Appendix G
Base-Year to First Follow-up Electronic Codebook
ID and Universe Variables

.. student ID

Student ID is composed of the 4-digit School ID (which consists of the 3-digit Stratum and 1-digit PSU) and a 2-digit sequential student code within school. Stratum (STRAT_ID) and PSU are embedded in Stu_ID to ease of use in certain variance estimation programs.

Note: The following reserve codes are used throughout the ESB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.

-1: "Don't know" represents respondents who indicated that they didn't know the answer to the question.

-2: "Refused" represents respondents who indicated that they refused to answer the question.

-3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.

-4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.

-5: "Out of range" represents questionnaire respondents who reported values that are out of range.

-6: "Multiple responses" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.

-7: "Partial Interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.

-8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).

-9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Source: ELS:2002 Sampling

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
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<td>1011-461234</td>
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<td>100.0%</td>
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TOTALS: 16252 100.0% 100.0%

--------

School ID

School ID provides linkage to school-level information. School ID includes the 3-digit stratum (STRAT_ID) variable and 1-digit PSU concatenated together. See descriptions of STRAT_ID and PSU.

Source: ELS:2002 Sampling

<table>
<thead>
<tr>
<th>CODES</th>
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TOTALS: 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook
-------F1UNIV1
--------

STUDENT.PUB Rec. 1/5
Pos. 19-21
Format: N3

Sample member status in BY and F1 rounds

Indicates simultaneously the base year and first follow-up
status of sample members. This variable has valid values that
account for every pattern encountered by ELS:2002 sample members.
Value labels indicate BY status followed by F1 status.
Definition of BY component within value label
BYR=Base Year Respondent
BYN=Base Year Nonrespondent
BYI=Base Year Questionnaire Ineligible (i.e. Expanded Sample only)
BNA=Base Year Not Applicable (i.e., Freshened 12th grader in the
first follow-up)
Definition of F1 component within value label
F1R=First Follow-up Respondent with the following trailing
characters meaning:
A=In-school, in grade
B=In-School out-of-grade
D=Dropout
F=Freshened
E=Received HS diploma early (on or before 3/15/2004)
G=Received GED/HS equivalent early (on or before 3/15/2004)
H=Homeschooled
F1NR=First Follow-up Nonrespondent
F1IE=First Follow-up Questionnaire Ineligible (i.e., Expanded
Sample only)
F1OD=First Follow-up Out of Scope (Deceased)
F1OS=First Follow-up Out of Scope (Other)
For example, cases where F1UNIV1 = 101 relate to sample members with
the following participation patterns: "BYR F1RA" In other words,
the sample members were BY respondents and F1 respondents
in-School/in grade.
Note: F1ESSTAT and F1NRSTAT are variables used below in the SAS code
that are available only on the restricted use ECB. Their logic is
applicable to sample members in the restricted use file only.
SAS Code:
If F1UNIV2A in (3) then do; /* BYX */
If F1ESSTAT in (1,2)
then F1UNIV1=126; /* F1IE */
else If F1QSTAT in (1,2,3,4)
and G12COHRT=1
then F1UNIV1=120; /* F1RA */
else if F1QSTAT in (1,2,3,4)
and G12COHRT^=1
then F1UNIV1=123; /* F1RB */
else if F1QSTAT = 7
then F1UNIV1=121; /* F1RD */
else if F1QSTAT = 6
and F1EGQFLG=2
then F1UNIV1=122; /* F1RE */
else if F1QSTAT = 6
and F1EGQFLG=1
then F1UNIV1=124; /* F1RG */
else if F1QSTAT = 5
then F1UNIV1=125; /* F1RH */
end;
Else If F1UNIV2A in (4) then do; /* BNA */
If F1ESSTAT in (1,2)
then F1UNIV1=119; /* F1IE */
else if F1QSTAT in (4)
then F1UNIV1=118; /* F1RF */
end;
Else If F1UNIV2A in (2) then do; /* BYN */
If F1ESSTAT in (1,2)
then F1UNIV1=117; /* F1IE */
else If F1QSTAT in (1,2,3,4)
and G12COHRT=1
then F1UNIV1=111; /* F1RA */
else if F1QSTAT in (1,2,3,4)
and G12COHRT^=1
then F1UNIV1=114; /* F1RB */
else if F1QSTAT = 7
then F1UNIV1=112; /* F1RD */
else if F1QSTAT = 6
and F1EGQFLG=2
then F1UNIV1=113; /* F1RE */
else if F1QSTAT = 6
and F1EGQFLG=1
then F1UNIV1=115; /* F1RG */
else if F1QSTAT = 5
then F1UNIV1=116; /* F1RH */
end;
Else If F1UNIV2A in (1) then do; /* BYR */
If F1NRSTAT = 4
then F1UNIV1=108; /* F1OD */
else If F1QSTAT = 0 then do;
If F1ESSTAT in (1,2)
then F1UNIV1=110; /* F1IE */
else If F1ENRFIN = 6
then F1UNIV1=109; /* F1OS */
else If F1QSTAT = 0
then F1UNIV1=107; /* F1NR */
end;
else If F1QSTAT in (1,2,3,4)
and G12COHRT=1
then F1UNIV1=101; /* F1RA */
else if F1QSTAT in (1,2,3,4)
and G12COHRT^=1
then F1UNIV1=104; /* F1RB */
else if F1QSTAT = 7
then F1UNIV1=102; /* F1RD */
else if F1QSTAT = 6
and F1EGQFLG=2
then F1UNIV1=103; /* F1RE */
else if F1QSTAT = 6
and F1EGQFLG=1
then F1UNIV1=105; /* F1RG */
else if F1QSTAT = 5
then F1UNIV1=106; /* F1RH */
end;
Source:ELS:2002 First follow-up Survey Control System

BYR
BYR
BYR
BYR
BYR
BYR
BYR
BYR
BYN
BYN
BYN
BYN
BYN
BYN
BNA
BYI
BYI
BYI
BYI
BYI
BYI

F1RA................................
F1RD................................
F1RE................................
F1RB................................
F1RG................................
F1RH................................
F1NR................................
F1OS................................
F1RA................................
F1RD................................
F1RE................................
F1RB................................
F1RG................................
F1RH................................
F1RF................................
F1RA................................
F1RD................................
F1RE................................
F1RB................................
F1RG................................
F1RH................................

CODES
----101
102
103
104
105
106
107
109
111
112
113
114
115
116
118
120
121
122
123
124
125

FREQ
----12652
613
393
241
124
39
1164
99
530
56
29
25
10
1
171
71
17
3
12
1
1
----16252

TOTALS:

PERCENT
-----77.8%
3.8%
2.4%
1.5%
0.8%
0.2%
7.2%
0.6%
3.3%
0.3%
0.2%
0.2%
0.1%
0.0%
1.1%
0.4%
0.1%
0.0%
0.1%
0.0%
0.0%
-----100.0%

WGTD
PCT
-----82.1%
6.0%
3.4%
1.9%
1.0%
0.3%
0.0%
0.0%
3.9%
0.6%
0.3%
0.2%
0.1%
0.0%
0.0%
0.0%
0.0%
0.0%
0.0%
0.0%
0.0%
-----100.0%

-------F1UNIV2A
--------

STUDENT.PUB Rec. 1/5
Pos. 22-23
Format: N2
Base year status and how sample member entered F1 sample

Indicates the base year status (respondent, non-respondent,
questionnaire ineligible) for base year sample members; or that the
sample member was included as part of the first follow-up 12th grade
freshening.
Source:ELS:2002 First follow-up Survey Control System

Base year participant...................
Base year nonparticipant................
Base year questionnaire ineligible......
F1 Freshened sample member..............

CODES
----1
2
3
4

TOTALS:

-------F1UNIV2B
--------

FREQ
----15325
651
105
171
----16252

PERCENT
-----94.3%
4.0%
0.6%
1.1%
-----100.0%

WGTD
PCT
-----94.8%
5.2%
0.0%
0.0%
-----100.0%

STUDENT.PUB Rec. 1/5
Pos. 24-25
Format: N2

Sample member F1 status

Indicates first follow-up status of sample member (i.e., in school,
in 12th grade; in school, not in 12th grade; dropout;
homeschooled; early graduate; out of scope; F1 nonrespondent).
SAS Code:
/* in school, in grade 12
*/
if F1QSTAT in (1,2,3,4) and F1GRADE = 12 then F1UNIV2B = 1 ;
/* in school, out of grade 12
*/
else if (F1QSTAT in (1,2,3,4)
and F1GRADE in (10, 11, 99) ) then F1UNIV2B = 2 ;
/* home schooled
*/
else if F1QSTAT = 5
then F1UNIV2B = 3 ;
/* Early Grad
*/
else if F1QSTAT = 6
then F1UNIV2B = 4 ;
/* dropout
*/
else if F1QSTAT = 7
then F1UNIV2B = 5 ;
/* out of scope (deceased; outside USA in this round) */
else if F1ENRFIN = 6
then F1UNIV2B = 6 ;
/* Nonrespondent/F1 status unknown */
else
F1UNIV2B = 7 ;
Source:ELS:2002 First follow-up Survey Control System

In school, in grade 12..................
In school, out of grade 12..............
Homeschooled............................
Early graduate..........................
Dropout.................................
Out of scope............................
Nonrespondent/F1 status unknown.........
TOTALS:

