment is greater than or equal to the number of elementary or high/secondary grades. High/secondary schools enroll students in at least one of grades 9 through 12, and the number of high/secondary grades with student enrollment is greater than or equal to the number of 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, 2021-22 School Survey on Crime and Safety (SSOCS:2022).

Summary

The mean item response rate for SSOCS:2022 was about 98 percent. Of the 273 items examined in this analysis, three items (C0532, C0534, and C0536) had a weighted item response rate lower than 85 percent. These items were examined for potential bias per NCEES 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 one variable (C0532) and lower values in two variables (C0534 and C0536). The likelihood-ratio chi-square test statistics for independence suggest that the missing cases for variables C0532, C0534 and C0536 each have at least a low risk of item nonresponse bias in one or two of the school characteristic variables considered.

Analyses also showed that distributions for these variables were moderately skewed. This leads to the conclusion that if there is no discernable difference in the way schools respond to the three items across the school-level characteristic variables and two selected item variables (C0560 and C0562), 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. Given the unit response rate (60.1 percent) and the lowest base-weighted item response rate, 79.8 percent (corresponding with item C0532), the lowest total response rate for an item is 48.0 percent.

**Appendix H. Detailed Editing Procedures,
By Item for the 2021-22 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
14	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 14=2), all subsequent questions regarding the number and characteristics of sworn law enforcement personnel should have been skipped. All components of items 15 through 17 and item 20 must equal “-1,” which is the code for “legitimate skip.”	If item 14 was not marked “Yes” and the respondent marked “Yes” for any part of items 15, 16, or 17 or entered a nonzero value to any component of item 20, then item 14 was marked as “Yes.”
18	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 19 should have been skipped.	If item 18 was not marked “Yes” but any part of item 19 was marked “Yes,” then item 18 was changed to “Yes.”
22	If the respondent indicated that his/her school did not provide diagnostic mental health assessments to evaluate students for mental health disorders, item 23 should have been skipped.	If item 22 was not marked “Yes” but any part of item 23 was marked “Yes,” then item 22 was changed to “Yes.”
24	If the respondent indicated that his/her school did not provide treatment to students for mental health disorders, item 25 should have been skipped.	If item 24 was not marked “Yes” but any part of item 25 was marked “Yes,” then item 24 was changed to “Yes.”
30	If the number of recorded incidents in column 1 of item 30(a-l) is greater than or equal to zero, then the number of reported incidents to sworn law enforcement in column 2 of item 30(a-l) should be less than the number of recorded incidents in column 1 of item 30(a-l).	If the number of incidents reported to the sworn law enforcement in column 2 of item 30a through l was greater than the number of recorded incidents in column 1 of item 30a through l, and the number of recorded incidents in column 1 of item 30a through l was greater than or equal to zero, the entry in column 1 of item 30a through l was deleted, and a value was imputed.
30	If column 1 of item 38e is greater than zero, the total number of physical attacks or fights recorded (item 30d_i or item 30d_ii column 1) must also be greater than zero.	If there was a nonzero response in column 1 of item 38e, and the respondent also indicated that there were no recorded incidents of physical attacks or fights with or without a weapon (item 30d_i column 1=0 and item 30d_ii column 1=0), the entries in both item 30d_i column 1 and item 30d_ii column 1 were deleted and a value was imputed.
30	If column 1 of item 38a is greater than zero, the total number of recorded incidents of possession of a firearm/explosive device (item 30g column 1) must also be greater than zero.	If there was a nonzero response in column 1 of item 38a, and the respondent also indicated that there were no recorded incidents of possession of a firearm/explosive device (item 30g column 1=0), then item 30g column 1 was deleted and imputed.
30	If column 1 of item 38c is greater than zero, then the number of recorded incidents of the distribution, possession, or use of illegal drugs (item 30i column 1) must also be greater than zero.	If there was a nonzero response in column 1 of item 38c, and the number of recorded incidents of the distribution, possession, or use of illegal drugs (item 30i column 1) was zero, then item 30i column 1 was deleted and imputed.
30	If column 1 of item 38d is greater than zero, then the number of recorded incidents of the distribution, possession, or use of alcohol (item 30k column 1) must also be greater than zero.	If there was a nonzero response in column 1 of item 38d, and the number of recorded incidents of the distribution, possession, or use of alcohol (item 30k column 1) was zero, then item 30k column 1 was deleted and imputed.
31	If the respondent indicated that no hate crimes occurred at his/her school, then none of the responses in item 32 should be marked “Yes.”	If the response for item 31 was “None,” but any of the items in 32 was marked “Yes,” then the entry in item 31 was deleted and imputed.