G-4

CODES
----1
2
3
4
5
6
7

FREQ
----13424
278
41
560
686
99
1164
----16252

PERCENT
-----82.6%
1.7%
0.3%
3.4%
4.2%
0.6%
7.2%
-----100.0%

WGTD
PCT
-----86.0%
2.1%
0.3%
4.9%
6.7%
0.0%
0.0%
-----100.0%


Appendix G: Base-Year to First Follow-up Electronic Codebook

G10COHRT STUDENT.PUB Rec. 1/5
-------- Pos. 26-27
Format: N2
Sophomore cohort member in 2001-2002 school year
Sophomore Cohort member, i.e. spring 2002 tenth-grader. Use G10COHRT in concert with the BYSTUWT weight to get a nationally representative, cross-sectional population of the 2002 spring term sophomore class. If the respondent was not in the freshened student sample, then G10COHRT is set to 1.
SAS Code:
if F1UNIV2A in (1, 2, 3) then G10COHRT = 1;
else G10COHRT = 0;
Source: ELS:2002 First follow-up Survey Control System

<table>
<thead>
<tr>
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<th>FREQ</th>
<th>WEIGHT</th>
<th>PCT</th>
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<tr>
<td></td>
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</tr>
<tr>
<td>Not sophomore cohort member............. 0 171 1.1% 0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore cohort member................. 1 16081 98.9% 100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16252 100.0% 100.0%</td>
<td></td>
<td></td>
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</tbody>
</table>

G12COHRT STUDENT.PUB Rec. 1/5
-------- Pos. 28-29
Format: N2
Senior cohort member, i.e. spring 2004 twelfth-grader.
Senior Cohort member, i.e. spring 2004 twelfth-grader. Use G12COHRT in concert with F1QWT to get a nationally representative, cross-sectional population of the 2004 spring term senior class. Included are students at base year schools as well as those that transferred - if they indicated that they were 12th graders. The current grade was imputed if missing. Only first follow-up respondents are included as 12th grade cohort members.
SAS Code:
if F1GRADE in (12) and F1QSTAT in (1,2,3,4) then G12COHRT = 1;
else G12COHRT = 0;
Source: ELS:2002 First follow-up Survey Control System; Student and Transfer Questionnaires; Imputation

<table>
<thead>
<tr>
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<th>FREQ</th>
<th>WEIGHT</th>
<th>PCT</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not senior cohort member................ 0 2828 17.4% 14.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior cohort member.................... 1 13424 82.6% 86.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16252 100.0% 100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

G-5
### Male/Source: ELS:2002 Student Questionnaire; Sampling; Parent Questionnaire

- **67. Is English your native language (the first language you knew as a child)?**
  - **Yes**
    - 1,127,388 (89.4%)
  - **No**
    - 157,344 (12.4%)

#### BYSEX: Sex-Composite

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<tr>
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<td>108</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>1,261,734</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
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</tbody>
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#### BYRACE: STUDENT_pur Rec. 1/5

<table>
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<th>PER-</th>
<th>WGT0</th>
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<td>7469</td>
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</tr>
<tr>
<td>2</td>
<td>157,344</td>
<td>7741</td>
<td>4.9%</td>
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#### BYSTULT: STUDENT_pur Rec. 1/5

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<th>PER-</th>
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<td>108</td>
<td>0.2%</td>
</tr>
<tr>
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<td><strong>7,469</strong></td>
<td><strong>55.3%</strong></td>
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#### BYSTLANG: STUDENT_pur Rec. 1/5

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<th>PER-</th>
<th>WGT0</th>
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<td>0</td>
<td>2589</td>
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</tr>
<tr>
<td>1</td>
<td>127,368</td>
<td>127368</td>
<td>79.4%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>1,261,734</strong></td>
<td><strong>2589</strong></td>
<td><strong>13.9%</strong></td>
</tr>
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</table>

#### BYSTLANG: STUDENT_pur Rec. 1/5

<table>
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<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGT0</th>
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<tbody>
<tr>
<td>[0]</td>
<td>0</td>
<td>2589</td>
<td>13.9%</td>
</tr>
<tr>
<td>1</td>
<td>127,368</td>
<td>127368</td>
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</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>1,261,734</strong></td>
<td><strong>2589</strong></td>
<td><strong>13.9%</strong></td>
</tr>
</tbody>
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#### BYSTLANG: STUDENT_pur Rec. 1/5

<table>
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<th>CODES</th>
<th>FREQ</th>
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<tbody>
<tr>
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<td>2589</td>
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</tr>
<tr>
<td>1</td>
<td>127,368</td>
<td>127368</td>
<td>79.4%</td>
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<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>1,261,734</strong></td>
<td><strong>2589</strong></td>
<td><strong>13.9%</strong></td>
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#### BYSTLANG: STUDENT_pur Rec. 1/5

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<td>127,368</td>
<td>127368</td>
<td>79.4%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>1,261,734</strong></td>
<td><strong>2589</strong></td>
<td><strong>13.9%</strong></td>
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#### BYSTLANG: STUDENT_pur Rec. 1/5

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<td>13.9%</td>
</tr>
<tr>
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<td>127,368</td>
<td>127368</td>
<td>79.4%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>1,261,734</strong></td>
<td><strong>2589</strong></td>
<td><strong>13.9%</strong></td>
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#### BYSTLANG: STUDENT_pur Rec. 1/5

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<tr>
<td>1</td>
<td>127,368</td>
<td>127368</td>
<td>79.4%</td>
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<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>1,261,734</strong></td>
<td><strong>2589</strong></td>
<td><strong>13.9%</strong></td>
</tr>
</tbody>
</table>
BYDOB_P was previously named DOBIRTHP on the BY ECB. Student’s year and month of birth.

Student’s native language-composite

BYONELNG was previously named HOMELANG on the BY ECB. On the public use file, native languages were grouped, for confidentiality reasons, from student questionnaire items BYS67 and BYS68 to yield the following values: English, Spanish, Other European Language, West/South Asian Language, Pacific Asian/Southeast Asian Language, Other Language. Note: HOMELANG is derived from the unimputed student questionnaire variables (BYS67, BYS68) whereas STLANG includes imputed values for cases in which BYS67 was indeterminate.

SAS Code:

```sas
ELSE if BYS68 IN(11,12,13,14) then HOMELANG=4; /* West/South Asian Language */
else if BYS68 IN(2,3,4,5,16,17,18) then HOMELANG=5; /* Pacific Asian/Southeast Asian Language */
else if BYS68 IN(19,20) then HOMELANG=6; /* Other */
else HOMELANG=-9; /* Missing if a value is not chosen */
```

**Source:** ELS:2002 Student Questionnaire

---

### BYPARLNG

**Parent’s native language-composite**

BYPARLNG was previously named PARLANG on the BY ECB. Parent language recoded for confidentiality reasons. Values: English, Spanish, Other European Language, Pacific Asian/Southeast Asian Language, Other Language.

SAS Code:

```sas
ELSE if BYP29 IN(1,2,3,4,5,6) then PARLANG=-9; /* Missing if a value is not chosen */
```

**Source:** ELS:2002 Parent Questionnaire

---

### BYPARACE

**Parent’s race/ethnicity-composite**

BYPARACE was previously named PARACE on the BY ECB.
Parent race/ethnicity from parent questionnaire (questions 13, 15). Categories for this composite: White, non-Hispanic; Black or African-American, non-Hispanic; Hispanic, race specified; Hispanic, no race specified; Asian/Native Hawaiian or other Pacific Islander, non-Hispanic; American Indian or Alaska Native, non-Hispanic; multiracial (more than one race specified), non-Hispanic. Native Hawaiian or other Pacific Islander category was combined with Asian category for public use file.

**Source:** ELS:2002 Parent Questionnaire

---

Appendix G: Base-Year to First Follow-up Electronic Codebook
Family composition

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Count</th>
<th>Percent</th>
<th>Weight</th>
<th>Percent</th>
</tr>
</thead>
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<td>8</td>
<td>0.3%</td>
<td>0.2%</td>
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</tr>
<tr>
<td>Female guardian only</td>
<td>7</td>
<td>1.2%</td>
<td>1.2%</td>
<td></td>
</tr>
<tr>
<td>Father only</td>
<td>6</td>
<td>2.8%</td>
<td>3.1%</td>
<td></td>
</tr>
<tr>
<td>Mother only</td>
<td>5</td>
<td>17.0%</td>
<td>18.7%</td>
<td></td>
</tr>
<tr>
<td>Two guardians</td>
<td>4</td>
<td>1.6%</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>Father and female guardian</td>
<td>3</td>
<td>3.0%</td>
<td>3.1%</td>
<td></td>
</tr>
<tr>
<td>Mother and male guardian</td>
<td>2</td>
<td>11.6%</td>
<td>13.2%</td>
<td></td>
</tr>
<tr>
<td>Mother and father</td>
<td>1</td>
<td>56.2%</td>
<td>57.9%</td>
<td></td>
</tr>
</tbody>
</table>

Source: ELS:2002 Parent Questionnaire; Imputation

---

Parents' highest level of education

BYFARED was previously named PARED on the BY ECB.

The highest level of education reached by either of the student’s parents. It is obtained from the parent questionnaire when available, or from the student questionnaire if missing on the parent questionnaire. The imputations are the composite variables MOTHED and PATHED. Because MOTHED and PATHED were imputed if otherwise missing, BYFARED is non-missing for all student respondent cases.

<table>
<thead>
<tr>
<th>BYFARED</th>
<th>CODES</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not finish high school</td>
<td>1</td>
<td>946</td>
<td>5.8%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Graduated from high school or GED</td>
<td>2</td>
<td>3061</td>
<td>18.8%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Attended 2-year school, no degree</td>
<td>3</td>
<td>1169</td>
<td>10.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Graduated from 2-year school</td>
<td>4</td>
<td>1608</td>
<td>9.9%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Attended college, no 4-year degree</td>
<td>5</td>
<td>1769</td>
<td>10.9%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Graduated from college</td>
<td>6</td>
<td>3489</td>
<td>21.5%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Completed Master’s degree or equivalent</td>
<td>7</td>
<td>1795</td>
<td>11.0%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Completed PhD, MD, other advanced degree</td>
<td>8</td>
<td>1056</td>
<td>6.5%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESERVE CODES</th>
<th>CODES</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>37</td>
<td>0.2%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

TOTALS: 16252 | 100.0% | 100.0% |

---

Mother's highest level of education-composite

BYMOTHED was previously named MOTHED on the BY ECB.