Survey item #	Consistency edit	Rectification procedure
37	A respondent indicating that his/her school has used specified disciplinary actions this year (37(a-o) column 2=1) should have also indicated that the school allows for the use of the specified disciplinary action (item 37(a-o) column 1=1).	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 unanswered part of the item to allow for the use of the specified disciplinary action was edited to a "Yes."
37	If the respondent indicated that the total number of removals with no continuing service for at least the remainder of the school year for selected offenses (item 38 column 2) was greater than or equal to 1, then the school must have (1) allowed for removals with no continuing school services for at least the remainder of the school year (item 37a column 1=1) and (2) used this action during this school year (item 37a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 38 column 2) but also indicated that either "No," the school does not allow for the disciplinary action of removal with no continuing services for at least the remainder of the school year (item 37a column 1=2) or that "No," the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year in this school year (item 37a column 2=2), or the item was left blank (item 37a), the "No" or unanswered parts of item 37a were changed to "Yes."
37	If the respondent indicated that the total number of removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons was greater than zero (item 39a), the school must have (1) allowed the use of removals with no continuing services for at least the remainder of the school year (item 37a column 1=1) and (2) used this action during this school year (item 37a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 39a) but also indicated that the school does not allow for the use of removals with no continuing services for at least the remainder of the school year (item 37a column 1=2) or that the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year this year (item 37a column 2=2), or the item was left blank (item 37a), then the "No" or unanswered parts of item 32a were changed to "Yes."
37	If the total number of removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons (item 39a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 38 column 2) is unanswered or equal to zero, then this action was not used in this school year (item 37a 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 39a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 38 column 2) was unanswered or equal to zero, then this action was not used in this school year and item 37a column 2 was edited to "No."
37	If the respondent indicated that the total number of transfers to alternative schools for selected offenses (item 38 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 37c column 1=1) and (2) used this action during this school year (item 37c column 2=1).	If the respondent indicated that students were transferred to alternative schools for selected offenses (item 38 column 3) and also indicated that either "No," the school does not allow for the use of transfers to an alternative school for disciplinary reasons (item 37c 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 37c column 2=2), or the item was left blank (item 37c), then the "No" or unanswered parts of item 37c were changed to "Yes."
37	If the respondent indicated that the total number of transfers to alternative schools for disciplinary reasons was greater than zero (item 39b), the school must have (1) allowed for the use of transfers to alternative schools for disciplinary reasons (item 37c column 1=1) and (2) used this action during this school year (item 37c column 2=1).	If the respondent indicated that students were transferred to alternative schools for disciplinary reasons (item 39b) and also indicated that the school does not allow for the use of transfers to alternative schools (item 37c column 1=2) or the school has not used the disciplinary action of transferring students to alternative schools this school year (item 37c column 2=2), or the item was left blank (item 37c), the "No" or unanswered parts of item 37c were changed to "Yes."
37	If the total number of students that transferred to alternative schools for disciplinary reasons (item 39b) is zero and the number of transfers to alternative schools for selected offenses (item 38 column 3) is unanswered or equal to zero, then this action was not used in this school year (item 37c column 2).	If the respondent indicated that the number of students that transferred to alternative schools for disciplinary reasons (item 39b) was zero and the number of transfers to alternative schools for each selected offense (item 38 column 3) was unanswered or equal to zero, then this action was not used in this school year and item 37c column 2 was changed to "No."