The highest level of education reached by the respondent’s mother/guardian. It is obtained from the parent questionnaire when available, or from the student questionnaire if missing on the parent questionnaire. The imputations are the composite variables MOTHED and PATHED. Because MOTHED and PATHED were imputed if otherwise missing, BYMOTHED is non-missing for all student respondent cases.

<table>
<thead>
<tr>
<th>BYMOTHED</th>
<th>CODES</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed PhD, MD, other advanced degree</td>
<td>8</td>
<td>1056</td>
<td>6.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Graduated from high school or GED</td>
<td>2</td>
<td>3061</td>
<td>18.8%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Attended 2-year school, no degree</td>
<td>3</td>
<td>1169</td>
<td>10.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Graduated from 2-year school</td>
<td>4</td>
<td>1608</td>
<td>9.9%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Attended college, no 4-year degree</td>
<td>5</td>
<td>1769</td>
<td>10.9%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Graduated from college</td>
<td>6</td>
<td>3489</td>
<td>21.5%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Completed Master’s degree or equivalent</td>
<td>7</td>
<td>1795</td>
<td>11.0%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Completed PhD, MD, other advanced degree</td>
<td>8</td>
<td>1056</td>
<td>6.5%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESERVE CODES</th>
<th>CODES</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>37</td>
<td>0.2%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

TOTALS: 16252 | 100.0% | 100.0% |
BYFATHED was previously named FATHED on the BY ECB. The highest level of education reached by the respondent’s father/guardian is obtained from the parent questionnaire when available, or from the student questionnaire if missing on the parent questionnaire. If missing from both sources, the variable was imputed. See Section 3.3 of the ELS:2002 Base-Year Data File User’s Manual for a discussion of the imputation procedures.

The temporary variable RSPREL generalizes the relationship between the parent/guardian and the 10th grade. RSPREL is set to ‘MOTHER’ if the parent questionnaire respondent is female (if BYP01 in [1,3,5,7,9,11,13,15, or missing]) and to ‘FATHER’ if male (if BYP01 in [2,4,6,8,10,12,14,16]).

SAS Code:
/* if BYP01 indicates a male parent/guardian then RSPREL is set to ‘FATHER’;
if BYP01 indicates a female parent/guardian then RSPREL is set to ‘MOTHER’;*/

For cases where BYP01 is missing, RSPREL is set to ‘MOTHER’.* The value of RSPREL determines which value of BY214 (BY214A or BY214B) pertains to MOTHED and which pertains to FATHED.*/
if RSPREL=‘MOTHER’ then MOTHED=BY214A; FATHED=BY214B; END;
if RSPREL=‘FATHER’ then MOTHED=BY214B; FATHED=BY214A; END;

/* Education values are taken from student questionnaire if BYP34A or BYP34B if RSPREL=‘FATHER’ then DO MOTHED=BYP34A; FATHED=BYP34B; END;
if RSPREL=‘MOTHER’ then DO MOTHED=BYP34B; FATHED=BYP34A; END;*/

Imputation are missing.*/

SAS Code:
/* if FATHED<0 then FATHED (was imputed); */

For cases where BYP01 is missing, RSPREL is set to ‘MOTHER’;
if BYP01 indicates a female parent/guardian then RSPREL is set to ‘MOTHER’;*
if BYP01 indicates a male parent/guardian then RSPREL is set to ‘FATHER’;*/

BYOCCUM was previously named OCCUMOTH on the BY ECB. Mother’s or female guardian’s occupation, 16-category (plus “Other” and “Don’t Know”) using NELS:88 classification, self-coded (or spouse-coded) from parent hardcopy questionnaire, or interviewer-coded from GXT1, converting 42-category scheme to 16; if BYP39a/BYP43b was missing, the verbatim text (BYP39a/BYP43b) was coded; if all parent data were missing, the student data were coded and substituted. The parent questionnaire was the first source of information. If parent respondent was the father or male guardian, then BYP10C (or subsequent coding of BYP10A/BYP19B text available on the restricted use data) was the source for OCCUMOTH. If parent respondent was a father or male guardian and provided information for the spouse/partner, then BYP43C (or subsequent coding of BYP43A/BYP43B text available on the restricted use data) was the source for OCCUMOTH. OCCUMOTH=if there was parent/spouse indication that never held job for pay (BYP10HT or BYP24C=0). If mother/guardian occupation information was not provided in the parent questionnaire, the student-provided text for mother’s occupation in the student questionnaire (BYS81A/BYS81B available on the restricted use data) was coded if available. Imputation done if otherwise missing (or if “Other” or “Don’t Know” category was assigned). See Section 3.3 of the ELS:2002 Base-Year Data File User’s Manual for a discussion of the imputation procedures.

0 Never held a job for pay
1 Clerical
2 Craftsperson
3 Farmer, Farm Manager
4 Homemaker
5 Laborer
6 Manager, Administration
7 Military
8 Operative
9 Professional (e.g., engineer, writer, actor)
10 Professional (e.g., dentist, physician)
11 Proprietor or Owner
12 Protective Service
13 Sales
14 School Teacher
15 Service
16 Technical
17 Other

SAS Code:
if BYP01 indicates a female parent/guardian or is missing then
OCCUMOTH = BYP39c ; /* 16-category (+ other/DE) NELS:88 classification */
if BYP13 = 0 then OCCUMOTH = 0 ;
else if BYP01 indicates a male parent/guardian and is non-missing then
do;
OCCUMOTH = BYP43c ; /* 16-category (+ other/DE) NELS:88 classification */
if BYP42 = 0 then OCCUMOTH = 0 ;
end;
end;
OCCUMOTH not in (0,1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16) and
byestic in (1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17) then
OCCUMOTH = byestic ;
do;
end;
OCCUMOTH imputed if value missing/other/don’t know */

Source: ELS:2002 Parent Questionnaire; Student Questionnaire; Imputation
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYSES1
Socio-economic status composite, v.1

BYSES1 was previously named SES1 on the BY ECB.

Socio-economic status (SES), version 1, was derived using NELS:88-comparable composite variable constructed from parent questionnaire data when available and student substitutions when not. SEE is based on five equally weighted, standardized components: father's/guardian's education (FATHER), mother's/guardian's education (MOTHER), family income (INCOME), father's/guardian's occupation (OCCUPPATH), and mother's/guardian's occupation (OCCUMOTH). Each of these five composite variables that served as inputs to SEE and SEE2 were imputed if missing. See those variable descriptions for further detail.

An occupation prestige value was determined for OCCUMOTH and OCCUPPATH. The 1961 Duncan index was used for determining the occupation prestige values for the SEE1 variable. The parent questionnaire included parent occupation codes determined by the respondents themselves. If the occupation texts were left uncoded or if the student supplied the parent occupation text, project staff subsequently coded those occupations if possible. Missing occupations were imputed.

Parent education was based on parent report, or student report if parent data missing, imputed otherwise. Income was based on parent questionnaire information, imputed otherwise.

SAS Code:

```sas
/* Distributes values of SES into quartiles: weighted cut-points for quartile distribution. */
if SES1 < -0.530200 then SES1QU = 1 ;
else if SES1 < -0.013600 then SES1QU = 2 ;
else if SES1 < 0.515500 then SES1QU = 3 ;
else if SES1 >= 2.11 then SES1QU = 4 ;
else SES1QU = 0 ;
```


code

```sas
/* Temporary variables occ_M, occ_F, edc_M, edc_F are used for re-coding based on Duncan SEE (occ) and recalibration of level of education to values used in SEE */
occ_M = . ;
else if OCCUMOTH = 17 then occ_M = . ;
else if OCCUMOTH = 15 then occ_M = 54.42 ;
else if OCCUMOTH = 13 then occ_M = 38.00 ;
else if OCCUMOTH = 12 then occ_M = 49.70 ;
else if OCCUMOTH = 11 then occ_M = 70.21 ;
else if OCCUMOTH = 10 then occ_M = 70.21 ;
else if OCCUMOTH = 9 then occ_M = 19.18 ;
else if OCCUMOTH = 8 then occ_M = 67.73 ;
else if OCCUMOTH = 6 then occ_M = 7.33 ;
else if OCCUMOTH = 4 then occ_M = 27.41 ;
else if OCCUMOTH = 3 then occ_M = 28.00 ;
else if OCCUMOTH = 2 then occ_M = 70.21 ;
else if OCCUMOTH = 1 then occ_M = . ;
else if OCCUMOTH = 1 then occ_M = 56.58 ;
```

```sas
/* edu data are obtained from MOTHED and PATHED */
if MOTHED in (1,2) then edc_M = MOTHED ;
else if MOTHED in (3,4,5) then edc_M = 3 ;
else if MOTHED in (6) then edc_M = 4 ;
else if MOTHED in (7) then edc_M = 5 ;
else if MOTHED in (8) then edc_M = 6 ;
if PATHED in (1,2) then edc_F = PATHED ;
else if PATHED in (3,4,5) then edc_F = 3 ;
else if PATHED in (6) then edc_F = 4 ;
else if PATHED in (7) then edc_F = 5 ;
else if PATHED in (8) then edc_F = 6 ;
```

```sas
/* See description above in SES1 SAS Code: */
CREATE composite SEE1QU by setting it equal to missing if SEE1 is missing, otherwise setting it equal to the quartile break points of SEE1.

Source: ELS:2002 Parent Questionnaire; Student Questionnaire; Imputation

Imputation

-2.11-1.82,0.042/0.743}................ c 16325 94.3% 100.0%
```

Reserve Codes:

Survey component legitimate skip/NA -8 276 1.7% (MISS)
Nonrespondent -4 651 4.0% (MISS)

TOTALS: 16252 100.0% 100.0%

Appendix H:
NLS-72/HS&B/NELS:88-comparable composite variable constructed from parent questionnaire data when available and student substitutions when not. SEE is based on five equally weighted, standardized components: father's/guardian's education (FATHER), mother's/guardian's education (MOTHER), family income (INCOME), father's/guardian's occupation (OCCUPPATH), and mother's/guardian's occupation (OCCUMOTH). Each of these five composite variables that served as inputs to SEE and SEE2 were imputed if missing. See those variable descriptions for further detail.

An occupation prestige value was determined for OCCUMOTH and OCCUPPATH. The 1961 Duncan index was used for determining the occupation prestige values for the SEE1 variable. The parent questionnaire included parent occupation codes determined by the respondents themselves. If the occupation texts were left uncoded or if the student supplied the parent occupation text, project staff subsequently coded those occupations if possible. Missing occupations were imputed.

Parent education was based on parent report, or student report if parent data missing, imputed otherwise. Income was based on parent questionnaire information, imputed otherwise.

SAS Code:

```sas
if SES1 < 0.515500 then SES1QU = 3 ;
else if SES1 < 0.013600 then SES1QU = 2 ;
else if SES1 < -0.530200 then SES1QU = 1 ;
else if SES1 >= 2.11 then SES1QU = 4 ;
else SES1QU = 0 ;
```

```sas
/* edu data are obtained from MOTHED and PATHED */
if MOTHED in (1,2) then edc_M = MOTHED ;
else if MOTHED in (3,4,5) then edc_M = 3 ;
else if MOTHED in (6) then edc_M = 4 ;
else if MOTHED in (7) then edc_M = 5 ;
else if MOTHED in (8) then edc_M = 6 ;
if PATHED in (1,2) then edc_F = PATHED ;
else if PATHED in (3,4,5) then edc_F = 3 ;
else if PATHED in (6) then edc_F = 4 ;
else if PATHED in (7) then edc_F = 5 ;
else if PATHED in (8) then edc_F = 6 ;
```

```sas
else if edc_F ne . then ses1no = sum(ses1no, 1) ;
```

```
```
Appendix G:
Base-Year to First Follow-up Electronic Codebook

Socio-economic status composite, v.2

BYSES2 was previously named SES2 on the BY EBC.
Socio-economic status (using alternate occupational prestige score).
Definition for SES2 is the same as that for SES1 (see description)
except 1989 GES occupational prestige scores used instead of 1961
Duncan SES1 version.
SAS Code:
SES2 = 57;
SES2QU = 57 ;
/* Counts the number of nonmissing variables - max number = 5 -- temporary variable */
/* Mother's occupation data */
occ_M = .;
else if OCCUMOTH = 16 then occ_M = 51.21;
else if OCCUMOTH = 15 then occ_M = 30.46;
else if OCCUMOTH = 14 then occ_M = 64.38;
else if OCCUMOTH = 13 then occ_M = 48.40;
else if OCCUMOTH = 12 then occ_M = 34.10;
else if OCCUMOTH = 11 then occ_M = 50.64;
else if OCCUMOTH = 10 then occ_M = 64.38;
else if OCCUMOTH = 9 then occ_M = 30.46;
else if OCCUMOTH = 8 then occ_M = 64.38;
else if OCCUMOTH = 7 then occ_M = 34.10;
else if OCCUMOTH = 6 then occ_M = 50.64;
else if OCCUMOTH = 5 then occ_M = 64.38;
else if OCCUMOTH = 4 then occ_M = 30.46;
else if OCCUMOTH = 3 then occ_M = 50.64;
else if OCCUMOTH = 2 then occ_M = 48.40;
else if OCCUMOTH = 1 then occ_M = 34.10;
/* Assigning 1989 occupational prestige scores */
if OCCUMOTH = 1 then occ_M = 38.16;
if OCCUMOTH = 2 then occ_M = 64.38;
if OCCUMOTH = 3 then occ_M = 53.52;
if OCCUMOTH = 4 then occ_M = 48.40;
if OCCUMOTH = 5 then occ_M = 30.46;
if OCCUMOTH = 6 then occ_M = 50.64;
if OCCUMOTH = 7 then occ_M = 53.52;
if OCCUMOTH = 8 then occ_M = 64.38;
if OCCUMOTH = 9 then occ_M = 48.40;
if OCCUMOTH = 10 then occ_M = 48.40;
if OCCUMOTH = 11 then occ_M = 30.46;
if OCCUMOTH = 12 then occ_M = 53.52;
if OCCUMOTH = 13 then occ_M = 48.40;
if OCCUMOTH = 14 then occ_M = 64.38;
if OCCUMOTH = 15 then occ_M = 30.46;
if OCCUMOTH = 16 then occ_M = 50.64;
if OCCUMOTH = 17 then occ_M = 64.38;
else SES2 = . ;
else SES2 = . ;
if SES2pm ne . then SES2 = SES2pm;
end;
else if SES2no = 0 then SES2pm = . ;
SES2. */
missing, otherwise setting it equal to the quartile break points of
/* Create composite SES2QU by setting it equal to missing if SES2 is
missing, otherwise setting it equal to the quartile break points of
if SES2no = 0 then SES2pm = 38.16;
if SES2no ne . then SES2pm = SES2pm;
end;
else do ;
/* If edc_F is not missing, increment counter by 1. */
if edc_F ne . then SES2no = sum(SES2no, 1) ;
else if edc_M ne . then SES2no = sum(SES2no, 1) ;
/* Education data are obtained from MOTHED and FATHED */
if edc_M ne . then SES2no = sum(SES2no, 1) ;
else if MOTHED in (8) then edc_M = 6 ;
else if MOTHED in (7) then edc_M = 5 ;
else if MOTHED in (6) then edc_M = 4 ;
else if MOTHED in (3,4,5) then edc_M = 3 ;
if MOTHED in (1,2) then edc_M = MOTHED ;
/* Imputed. (Since "Don't know" was an explicit response, these values
were not imputed.) See Section 3.3 of the EL5:2002 Base-Year Data
File User’s Manual for a discussion of the imputation procedures.*/
BYS56 wording:
56. As things stand now, how far in school do you think you will
go? (MARK ONE RESPONSE)
Less than high school graduation (SKIP TO QUESTION 63 ON PAGE 20)
High school graduation or GED only (SKIP TO QUESTION 62 ON PAGE 20)
Attend or complete a 2-year school course in a community or
vocational school (GO TO QUESTION 57)
Attend college, but not complete a 4-year degree (GO TO QUESTION 57)
Graduate from college (GO TO QUESTION 57)
Attend a Ph.D., M.D., or other advanced degree (GO TO QUESTION 57)
Don’t know (GO TO QUESTION 57)
Applies to: All respondents.
Source:EL5:2002 Parent Questionnaire; Student Questionnaire;
Imputation
CODES FREQ CBNT PCT
0 16522 100.0 100.0
------------
--- ------- ---- --
RESERVE CODES:
{Survey component legitimate skip/NA} -8 651 4.0 (MIS)
### Occupation right after high school-coded

The occupation the respondent wishes to have right after high school was assigned to one of seventeen categories. This was coded from student-provided text strings (question 64 in the student questionnaire: BYOCC30 in the restricted-use data) by project personnel. **BYOCC30**=-3 if student indicated not planning to work right after high school.

**Source:** ELS:2002 Student Questionnaire; Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school graduation...</td>
<td>1</td>
<td>16</td>
<td>0.1%</td>
</tr>
<tr>
<td>High school graduation or GED only...</td>
<td>2</td>
<td>571</td>
<td>3.5%</td>
</tr>
<tr>
<td>Attend or complete 2-year college/school</td>
<td>3</td>
<td>1236</td>
<td>7.6%</td>
</tr>
<tr>
<td>Attend college, 4-year degree incomplete...</td>
<td>4</td>
<td>158</td>
<td>1.0%</td>
</tr>
<tr>
<td>Graduate from college...</td>
<td>5</td>
<td>7097</td>
<td>43.7%</td>
</tr>
<tr>
<td>Obtain Master's degree or equivalent...</td>
<td>6</td>
<td>3157</td>
<td>20.4%</td>
</tr>
<tr>
<td>Obtain PhD, MD, or other advanced degree...</td>
<td>7</td>
<td>3644</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Nonrespondent... | -4 | 171 | 1.1% | (MISS) |

**TOTALS:** 16252 | 100.0% | 100.0% |

### Occupation at age 30-coded

The occupation the respondent expects/plans to have at age 30 was assigned to one of seventeen categories. This was coded from student-provided text strings (question 64 in the student questionnaire: BYOCC30 in the restricted-use data) by project personnel. **BYOCC30**=-3 if student indicated not planning to work at age 30.