Survey item #	Consistency edit	Rectification procedure
37	If the total number of transfers from the school during the 2021-22 school year (item 44b) is zero, then the use of transfers to an alternative school for disciplinary reasons (item 37c column 2) or transfers to any other regular school for disciplinary reasons (item 37d column 2) must be “No.”	If the total number of transfers from the school in the 2021-22 school year (item 44b) was zero but the use of transfers to an alternative school for disciplinary reasons (item 37c column 2) or transfers to any other regular school for disciplinary reasons (item 37d column 2) was “Yes” or was left blank, the “Yes” or unanswered item was edited to “No.”
37	If the total number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 38 column 4) is greater than zero, the school must both (1) allow for out-of-school suspension or removal for less than the remainder of the school year with or without curriculum/services provided (item 37e_i column 1=1 or item 37e_ii column 1=1) and (2) have used this action during this school year (item 37e_i column 2=1 or item 37e_ii column 2=1).	If the total number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 38 column 4) is greater than zero, and out-of-school suspensions with no curriculum/services provided were either reported to be not allowed or not used during this school year (item 37e_i column 1=2 or 37e_i column 2=2) and out-of-school suspensions with curriculum/services provided were reported to be not allowed or not used during this school year (item 32e_ii column 1=2 or 37e_ii column 2=2), then any values in item 32e_i and 37e_ii that were marked “No” were deleted and imputed.
39	If item 39a is greater than or equal to zero, then it should be greater than the sum of the entries in column 2 of item 38.	If item 39a was greater than or equal to zero and was less than the sum of the entries in column 2 of item 38, then the entry in item 39a was deleted and imputed.
39	The school’s enrollment (item 43) must be greater than the total number of transfers without continuing services for all disciplinary reasons (item 39a).	If item 39a was larger than the nonzero enrollment in item 43, then the entry in item 39a was deleted and imputed.
39	If item 39b is greater than or equal to zero, then it should be greater than the sum of the entries in column 3 of item 38.	If item 39b was greater than or equal to zero and was less than the sum of the entries in column 3 of item 38, then the entry in item 39b was deleted and imputed.
39	The school’s enrollment (item 43) must be greater than the total number of transfers to alternative schools for all disciplinary reasons (item 39b).	If item 39b was larger than the nonzero enrollment in item 43, then the entry in item 39b was deleted and imputed.
40	If the respondent did not select one of the school types listed (item 40) or selected one of the school types other than “Other” but supplied a response in the specify item (item 40e, “other - specify”), then the school type of “Other” should have been selected.	If none of the school types listed (item 40) was checked by the respondent, or the respondent selected one of the school types other than “Other,” but the specified item (item 40e, “other - specify”) was not blank, then the unanswered item for school type or any response recorded for school type other than “Other” (item 40) was edited to “Other” (item 40=5).
44	The number of students who transferred from the school for all reasons (item 44b) must be greater than or equal to the sum of transfers to alternative schools for specified offenses (item 38 column 3) and greater than or equal to the total number of transfers to alternative schools (item 39b).	If the total transfers from the school in item 44b was less than item 39b or the sum of column 3 in item 38, then the entry in item 44b was deleted and a value was imputed.
46	The number of classroom changes in a day (item 46) should not exceed 20.	If a respondent indicated that there are more than 20 classroom changes in a day (item 46), 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 two parts of item 2 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 2 are inferred to be “No.”	If at least two parts 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 one 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 one part of item 3 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
6	If the respondent did not mark “No” to any of the school’s practices and either five practices are marked “Yes,” or the respondent chose at least one “Yes” to both the first half (parts a to i) and the second half (parts j to r) of item 6, then any unanswered parts of item 6 are inferred to be “No.”	If no parts of item 6 were marked “No” and either five parts of item 6 were marked “Yes” or both the first half (parts a to i) and the second half (parts j to r) of item 6 have at least one “Yes,” then any unanswered parts of item 6 were marked as “No.”
7	If the respondent marks at least one part of item 7 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 7 are inferred to be “No.”	If at least one part of item 7 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
9	If the respondent marks at least two parts of item 9 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 9 are inferred to be “No.”	If at least two parts of item 9 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
11	If the respondent marks at least one 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 the respondent marked at least one part of item 11 as “Yes,” and none of the responses were marked “No,” then any unanswered parts of item 11 were marked as “No.”
13	If the respondent marks at least two parts of item 13 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 13 are inferred to be “No.”	If at least two parts of item 13 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
15	A respondent who answers “Yes” to item 14 must answer “Yes” to at least one subitem of item 15, and at least one subitem of item 20 must not be zero.	If the respondent answered “Yes” to item 14 but answered “No” to each subitem of question 15 and “0” to each subitem of question 20, then one subitem of question 15 was imputed as “Yes” and one subitem of question 20 was imputed as “1.” 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.
16	If the respondent marks at least one part of item 16 as “Yes,” and none of the responses are marked “No,” then any unanswered parts of item 16 are inferred to be “No.”	If at least one part of item 16 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
17	If the respondent marks at least two parts of item 17 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 17 are inferred to be “No.”	If at least two parts of item 17 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered parts were marked as “No.”
20	If the respondent chooses a nonzero response to either parts of item 20a, and the other part is unanswered, then the unanswered part is inferred to be zero.	If either part of item 20a had a nonzero response and the other part was unanswered, the unanswered part was marked as zero.