**Source:** ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical...</td>
<td>1</td>
<td>34</td>
<td>0.2%</td>
</tr>
<tr>
<td>Craftsperson...</td>
<td>2</td>
<td>323</td>
<td>2.0%</td>
</tr>
<tr>
<td>Farmer, farm manager...</td>
<td>3</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>Homemaker...</td>
<td>4</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>Laborer...</td>
<td>5</td>
<td>41</td>
<td>0.3%</td>
</tr>
<tr>
<td>Manager, administrator...</td>
<td>6</td>
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<td>Professional a...</td>
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<td>3345</td>
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</tr>
<tr>
<td>Professional b...</td>
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<td>2039</td>
<td>12.4%</td>
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<td>276</td>
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<tr>
<td>Don't Know...</td>
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</table>

RESERVE CODES:

- Refused... | -2 | 1 | 0.0% | (MISS) |
- [Item legitimate skip/NA]... | -3 | 137 | 0.8% | (MISS) |
- Nonrespondent... | -4 | 651 | 4.0% | (MISS) |
- Survey component legitimate skip/NA... | -5 | 276 | 1.7% | (MISS) |
- Missing... | -9 | 1701 | 10.5% | (MISS) |

**TOTALS:** 16252 | 100.0% | 100.0% |
Appendix G: Base-Year to First Follow-up Electronic Codebook

Base year student questionnaire status

<table>
<thead>
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<th>PERCENT</th>
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</thead>
<tbody>
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<td>94.6%</td>
</tr>
<tr>
<td>1</td>
<td>18</td>
<td>0.1%</td>
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</tr>
<tr>
<td>2</td>
<td>927</td>
<td>5.7%</td>
<td>5.7%</td>
</tr>
<tr>
<td>3</td>
<td>14740</td>
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<td>94.4%</td>
</tr>
<tr>
<td>4</td>
<td>53</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>5</td>
<td>532</td>
<td>3.2%</td>
<td>3.2%</td>
</tr>
<tr>
<td>6</td>
<td>817</td>
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<td>4.7%</td>
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TOTALS: 16252 100.0% 100.0%

Month/year of base year student questionnaire administration

<table>
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<td>92.3%</td>
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<td>4.5%</td>
</tr>
<tr>
<td>4</td>
<td>453</td>
<td>2.8%</td>
<td>2.8%</td>
</tr>
<tr>
<td>5</td>
<td>651</td>
<td>4.0%</td>
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</tr>
<tr>
<td>6</td>
<td>171</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

Base year parent questionnaire status

Student interview status: (not interviewed), abbreviated interview, full-length interview, abbreviated CATI. (First value, not interviewed in base year, will appear only on the base year restricted file and in later rounds.)
0 Not interviewed in base year
1 Full-length hard copy questionnaire
2 Abbreviated hard copy questionnaire
3 Abbreviated CATI

Source: ELS:2002 Student Questionnaire

BYQXSTAT is set to 1 if at least one student report was provided by the math teacher and/or English teacher. Demographic information in the second part of the teacher questionnaire is also linked to the student data for the math and/or English teacher. Even if the teacher did not provide a student report for a given student, but the teacher was linked to the student by the school, then the demographic information was included in the student data (i.e., the teacher taught math and/or English to the student and did not complete a student report but did complete the demographic section of the teacher questionnaire). BYQFLG is set to 0 for cases in which there were no teacher-provided student reports, even in the case of teacher-provided demographics.

Source: ELS:2002 Teacher Questionnaire

Status variable for completion of the parent questionnaire: whether parent responded and if so, what was the type of response: hard copy (full or abbreviated), CATI (full or abbreviated), Spanish.

Source: ELS:2002 Parent Questionnaire

BYTXPAFG is set to 1, otherwise BYTXPAFG is set to 0.

Whether at least one teacher-provided student report (math and/or English teacher) is available.
The teacher data were linked to student data based on school-provided information, as updated by teacher reports. School coordinators were asked to identify one math teacher and one English teacher for each student. Teachers were asked in the teacher questionnaire to report on each of their sample students. BYTXFLG is set to 1 if at least one student report was provided by the math teacher and/or English teacher. Demographic information in the second part of the teacher questionnaire is also linked to the student data for the math and/or English teacher. Even if the teacher did not provide a student report for a given student, but the teacher was linked to the student by the school, then the demographic information was included in the student data (i.e., the teacher taught math and/or English to the student and did not complete a student report but did complete the demographic section of the teacher questionnaire). BYQFLG is set to 0 for cases in which there were no teacher-provided student reports, even in the case of teacher-provided demographics.

Source: ELS:2002 Teacher Questionnaire

BYQXSTAT is set to 1 if at least one student report was provided by the math teacher and/or English teacher. Demographic information in the second part of the teacher questionnaire is also linked to the student data for the math and/or English teacher. Even if the teacher did not provide a student report for a given student, but the teacher was linked to the student by the school, then the demographic information was included in the student data (i.e., the teacher taught math and/or English to the student and did not complete a student report but did complete the demographic section of the teacher questionnaire). BYQFLG is set to 0 for cases in which there were no teacher-provided student reports, even in the case of teacher-provided demographics.

Source: ELS:2002 Teacher Questionnaire

---

Base year student questionnaire status

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<th>WTD</th>
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</thead>
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<td>2605</td>
<td>16.0%</td>
<td>15.3%</td>
</tr>
<tr>
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</tr>
<tr>
<td>4</td>
<td>171</td>
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<td>1.1%</td>
</tr>
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</table>

TOTALS: 16252 100.0% 100.0%

Base year parent questionnaire status

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<td>3.7%</td>
</tr>
<tr>
<td>4</td>
<td>171</td>
<td>1.1%</td>
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TOTALS: 16252 100.0% 100.0%

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Base year student questionnaire status

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<td>94.6%</td>
<td>94.6%</td>
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<td>1</td>
<td>18</td>
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<td>5</td>
<td>532</td>
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<td>3.2%</td>
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<tr>
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<td>817</td>
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TOTALS: 16252 100.0% 100.0%

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Base year parent questionnaire status

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<td>3.7%</td>
</tr>
<tr>
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<td>171</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%
Appendix G:

Base-Year to First Follow-up Electronic Codebook

---

BYADMFLG STUDENT.PUB Rec. 1/5
---
Pos. 112-113
Format: N2

Base year school administrator questionnaire completed

If the school administrator completed a questionnaire (full or abbreviated), then BYADMFLG=1 for the students associated with that school. Otherwise, BYADMFLG=0 for the associated students.

The school file has a related variable, BYADMSTA, which indicates whether the questionnaire was full or abbreviated in addition to distinguishing respondents from non-respondents.

Source: ELS:2002 School Administrator Questionnaire

---

BYLMCFLG STUDENT.PUB Rec. 1/5
---
Pos. 114-115
Format: N2

Base year library media center questionnaire completed

If a library media center questionnaire for the school was completed, then BYLMCFLG=1 for the students associated with that school. Otherwise, BYLMCFLG=0 for the associated students.

The school file has a corresponding variable, BYSCMDFG.

Source: ELS:2002 Library Questionnaire

---

BYIEPFLG STUDENT.PUB Rec. 1/5
---
Pos. 116-117
Format: N2

Base year Individualized Education Plan

Whether student has an Individualized Education Plan. This information was provided on the tenth grade enrollment lists or subsequent sampled student roster by school personnel, if school personnel were able to provide it. For those students that were noted as having an IEP, the type of IEP, according to the federal disability categories, was noted and is reflected in BYIEPTYP, a variable only available on the restricted-use file.

Source: ELS:2002 Survey Control System

---

BYTXACC STUDENT.PUB Rec. 1/5
---
Pos. 118-119
Format: N2

Base year test accommodations

Whether student is allowed special test accommodations. See note 2 for more information on special test accommodations (e.g., use of calculator, tests read to student). BYTXACC was set to 1 if special test accommodations and/or extra time were needed. Those taking test(s) but not requiring test accommodations had BYTXACC=0. BYTXACC=-3 for those that did not take the test(s).

Source: ELS:2002 Survey Control System; Cognitive Tests

---

BYTXCSTD STUDENT.PUB Rec. 1/5
---
Pos. 120-124
Format: N5.2

Standardized test composite score-math/reading

The composite score is the average of the math (BYTXMSD) and reading (BYTXRSTD) standardized scores, re-standardized to a national mean of 50.0 and standard deviation of 10.0. Some students had scores for only the math test or reading test, but not both. For these students who did not have both scores, the composite is based on the single score that was available. The standardized T score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (spring 2002 10th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated number-right score which represents status with respect to achievement on a particular criterion set of test items).

To determine the quartile cut-points, the weighted distribution of the standardized scores was divided at the 25th, 50th, and 75th percentiles. Cut points were matched to unrounded standardized scores. Resulting quartiles will not always be exactly 25% of the weighted base year sample due to rounding. Because standardized scores are rounded, some resulting values near the cut point may appear in more than one quartile.

Source: ELS:2002 Cognitive Tests

---

Appendix G:

Base-Year to First Follow-up Electronic Codebook
Appendix G:
Base-Year to First Follow-up Electronic Codebook

-------- Pos. 137-141
BYNELS0M STUDENT.PUB Rec. 1/5
[36x189]{11.16-57.54,38.3437/11.1971}........... c 15976 98.3% 100.0%
RESERVE CODES:
(Survey component legitimate skip/NA) -8 276 1.7% (MISS)
TOTALS: 16252 100.0% 100.0%

-------- Pos. 132-136
BYNELS2R STUDENT.PUB Rec. 1/5
[36x189]{9.74-50.57,29.6225/9.4026}............. c 15976 98.3% 100.0%
RESERVE CODES:
(Survey component legitimate skip/NA) -8 276 1.7% (MISS)
TOTALS: 16252 100.0% 100.0%

-------- Pos. 127-131
BYNELS2M STUDENT.PUB Rec. 1/5
[36x189]{14.71-79.27,45.3368/13.5399}........... c 15976 98.3% 100.0%
RESERVE CODES:
(Survey component legitimate skip/NA) -8 276 1.7% (MISS)
TOTALS: 16252 100.0% 100.0%

Base-Year to First Follow-up Electronic Codebook
Appendix G:

ELS-NELS 1992 scale equated sophomore math score
This is an IRT estimated number right score that has been equated to NELS:88 in 1992. In the 1992 round of NELS:88 (second follow-up), base year and first follow-up scores were rescaled to take advantage of full information from the entire testing program from 1988 to 1992. The ELS-NELS equated sophomore score (and also the probability of proficiency scores) - because they are on the NELS:88 scale - can be used to measure cross-cohort change, such as differences in tested achievement in mathematics and reading between sophomores in 1990 and sophomores in 2002. Since HS&B has been linked to the NELS:88 1990 scale only, BYNELS0M should not be used for HS&B-NELS:88-ELS:2002 comparisons, but rather BYNELS2M should be used for such comparisons.
Source: ELS:2002 Cognitive Tests

ELS-NELS 1992 scale equated sophomore reading score
This is an IRT estimated number right score that has been equated to NELS:88 in 1992. In the 1992 round of NELS:88 (second follow-up), base year and first follow-up scores were rescaled to take advantage of full information from the entire testing program from 1988 to 1992. The ELS-NELS equated sophomore score (and also the probability of proficiency scores) - because they are on the NELS:88 scale - can be used to measure cross-cohort change, such as differences in tested achievement in mathematics and reading between sophomores in 1990 and sophomores in 2002.
Source: ELS:2002 Cognitive Tests

ELS:2002-PISA:2003 concordance math score
The PISA-scale score represents the score level achieved by students of the same percentile rank in two populations: 15-year-old students taking the Program for International Student Assessment (PISA) math test in the spring of 2003 and 10th graders taking the ELS:2002 math test in the spring of 2002. Subsampling of both samples was necessary to make them as equivalent as possible for the linkage, and they were matched as closely as was possible given the differences noted. A PISA-scale math score is reported for every ELS:2002 sample member, although the scores were calibrated on a subset of ELS:2002 respondents who were relevantly similar to a matching subset of PISA sample members.
See section 2.2.2 of the ELS:2002 Base-Year Data File User's Manual for more discussion.
Source: ELS:2002 Cognitive Tests

ELS:2002-PISA:2000 concordance reading score
The PISA-scale score represents the score level achieved by students of the same percentile rank in two populations: 15-year-old students taking the Program for International Student Assessment (PISA) reading test in the spring of 2003 and 10th graders taking the ELS:2002 reading test in the spring of 2002. Subsampling of both samples was necessary to make them as equivalent as possible for the linkage, and they were matched as closely as was possible given the differences noted. A PISA-scale reading score is reported for every ELS:2002 sample member, although the scores were calibrated on a subset of ELS:2002 respondents who were relevantly similar to a matching subset of PISA sample members.
See section 2.2.2 of the ELS:2002 Base-Year Data File User's Manual for more discussion.
(Note: the ELS:2002 base year math linkage to PISA:2003 math cannot be effected until the first follow-up data delivery.)
Source: ELS:2002 Cognitive Tests

Math IRT estimated number right

Math IRT [item-response theory] estimated number right. The estimated number right score for math is an estimate of the number of items students would have answered correctly had they responded to all 72 items in the ELS:2002 math item pool. The ability estimates and item parameters derived from the IRT calibration can be used to calculate each student’s probability of a correct answer for each of the items in the pool. These probabilities are summed to produce the IRT-estimated number right score. The score is not an integer because it is a sum of probabilities, not a count of right and wrong answers. (Note that the reading IRT estimated right score is not comparable to the math IRT estimated right score since they are based on different numbers of test questions and content that is not necessarily equivalent in difficulty.) See section 2.2.2 of the ELS:2002 Base-Year Data File User’s Manual for further discussion.
Source: ELS:2002 Cognitive Tests
Math test standardized score

Math standardized T Score. The standardized T score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (spring 2002 10th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated number-right score which represents status with respect to achievement on a particular criterion-referenced test). The standardized T score is a transformation of the IRT theta (ability) estimate, rescaled to a mean of 50 and standard deviation of 10.

To determine the quartile cut-points, the weighted distribution of the standardized scores was divided at the 25th, 50th, and 75th percentiles. Cut points were matched to unrounded standardized scores. Resulting quartiles will not always be exactly 25% of the weighted base year sample due to rounding. Because standardized scores are rounded, some resulting values near the cut point may appear in more than one quartile.

Source: ELS:2002 Cognitive Tests

---

Mathematics proficiency probability at level 2

Probability of proficiency at mathematics level 2: simple operations with decimals, fractions, powers, and roots. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests

---

Mathematics proficiency probability at level 3

Probability of proficiency at mathematics level 3: simple problem solving, requiring the understanding of low level mathematical concepts. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests

---

Mathematics proficiency probability at level 4

Probability of proficiency at mathematics level 4: understanding of intermediate level mathematical concepts and/or multi-step solutions to word problems. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests
### Mathematics proficiency probability at level 5

Probability of proficiency at mathematics level 5: complex multi-step word problems and/or advanced mathematics material. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests

<table>
<thead>
<tr>
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<td>c</td>
<td>15976</td>
<td>98.3%</td>
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</table>

### Reading IRT estimated number right

Reading IRT (Item-response theory) estimated number right. The estimated number right score for reading is an estimate of the number of items students would have answered correctly had they responded to all 51 items in the ELS:2002 reading item pool. The ability estimates and item parameters derived from the IRT calibration can be used to calculate each student's probability of a correct answer for each of the items in the pool. These probabilities are summed to produce the IRT-estimated number right score. The score is not an integer because it is a sum of probabilities, not a count of right and wrong answers. Note that the reading IRT estimated right score is not comparable to the math IRT estimated right score since they are based on different numbers of test questions and content that is not necessarily equivalent in difficulty. See section 2.2.2 of the ELS:2002 Base-Year Data File User's Manual for further discussion.

Source: ELS:2002 Cognitive Tests

<table>
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</tr>
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</table>

### Reading quartile (1-low)

Reading quartile score. The quartile score divides the weighted (population estimate) achievement distributions into four equal groups, based on reading scores (BYTXRSTD). Quartile 1 corresponds to the lowest-achieving quarter of the population, quartile 4 the highest.

To determine the quartile cut-points, the weighted distribution of the standardized scores was divided at the 25th, 50th, and 75th percentiles. Cut points were matched to unrounded standardized scores. Resulting quartiles will not always be exactly 25% of the weighted base year sample due to rounding. Because standardized scores are rounded, some resulting values near the cut point may appear in more than one quartile.

Source: ELS:2002 Cognitive Tests

<table>
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### Reading proficiency probability at level 1

Probability of proficiency at reading level 1: simple reading comprehension including reproduction of detail and/or the author's main thought. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests

### Reading proficiency probability at level 2

Probability of proficiency at reading level 2: simple inferences beyond the author's main thought, and/or understanding and evaluating abstract concepts. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests

### Mathematics proficiency probability at level 5

Probability of proficiency at mathematics level 5: complex multi-step word problems and/or advanced mathematics material. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-0.0051/0.2415]</td>
<td>c</td>
<td>15976</td>
<td>98.3%</td>
</tr>
</tbody>
</table>

### Reading quartile (4-high)

Reading quartile score. The quartile score divides the weighted (population estimate) achievement distributions into four equal groups, based on reading scores (BYTXRSTD). Quartile 1 corresponds to the lowest-achieving quarter of the population, quartile 4 the highest.

To determine the quartile cut-points, the weighted distribution of the standardized scores was divided at the 25th, 50th, and 75th percentiles. Cut points were matched to unrounded standardized scores. Resulting quartiles will not always be exactly 25% of the weighted base year sample due to rounding. Because standardized scores are rounded, some resulting values near the cut point may appear in more than one quartile.

Source: ELS:2002 Cognitive Tests

### Reading proficiency probability at level 5

Probability of proficiency at reading level 5: complex multi-step word problems and/or advanced mathematics material. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests

### Mathematics proficiency probability at level 5

Probability of proficiency at mathematics level 5: complex multi-step word problems and/or advanced mathematics material. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests

### Reading proficiency probability at level 5

Probability of proficiency at reading level 5: complex multi-step word problems and/or advanced mathematics material. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests
Reading proficiency probability at level 3

Probability of proficiency at reading level 3: complex inferences or evaluative judgments requiring multiple sources of information. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchal in the sense that mastery of a higher level typically implies proficiency in the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

Source: ELS:2002 Cognitive Tests

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<td>c</td>
<td>15976</td>
<td>98.3%</td>
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<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1st friend’s race

1st friend’s race/Hispanic ethnicity is obtained from question 25 of the student questionnaire. Race adheres to the following definitions:

- American Indian or Alaska Native, not Hispanic or Latino
- Asian, Hawaiian or other Pacific Islander, not Hispanic or Latino
- Black, not Hispanic or Latino
- Multiracial, not Hispanic
- Hispanic, no race specified
- Hispanic or Latino, regardless of race
- Black, not Hispanic or Latino
- Asian, Hawaiian or other Pacific Islander, not Hispanic or Latino
- Hispanic, race specified
- American Indian or Alaska Native, not Hispanic or Latino
- Hawaiian or other Pacific Islander, not Hispanic or Latino

Restricted-use data file contains a variable which maintains a separate category for Hawaiians/other Pacific Islanders. Hawaiians and Pacific Islanders are included in this category even though they were collected separately, due to small reported numbers and to preserve consistency with related longitudinal studies. The restricted-use data file contains a variable which maintains a separate category for Hawaiians/other Pacific Islanders.