Survey item #	Logic edit	Rectification procedure
20	A respondent who answers “Yes” to item 14 must answer “Yes” to at least one subitem of item 15, and at least one subitem of item 20 must not be zero.	If the respondent answered “Yes” to item 14 but answered “No” to each subitem of question 15 and “0” to each subitem of question 20, then one subitem of question 15 was imputed as “Yes” and one subitem of question 20 was imputed as “1.” 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.
20	If the respondent chooses a nonzero response to either part of item 20b and the other part is unanswered, then the unanswered part is inferred to be zero.	If either part of item 20b had a nonzero response and the other part was unanswered, then the unanswered part was marked as zero.
21	If the respondent chooses a nonzero response to either part of item 21 and the other part is unanswered, then the unanswered part is inferred to be zero.	If either part of item 21 had a nonzero response and the other part was unanswered, then the unanswered part was marked as zero.
23	A respondent who answers “Yes” to item 22 must answer “Yes” to at least one subitem of item 23.	If the respondent answered “Yes” to item 12 but answered “No” to each subitem of question 23, then one subitem of question 23 was imputed as “Yes.” A random number was generated. One of the components of item 23 was changed to a value of “1” based on the value of the random number and known proportions from prior iterations of SSOCS.
25	A respondent who answers “Yes” to item 24 must answer “Yes” to at least one subitem of item 25.	If the respondent answered “Yes” to item 24 but answered “No” to each subitem of question 25, then one subitem of question 25 was imputed as “Yes.” A random number was generated. One of the components of item 25 was changed to a value of “1” based on the value of the random number and known proportions from prior iterations of SSOCS.
26	If the respondent marks at least two responses of item 26 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 26 are inferred to be “Does not limit.”	If there were at least two responses in item 26 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 26 were marked as “Does not limit.”
27	If the respondent marks at least three 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 three parts of item 27 were marked “Yes” and none were marked “No,” then any unanswered parts of item 27 were marked as “No.”
29	If the respondent marks at least two responses of item 29 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 29 are inferred to be “Does not limit.”	If at least two parts of item 29 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 29 were marked as “Does not limit.”
30	If the number of recorded incidents of specified offenses is equal to zero, then the number of incidents reported to sworn law enforcement 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 sworn law enforcement was unanswered, the blank response was edited to zero.
32	If the respondent marks at least two 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 two parts of item 32 were marked “Yes” and none were marked “No,” then any unanswered parts of item 32 were marked as “No.”
37	If the respondent marks at least four parts of item 37 as “Yes” and none of the responses are marked “No,” then any unanswered parts of item 37 are inferred to be “No.”	If at least four parts of item 37 were marked “Yes” and none were marked “No,” then any unanswered parts of item 37 were marked as “No.”
38	If the sum of disciplinary actions used for a specified offense is greater than zero (item 38(a-e) columns 2-5), then it is inferred that one or more students should be involved in the specified offense.	If the sum of disciplinary actions used for a specified offense was greater than zero (item 38(a-e) columns 2-5), and the respondent reported the total number of students as zero, then the total number of students involved (item 38 column 1) was blanked and imputed.
38	If the sum of disciplinary actions used for a specified offense is greater than zero (item 38(a-e) columns 2-5), then it is inferred that one or more students should be involved in the specified offense.	If the sum of disciplinary actions used for a specified offense was greater than zero (item 38(a-e) columns 2-5), each item in columns 2-5 had an entry, and the respondent left the total number of students involved (item 38 (a-e) column 1) blank, then the total number of students was set equal to the sum of disciplinary actions used (columns 2-5).

Survey item #	Logic edit	Rectification procedure
38	If the total number of students involved in a specified offense (item 38(a-e) column 1) is zero and the sum of disciplinary actions taken (item 38(a-e) columns 2-5) is 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 38(a-e) column 1) and the sum of disciplinary actions taken for the specified offense (item 38(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.
38	If the number of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) and the number of transfers to alternative schools (item 38 column 3) have the same value, then the total number of students involved in a specified offense (item 38(a-e) column 1) must be greater than the sum of the number of removals with no continuing school services for at least the remainder of the school year (item 38(a-e) column 2) and the number of transfers to alternative schools (item 38(a-e) column 3).	If the respondent indicated that the total number of students involved in a specified offense (item 38(a-e) column 1) was less than the sum of the number of removals with no continuing school services for at least the remainder of the school year (item 38(a-e) column 2) and the number of transfers to alternative schools (item 38(a-e) column 3), and the number of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) and the number of transfers to alternative schools (item 38 column 3) had the same value, then the number of removals with no continuing school services for at least the remainder of the school year (item 38(a-e) column 2) was edited to zero.
38	If the total number of students involved in a specified offense (item 38(a-e) column 1) is given and this number equals the sum of disciplinary actions taken for the offense (item 38(a-e) columns 2-5), then any unanswered items in columns 2-5 are inferred to be zero.	If the total number of students involved in a specified offense (item 38(a-e) column 1) was given and the number equals the sum of disciplinary actions taken for the offense (item 38(a-e) columns 2-5), then a value of zero was entered for any items in columns 2-5 that did not have a value.
38	If a respondent marked "No" to item 37a column 1, his/her school does not allow for removals with no continuing services for the remainder of the school year or "No," the action was not used in this school year (item 37a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 38 column 2) and the total number of students removed from his/her school without continuing services for at least the remainder of the school year for disciplinary reasons are equal to zero, then any unanswered parts from column 2 of item 38 are inferred to be zero.	If a respondent marked "No" to item 37a column 1, his/her school did not allow for removals with no continuing services for the remainder of the school year or "No," the action was not used in this school year (item 37a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 38 column 2) and the total number of students removed from his/her school without continuing services for at least the remainder of the school year for disciplinary reasons were equal to zero, then any unanswered part from column 2 was changed to zero.
38	If there were no recorded incidents of the possession of a firearm/explosive device and no reported incidents to sworn law enforcement (item 30g) and the number of students involved in, and disciplinary actions taken for, the possession or use of a firearm/explosive device are all zeros or blanks (item 38a), then any unanswered parts of item 38a are inferred to be zero.	If the total number of recorded incidents of possession of a firearm/explosive device (item 30g) was zero and the sum of disciplinary actions for use/possession of a firearm or explosive device and the number of students involved were unanswered or equal to zero (item 38a), then for any items in item 33a that did not have a value, a value of zero was entered.
38	If the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 38 column 2) is equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (item 39a), then any unanswered parts 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 38 column 2) was equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (item 39a) and the respondent left some parts unanswered in item 38 column 2, then a zero was entered in the unanswered fields.
38	If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (item 39a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 38 column 2) is 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 39a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 38 column 2) was unanswered or equal to zero, any unanswered parts from column 2 were replaced with a zero.
38	If the respondent indicated that zero students were transferred to alternative schools for disciplinary reasons (item 39b), and the sum of transfers to alternative schools for specified offenses (item 38 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 39b) was zero and the sum of transfers to alternative schools for specified offenses (item 38 column 3) was unanswered or equal to zero and column 3 had unanswered parts, the unanswered parts were replaced with zero.