Source: ELS:2002 Student Questionnaire

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<th>MWTD</th>
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</thead>
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<td>Asian, Hawaii/Pac. Islander, non-Hispanic</td>
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<td>1054</td>
<td>6.5%</td>
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<tr>
<td>Black or African American, non-Hispanic</td>
<td>3</td>
<td>1524</td>
<td>11.9%</td>
</tr>
<tr>
<td>Hispanic, no race specified</td>
<td>4</td>
<td>1145</td>
<td>7.0%</td>
</tr>
<tr>
<td>Hispanic, race specified</td>
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<td>763</td>
<td>4.7%</td>
</tr>
<tr>
<td>Multiracial, non-Hispanic</td>
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<td>323</td>
<td>2.0%</td>
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<tr>
<td>White, non-Hispanic</td>
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<td>8881</td>
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<tr>
<td>RESERVE CODES:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(Item legitimate skip/NA)</td>
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<td>306</td>
<td>1.9%</td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
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<tr>
<td>(Missing)</td>
<td>-9</td>
<td>1103</td>
<td>6.8%</td>
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<tr>
<td>TOTALS:</td>
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2nd friend’s race

2nd friend’s race/Hispanic ethnicity is obtained from question 25 of the student questionnaire. Race adheres to the following definitions:

- American Indian or Alaska Native, not Hispanic or Latino
- Asian, Hawaiian or other Pacific Islander, not Hispanic or Latino
- Black, not Hispanic or Latino
- Multiracial, not Hispanic
- Hispanic, no race specified
- Hispanic or Latino, regardless of race
- Hispanic or Latino, not Hispanic or Latino
- Black, not Hispanic or Latino

Source: ELS:2002 Student Questionnaire

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<th>MWTD</th>
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<tr>
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</tr>
<tr>
<td>Asian, Hawaii/Pac. Islander, non-Hispanic</td>
<td>2</td>
<td>1054</td>
<td>6.5%</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>3</td>
<td>1524</td>
<td>11.9%</td>
</tr>
<tr>
<td>Hispanic, no race specified</td>
<td>4</td>
<td>1145</td>
<td>7.0%</td>
</tr>
<tr>
<td>Hispanic, race specified</td>
<td>5</td>
<td>763</td>
<td>4.7%</td>
</tr>
<tr>
<td>Multiracial, non-Hispanic</td>
<td>6</td>
<td>323</td>
<td>2.0%</td>
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<tr>
<td>White, non-Hispanic</td>
<td>7</td>
<td>8881</td>
<td>54.6%</td>
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<tr>
<td>RESERVE CODES:</td>
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<td>-3</td>
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<td>1.9%</td>
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<tr>
<td>(Nonrespondent)</td>
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<td>4.0%</td>
</tr>
<tr>
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<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>1103</td>
<td>6.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
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<td>100.0%</td>
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Appendix G: Base-Year to First Follow-up Electronic Codebook

### Interscholastic baseball participation

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<th>CENT</th>
<th>PCT</th>
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<td>5.8%</td>
<td>6.6%</td>
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<tr>
<td>227</td>
<td>120</td>
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<td>16.1%</td>
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#### Race

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<td>9.5%</td>
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<tr>
<td>Hispanic, race specified</td>
<td>715</td>
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</tr>
<tr>
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<td>4.4%</td>
</tr>
<tr>
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<td>1.1%</td>
</tr>
<tr>
<td>Multiracial, non-Hispanic</td>
<td>5</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Hawaiian/PI</td>
<td>276</td>
<td>1.7%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>White, not Hispanic or Latino</td>
<td>11729</td>
<td>72.2%</td>
<td>85.2%</td>
</tr>
<tr>
<td>Hispanic or Latino, regardless of race</td>
<td>78</td>
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#### Other Codes

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</tr>
<tr>
<td>2</td>
<td>Did not participate in softball</td>
</tr>
<tr>
<td>3</td>
<td>Played on softball junior varsity team</td>
</tr>
<tr>
<td>4</td>
<td>Played on softball varsity team</td>
</tr>
<tr>
<td>5</td>
<td>Participated as softball varsity captain/co-captain</td>
</tr>
</tbody>
</table>

### Interscholastic softball participation

<table>
<thead>
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<th>Position</th>
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<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
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<td>2.6%</td>
<td>3.1%</td>
</tr>
<tr>
<td>952</td>
<td>1076</td>
<td>18.1%</td>
<td>18.6%</td>
</tr>
</tbody>
</table>

#### Race

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<th>PCT</th>
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</thead>
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<td>3.9%</td>
</tr>
<tr>
<td>Hispanic, race specified</td>
<td>391</td>
<td>2.4%</td>
<td>2.6%</td>
</tr>
<tr>
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<td>1.7%</td>
<td>(MISS)</td>
</tr>
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### Contribution codes

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#### Other Codes

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</tr>
<tr>
<td>2</td>
<td>Did not participate in softball</td>
</tr>
<tr>
<td>3</td>
<td>Played on softball junior varsity team</td>
</tr>
<tr>
<td>4</td>
<td>Played on softball varsity team</td>
</tr>
<tr>
<td>5</td>
<td>Participated as softball varsity captain/co-captain</td>
</tr>
</tbody>
</table>

### Interscholastic basketball participation

The values of variables BYS40AA, BYS40AB, BYS40AC, BYS40AD, and BYS40AE are collapsed into a single variable. The value of BYSOFTBL corresponds to the last of the above questions marked as true by the student. BYS40BB takes precedence over BYS40BD, BYS40EC takes precedence over BYS40AG and BYS40BB, and so on. However, BYS40BA [report not offered at school] takes precedence over BYS40BB [did not participate].

### Interscholastic softball participation

The values of variables BYS40BA, BYS40BB, BYS40BC, BYS40BD, and BYS40BE are collapsed into a single variable. The value of BYSOFTBL corresponds to the last of the above questions marked as true by the student. BYS40BB takes precedence over BYS40BD, BYS40EC takes precedence over BYS40AG and BYS40BB, and so on. However, BYS40BA [report not offered at school] takes precedence over BYS40BB [did not participate].
Appendix G:

Base-Year to First Follow-up Electronic Codebook

Inter scholastic basketball participation

The values of variables BYS40CA, BYS40CB, BYS40CC, BYS40CD, and BYS40CE are collapsed into a single variable. The value of BYBSKTBL corresponds to the last of the above questions marked as "true" by the student (BYS40CE takes precedence over BYS40CD, BYS40CC takes precedence over BYS40CA and BYS40CB, and so on. However, BYS40CA [sport not offered at school] takes precedence over BYS40BB [did not participate]).

1 No interscholastic basketball team at school
2 Did not participate in basketball
3 Played on basketball junior varsity team
4 Played on basketball varsity team
5 Participated as basketball varsity captain/co-captain

SAS Code:

ARRAY qst40(1:40) BYS40AA BYS40AB BYS40AC BYS40AD BYS40AE BYS40BA
BYS40BB BYS40BC BYS40BD BYS40BE BYS40CA BYS40CB BYS40CC BYS40CD
BYS40CE BYS40DE BYS40EA BYS40EB BYS40EC BYS40ED BYS40EE BYS40FA
BYS40FB BYS40FC BYS40FD BYS40FE BYS40GA BYS40GB BYS40GC BYS40GD
BYS40GE BYS40HA BYS40HB BYS40HC BYS40HD BYS40HE;
ARRAY qst40new(1:8) BYBASEBL BYSOFTBL BYBSKTBL BYFOOTBL BYSOCCER
BYTEAMSP BYSOLOSP BYCHRDRL;
Value=1;
i=1;
j=1;
Do While(i<41);
if qst40(i)=1 then qst40new(j)=Value; /* No interscholastic bsktball team at sch */
Value=Value+1;
if qst40(i+1)=1 then qst40new(j)=Value; /* Did not participate in bsktball */
Value=Value+1;
if qst40(i+2)=1 then qst40new(j)=Value; /* Played on bsktball jr varsity team at sch */
Value=Value+1;
if qst40(i+3)=1 then qst40new(j)=Value; /* Played on bsktball varsity team at sch */
Value=Value+1;
if qst40(i+4)=1 then qst40new(j)=Value; /* R was bsktball varsity captain/co-captain */
if qst40new(j)=. then qst40new(j)=-9;
i=i+5;
j=j+1;
Value=1;
End;

Source: ELS:2002 Student Questionnaire

---------
BYBSKTBL STUDENT.PUB Rec. 1/5
Pos. 230-231
--------- Pos. 232-233

Inter scholastic football participation

The values of variables BYS40DA, BYS40DB, BYS40DC, BYS40DD, and BYS40DE are collapsed into a single variable. The value of BYFOOTBL corresponds to the last of the above questions marked as "true" by the student (BYS40DE takes precedence over BYS40DD, BYS40DC takes precedence over BYS40DA and BYS40DB, and so on. However, BYS40DA [sport not offered at school] takes precedence over BYS40DB [did not participate]).

1 No interscholastic football team at school
2 Did not participate in football
3 Played on football junior varsity team
4 Played on football varsity team
5 Participated as football varsity captain/co-captain

SAS Code:

ARRAY qst40(1:40) BYS40AA BYS40AB BYS40AC BYS40AD BYS40AE BYS40BA
BYS40BB BYS40BC BYS40BD BYS40BE BYS40CA BYS40CB BYS40CC BYS40CD
BYS40CE BYS40DE BYS40EA BYS40EB BYS40EC BYS40ED BYS40EE BYS40FA
BYS40FB BYS40FC BYS40FD BYS40FE BYS40GA BYS40GB BYS40GC BYS40GD
BYS40GE BYS40HA BYS40HB BYS40HC BYS40HD BYS40HE;
ARRAY qst40new(1:8) BYBASEBL BYSOFTBL BYBSKTBL BYFOOTBL BYSOCCER
BYTEAMSP BYSOLOSP BYCHRDRL;
Value=1;
i=1;
j=1;
Do While(i<41);
if qst40(i)=1 then qst40new(j)=Value; /* No interscholastic football team at sch */
Value=Value+1;
if qst40(i+1)=1 then qst40new(j)=Value; /* Did not participate in football */
Value=Value+1;
if qst40(i+2)=1 then qst40new(j)=Value; /* Played on football jr varsity team at sch */
Value=Value+1;
if qst40(i+3)=1 then qst40new(j)=Value; /* Played on football varsity team at sch */
Value=Value+1;
if qst40new(j)=. then qst40new(j)=-9;
i=i+5;
j=j+1;
Value=1;
End;

Source: ELS:2002 Student Questionnaire
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYSOCER STUDENT.PUB Rec. 1/5**

Format: N2

Interscholastic soccer participation

The values of variables BYS40EA, BYS40EB, BYS40EC, BYS40ED, and BYS40EE are collapsed into a single variable. The value of BYSOCER corresponds to the last of the above questions marked as "true" by the student (BYS40EE takes precedence over BYS40ED, BYS40EC takes precedence over BYS40DA and BYS40DB, and so on. However, BYS40DA [sport not offered at school] takes precedence over BYS40DB [did not participate]).