Survey item #	Logic edit	Rectification procedure
38	If the respondent indicated that transfers to alternative schools for disciplinary reasons are either not allowed (item 37c column 1) or not used (item 37c column 2) and the sum of transfers to alternative schools for specified offenses (item 38 column 3) and the number of transfers to alternative schools for disciplinary reasons in item 39b is unanswered or equal to zero, then any unanswered items in column 3 of item 38 are inferred to be zero.	If the respondent indicated that “No,” transfers to alternative schools for disciplinary reasons were not allowed (item 37c column 1) or the respondent indicated that “No,” the action was not used this school year (item 37c column 2) and the sum of transfers to alternative schools for specified offenses (item 38 column 3) and the number of transfers to alternative schools for disciplinary reasons in item 39b were unanswered or equal to zero, any items in column 3 of item 38 that did not have a value were filled with a zero.
38	If the total number of students transferred to alternative schools for disciplinary reasons (item 39b) equals the sum of transfers to alternative schools for specified offenses (item 38 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 39b) equals the sum of transfers to alternative schools for specified offenses (item 38 column 3) and some items in column 3 were left blank, then the unanswered items were replaced with zero.
38	If the total number of students transferred from the school (item 44b) is zero and the total number of students transferred for disciplinary reasons (item 39b) is unanswered or equal to zero, and the sum of transfers to alternative schools for selected offenses (item 38 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 44b) was zero and the total number of students transferred for disciplinary reasons (item 39b) was unanswered or equal to zero, and the sum of transfers to alternative schools for selected offenses (item 38 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.
38	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 37(ei-eii) column 1) or not used (item 37(ei-eii) column 2), and the sum of out-of-school suspensions lasting five or more days, but less than the remainder of the school year (item 38 column 4) is unanswered or equal to zero, then any unanswered items in column 4 of item 38 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 37(ei-eii) column 1) or not used (item 37(ei-eii) column 2), and the sum of out-of-school suspensions lasting five or more days, but less than the remainder of the school year (item 38 column 4) was unanswered or equal to zero, then any unanswered items in column 4 of item 38 were also set to zero.
38	If the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2-5) is greater than the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved (item 38a column 1), then it is inferred that disciplinary actions need to be removed until the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2-5) equals the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved. Each component must be greater than zero (item 30g, item 38a column 1, sum of item 38a columns 2-5).	If the respondent indicated that the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2-5) was greater than the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved (item 38a column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2-5) equaled the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved. Each component must be greater than zero (item 30g, item 38a column 1, sum of item 38a columns 2-5).
38	If there were no recorded incidents of distribution, possession, or use of illegal drugs (item 30i) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of illegal drugs is unanswered or equal to zero (item 38c columns 1-5), then any unanswered parts from item 38c are inferred to be zero.	If the respondent did not record any incidents of distribution, possession, or use of illegal drugs (item 30i) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of illegal drugs was unanswered or equal to zero (item 38c columns 1-5), then any unanswered parts from item 38c were edited to zero.
38	If the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 38c columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved (item 38c column 1), then it is inferred that disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 38c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved. Each component must be greater than zero (item 30i, item 38c column 1, sum of item 38c columns 2-5).	If the respondent indicates that the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 38c columns 2-5) was greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved (item 38c column 1), then 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 38c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved. Each component must be greater than zero (item 30i, item 38c column 1, sum of item 38c columns 2-5).

Survey item #	Logic edit	Rectification procedure
38	If there were no recorded incidents of distribution, possession, or use of alcohol (item 30k) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of alcohol is unanswered or equal to zero (item 38d columns 1-5), then any unanswered parts from item 38d are inferred to be zero.	If there were no recorded incidents of distribution, possession, or use of alcohol (item 30k) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of alcohol was unanswered or equal to zero (item 38d columns 1-5), any unanswered parts from item 38d were changed to zero.
38	If the respondent indicated that the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved (item 38d column 1), then it is inferred that disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved. Each component must be greater than zero (item 30k, item 38d column 1, sum of item 38d columns 2-5).	If the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2-5) was greater than the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved (item 38d column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved. Each component must be greater than zero (item 30k, item 38d column 1, sum of item 38d columns 2-5).
38	If there were no recorded incidents of physical attacks or fights with/without a weapon (item 30d(i-ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights is unanswered or equal to zero (item 38e (columns 1-5)), any unanswered parts from item 38e are inferred to be zero.	If the respondent did not record any incidents of physical attacks or fights with/without a weapon (item 30d(i-ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights was unanswered or equal to zero (item 38e (columns 1-5)), then any unanswered parts from item 38e were changed to a value of zero.
38	If the respondent indicated that the sum of disciplinary actions for physical attacks or fights (item 38e columns 2-5) is greater than the number of recorded incidents for physical attacks or fights with (item 30d_i column 1) or without a weapon (item 30d_ii column 1) times the total number of students involved (item 38e column 1), then it is inferred that disciplinary actions need to be removed so that the sum of disciplinary actions for physical attacks or fights (item 38e columns 2-5) equals the number of recorded incidents for physical attacks or fights (item 30d column 1) times the total number of students involved. Each component must be greater than zero (item 30d_i, item 30d_ii, item 37e column 1, sum of item 38e columns 2-5).	If the sum of disciplinary actions for physical attacks or fights (item 38e columns 2-5) was greater than the number of recorded incidents for physical attacks or fights with (item 30d_i column 1) or without a weapon (item 30d_ii column 1) times the total number of students involved (item 38e column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for physical attacks or fights (item 38e columns 2-5) equals the number of recorded incidents of physical attacks or fights (item 30d column 1) times the total number of students involved. Each component must be greater than zero (item 30d_i, item 30d_ii, item 38e column 1, sum of item 38e columns 2-5).
39	If removals with no continuing school services for at least the remainder of the school year were either not allowed (item 37a column 1) or were not used in this school year (item 37a column 2) and the sum of removals with no continuing services for at least the remainder of the school year for specified offenses (item 38 column 2) is 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 39a) should be zero.	If the respondent indicated that "No," the school did not allow for removals with no continuing school services for at least the remainder of the school year (item 37a column 1=2) or "No," this action was not used in this school year (item 37a column 2=2) and the sum of removals with no continuing services for at least the remainder of the school year for specified offenses (item 38 column 2) was unanswered or equal to zero, and the total number of students removed for disciplinary reasons was unanswered (item 39a), then item 39a (the number of students who were removed from school without continuing services for at least the remainder of the school year for disciplinary reasons) was changed to zero.
39	If the total number of students who were transferred to alternative schools for disciplinary reasons (item 39b) is unanswered, and the total number of students who transferred away from school in item 44b is zero, and the sum of transfers to alternative schools (item 38 column 3) is unanswered or equal to zero, then it is inferred that item 39b should be zero.	If the respondent indicated that the total number of students who transferred away from school in item 44b was zero and the sum of transfers to alternative schools (item 38 column 3) was unanswered or equal to zero, then item 39b (the number of students who were transferred to alternative schools for disciplinary reasons) was changed to zero.

Survey item #	Logic edit	Rectification procedure
39	If the respondent indicated that transfers to alternative schools were either not allowed (item 37c column 1) or were not used in this school year (item 37c column 2) and the sum of transfers to alternative schools for specified offenses (item 38 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 39b) should be zero.	If the respondent indicated that “No,” the school did not allow transfers to alternative schools (item 37c column 1=2) or “No,” this action was not used in this school year (item 37c column 2=2) and the sum of transfers to alternative schools for specified offenses (item 38 column 3) was unanswered or equal to zero, and the total number of students transferred for disciplinary reasons was unanswered (item 39b), then item 39b (the number of students who were transferred to alternative schools for disciplinary reasons) was changed to zero.
43	If the school’s total enrollment in item 43 is unanswered, then responses from the Common Core of Data (CCD) are used when available.	If the school’s total enrollment was missing (item 43), then the unanswered item was replaced with values from the Common Core of Data (CCD), if available.
47	If the total percentage of students eligible for free or reduced-price lunch in item 47a 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 47a was unanswered, then any unanswered part in item 47a was replaced with values from the CCD, if available
47	If the total percentage of male students in the school in item 47d is unanswered, then responses from the CCD are used when available.	If the total percentage of male students in the school in item 47d was unanswered, then the unanswered item 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 2019-20 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_LEVELX), 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: Item 4 was imputed using a simple direct copy imputation approach (donor type 1). If item 4 was unanswered, the donor’s entry was imputed.

Item 5: Item 5 was imputed using a simple 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: Item 8 was imputed using a simple direct copy imputation approach (donor type 1). If item 8 was unanswered, the donor’s entry was imputed.

Item 9: The components of item 9 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 9 were unanswered, the donor’s entry was imputed.

Item 10: Item 10 was imputed using a simple direct copy imputation approach (donor type 1). If item 10 was unanswered, 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, 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, the donor’s entry was imputed.

Item 13: The components of item 13 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 13 were unanswered, the donor’s entry was imputed.

Item 14: No imputation was required for this item. After the consistency edits were implemented, there were no missing values.

Item 15: The components of item 15 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 15 were unanswered, and item 14 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 16: The components of item 16 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 16 were unanswered, and item 14 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 17: The components of item 17 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 17 were unanswered, and item 14 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 18: Item 18 was imputed using a direct copy imputation approach (donor type 3). Since item 18 introduced a skip pattern, this item required imputation in two parts. Specifically, if “Yes” was imputed to item 18 (and item 14 was marked as “Yes”), item 19 was imputed using the donor’s entry. Alternatively, if “No” was imputed to item 18, item 19 was blanked.

Item 19: The components of item 19 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 19 were unanswered, and items 14 and 18 were both marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 20: The components of item 20 were imputed using a ratio imputation approach (donor type 5). If any parts of item 20 were unanswered and item 14 was marked as “Yes” or imputed as “Yes,” then the donor’s ratio of the entry for that item to the total number of enrolled students (item 43) was used to impute a value.

Item 21: The components of item 21 were imputed using a ratio imputation approach (donor type 5). If any parts of item 21 were unanswered, then the donor’s ratio of the entry for that item to the total number of enrolled students (item 43) was used to impute a value.

Item 22: Item 22 was imputed using a direct copy imputation approach (donor type 3). Since item 22 introduced a skip pattern, this item required imputation in two parts. Specifically, if “Yes” was imputed to item 22, item 23 was imputed using the donor’s entry. Alternatively, if “No” was imputed to item 22, item 23 was blanked.

Item 23: The components of item 23 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 23 were unanswered, and item 22 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 24: Item 24 was imputed using a direct copy imputation approach (donor type 3). Since item 24 introduced a skip pattern, this item required imputation in two parts. Specifically, if “Yes” was imputed to item 24, item 25 was imputed using the donor’s entry. Alternatively, if “No” was imputed to item 24, item 25 was blanked.

Item 25: The components of item 25 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 25 were unanswered, and item 24 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 26: The components of item 26 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 26 were unanswered, the donor’s entry was imputed.

Item 27: The components of item 27 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 27 were unanswered, the donor’s entry was imputed.

Item 28: Item 28 was imputed using a simple direct copy imputation approach (donor type 1). If item 28 was unanswered, the donor’s entry was imputed.

Item 29: The components of item 29 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 29 were unanswered, the donor’s entry was imputed.

Item 30: The components of item 30 were imputed using a ratio imputation approach (donor type 5). If any parts of item 30 were unanswered, the donor's ratio of the entry for that item to the total number of enrolled students (item 43) was used to impute a value.

Item 31: Item 31 was imputed using a ratio imputation approach (donor type 4). If item 31 was unanswered, the donor's ratio of the entry for that item to the number of enrolled students (item 43) was used to impute a value. If "0" was imputed, item 32 was blanked.

Item 32: The components of item 32 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 32 were unanswered and item 31 was marked or imputed with a number greater than 0, then the donor's entry was imputed.

Item 33: Item 33 was imputed using a simple direct copy imputation approach (donor type 1). If item 33 was unanswered, the donor's entry was imputed.

Item 34: Item 34 was imputed using a simple direct copy imputation approach (donor type 1). If item 34 was unanswered, the donor's entry was imputed.

Item 35: The components of item 35 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 35 were unanswered, the donor's entry was imputed.

Item 36: Item 36 was imputed using a simple direct copy imputation approach (donor type 1). If item 36 was unanswered, the donor's entry was imputed.

Item 37: Each row in item 37 was imputed individually using a direct copy imputation approach (donor type 3). Since the items in column 1 introduced a skip pattern, each row required imputation in two parts. For example, if any part of item 37a was unanswered, the donor's entry was imputed. If "No" was imputed for item 37a_1, then item 37a_2 was blanked. The same imputation process was used for all the rows in item 37.

Item 38: 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 38a was unanswered, the donor's entry was imputed. If "0" was imputed for item 38a_1, then items 38a_2, 38a_3, 38a_4, and 38a_5 were blanked. The same imputation process was used for all five rows.

Item 39: Each component of item 39 was imputed separately using a ratio imputation approach (donor type 4). If item 39a was unanswered, the donor's ratio of the entry for that item to the sum of entries in column 2 of item 38 was used to impute a value. If item 37b was unanswered, the donor's ratio of the entry for that item to the sum of entries in column 3 of item 38 was used to impute a value.

Item 40: No imputation was required for this item. After the logic edits were implemented, there were no missing values.

Item 41: No imputation was done for this item.

Item 42: No imputation was done for this item.

Item 43: No imputation was required for this item. After the logic edits were implemented, there were no missing values.

Item 44: The components of item 44 were imputed using a ratio imputation approach (donor type 5). If any parts of item 44 were unanswered, the donor's ratio of the entry for that item to the total number of enrolled students (item 43) was used to impute a value.

Item 45: Item 45 was imputed using a simple direct copy imputation approach (donor type 1). If item 45 was unanswered, the donor's entry was imputed.

Item 46: Item 46 was imputed using a simple direct copy imputation approach (donor type 1). If item 46 was unanswered, the donor's entry was imputed.

Item 47: The components of item 47 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 47 were unanswered, the donor's entry was imputed. For some schools, the percentage of students eligible for free or reduced-price lunch (item 47a) and the percentage of male students (item 47d) were available in the 2019-20 CCD frame. The values for these schools for both 47a and 47d were taken directly from the 2019-20 CCD frame.

Item 48: The components of item 48 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 48 were unanswered, the donor's entry was imputed.

Item 49: Item 49 was imputed using a simple direct copy imputation approach (donor type 1). If item 49 was unanswered, the donor's entry was imputed.

Item 50: Item 50 was imputed using a simple direct copy imputation approach (donor type 1). If item 50 was unanswered, the donor's entry was imputed.