1. No interscholastic soccer team at school
2. Did not participate in soccer
3. Played on soccer junior varsity team
4. Played on soccer varsity team
5. Participated as soccer varsity captain/co-captain

SAS Code:

```sas
ARRAY qst40(1:40) BYS40AA BYS40AB BYS40AC BYS40AD BYS40AE BYS40BA
BYS40BB BYS40BC BYS40BD BYS40BE
BYS40CA BYS40CB BYS40CC BYS40CD BYS40CE BYS40DA BYS40DB BYS40DC
BYS40DD BYS40DE BYS40EA BYS40EB
BYS40EC BYS40ED BYS40EE BYS40FA BYS40FB BYS40FC BYS40FD BYS40FE
BYS40GA BYS40GB BYS40GC BYS40GD
BYS40GE BYS40HA BYS40HB BYS40HC BYS40HD BYS40HE;
ARRAY qst40new(1:8) BYBASEBL BYSOFTBL BYBSKTBL BYFOOTBL BYSOCCER
BYTEAMSP BYSOLOSP BYCHRDRL;
Value=1;
i=1;
j=1;
Do While(i<41);
  if qst40(i)=1 then qst40new(j)=Value; /* No interscholastic soccer team at school */
  Value=Value+1;
  if qst40(i+1)=1 then qst40new(j)=Value; /* Did not participate in soccer */
  Value=Value+1;
  if qst40(i+2)=1 then qst40new(j)=Value; /* Played on soccer junior varsity team */
  Value=Value+1;
  if qst40(i+3)=1 then qst40new(j)=Value; /* Played on soccer varsity team */
  Value=Value+1;
  if qst40(i+4)=1 then qst40new(j)=Value; /* R was soccer varsity captain/co-captain */
  if qst40new(j)=. then qst40new(j)=-9;
  i=i+5;
  j=j+1;
  Value=1;
End;
```

Source: ELS:2002 Student Questionnaire

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<td>81.5%</td>
<td></td>
</tr>
<tr>
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<td>601</td>
<td>3.7%</td>
<td>4.4%</td>
<td></td>
</tr>
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<td>0.7%</td>
<td>0.7%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

| [Nonrespondent] | -4 | 651 | 4.0% | (MISS) |
| [Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS) |
| [Missing] | -9 | 1488 | 8.3% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---

**BYTEAMS STUDENT.PUB Rec. 1/5**

Format: N2

Other interscholastic team participation

The values of variables BYS40FA, BYS40FB, BYS40FC, BYS40FD, and BYS40FE are collapsed into a single variable. The value of BYTEAMS corresponds to the last of the above questions marked as "true" by the student (BYS40FE takes precedence over BYS40FD, BYS40FC takes precedence over BYS40DA and BYS40DB, and so on. However, BYS40DA [sport not offered at school] takes precedence over BYS40DB [did not participate]).

1. No interscholastic other team sport at school
2. Did not participate in other team sport
3. Played on other junior varsity team sport
4. Played on other varsity team sport
5. Participated as other team sport varsity captain/co-captain

SAS Code:

```sas
ARRAY qst40(1:40) BYS40AA BYS40AB BYS40AC BYS40AD BYS40AE BYS40BA
BYS40BB BYS40BC BYS40BD BYS40BE
BYS40CA BYS40CB BYS40CC BYS40CD BYS40CE BYS40DA BYS40DB BYS40DC
BYS40DD BYS40DE BYS40EA BYS40EB
BYS40EC BYS40ED BYS40EE BYS40FA BYS40FB BYS40FC BYS40FD BYS40FE
BYS40GA BYS40GB BYS40GC BYS40GD
BYS40GE BYS40HA BYS40HB BYS40HC BYS40HD BYS40HE;
ARRAY qst40new(1:8) BYBASEBL BYSOFTBL BYBSKTBL BYFOOTBL BYSOCCER
BYTEAMSP BYSOLOSP BYCHRDRL;
Value=1;
i=1;
j=1;
Do While(i<41);
  if qst40(i)=1 then qst40new(j)=Value; /* No interscholastic other team sport at school */
  Value=Value+1;
  if qst40(i+1)=1 then qst40new(j)=Value; /* Did not participate in other team sport */
  Value=Value+1;
  if qst40(i+2)=1 then qst40new(j)=Value; /* Played on other junior varsity team sport */
  Value=Value+1;
  if qst40(i+3)=1 then qst40new(j)=Value; /* Played on other varsity team sport */
  Value=Value+1;
  if qst40(i+4)=1 then qst40new(j)=Value; /* R was other team sport varsity captain/co-captain */
  if qst40new(j)=. then qst40new(j)=-9;
  i=i+5;
  j=j+1;
  Value=1;
End;
```

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>798</td>
<td>4.9%</td>
<td>4.9%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2765</td>
<td>60.1%</td>
<td>71.9%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1465</td>
<td>9.0%</td>
<td>10.2%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1702</td>
<td>10.5%</td>
<td>11.7%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>284</td>
<td>1.7%</td>
<td>2.0%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

| [Nonrespondent] | -4 | 756 | 4.7% | (MISS) |
| [Survey component legitimate skip/NA] | -8 | 171 | 1.1% | (MISS) |
| [Missing] | -9 | 1311 | 8.1% | (MISS) |

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

### BYCHRDRL STUDENT.PUB Rec. 1/5

#### Pos. 238-239

**BYCHRDRL**

**Participated as varsity captain**

- 5 155 1.0% 1.1%

**Participated at varsity level**

- 4 1143 7.0% 7.7%

**Participated at junior varsity level**

- 3 692 4.3% 4.6%

**Did not participate**

- 2 11070 68.1% 81.4%

Source: ELS:2002 Student Questionnaire

### BYSOLOSP STUDENT.PUB Rec. 1/5

#### Pos. 238-239

**Survey component legitimate skip/NA**

- 8 276 1.7% (MISS)

**Nonrespondent**

- 4 651 4.0% (MISS)

**Value=1; BYTEAMSP BYSOLOSP BYCHRDRL; ARRAY qst40new(1:8) BYBASEBL BYSOFTBL BYBSKTBL BYFOOTBL BYSOCCER BYS40GE BYS40HA BYS40HB BYS40HC BYS40HD BYS40HE; BYS40GA BYS40GB BYS40GC BYS40GD BYS40EC BYS40ED BYS40EE BYS40FA BYS40FB BYS40FC BYS40FD BYS40FE BYS40DD BYS40DE BYS40EA BYS40EB BYS40CA BYS40CB BYS40CC BYS40CD BYS40CE BYS40DA BYS40DB BYS40DC BYS40CB BYS40BC BYS40BD BYS40BE**

### BYWORKSY was set to 0. If date information was inconclusive, then BYWORKSY was set to -9 (missing).

- 1 Worked for pay during 2001-2002 school year
- 0 Did not work for pay during 2001-2002 school year

**Total**

- 16252 100.0% 100.0%

Source: ELS:2002 Student Questionnaire

### BWKEYST STUDENT.PUB Rec. 1/5

#### Pos. 242-243

**Student held job for paying during 2001-2002 school year**

- Indicates whether the student did or did not work for paying during the 2001-2002 school year.
- If the student was currently working as of the date of the student questionnaire or held a job which began or ended on or after October, 2001, then BWKEYST was set to 1. If the student never held a job for paying or if the most recent job ended before October, 2001, then BWKEYST was set to 0. If date information was inconclusive, then BWKEYST was set to -9 (missing).

- 1 Worked for paying during 2001-2002 school year
- 0 Did not work for paying during 2001-2002 school year

**Total**

- 16252 100.0% 100.0%

Source: ELS:2002 Student Questionnaire

### BYCHRDRL STUDENT.PUB Rec. 1/5

#### Pos. 240-241

**No interscholastic team**

- 1 100 6.2% 5.2%

**Did not participate**

- 2 11070 68.1% 81.4%

**Participated at junior varsity level**

- 3 692 4.3% 4.6%

**Participated at varsity level**

- 4 1143 7.0% 7.7%

**Participated as varsity captain**

- 5 155 1.0% 1.1%

By the student questionnaire or held a job which began or ended on or after October, 2001, then BWKEYST was set to 1. If the student never held a job for paying or if the most recent job ended before October, 2001, then BWKEYST was set to 0. If date information was inconclusive, then BWKEYST was set to -9 (missing).

- 1 Worked for paying during 2001-2002 school year
- 0 Did not work for paying during 2001-2002 school year

**Total**

- 16252 100.0% 100.0%

Source: ELS:2002 Student Questionnaire

### BWKEYST STUDENT.PUB Rec. 1/5

#### Pos. 242-243

**Value=1; BYTEAMSP BYSOLOSP BYCHRDRL; ARRAY qst40new(1:8) BYBASEBL BYSOFTBL BYBSKTBL BYFOOTBL BYSOCCER BYS40GE BYS40HA BYS40HB BYS40HC BYS40HD BYS40HE; BYS40GA BYS40GB BYS40GC BYS40GD BYS40EC BYS40ED BYS40EE BYS40FA BYS40FB BYS40FC BYS40FD BYS40FE BYS40DD BYS40DE BYS40EA BYS40EB BYS40CA BYS40CB BYS40CC BYS40CD BYS40CE BYS40DA BYS40DB BYS40DC BYS40CB BYS40BC BYS40BD BYS40BE**

### BWKEYST was set to 0. If date information was inconclusive, then BWKEYST was set to -9 (missing).

- 1 Worked for paying during 2001-2002 school year
- 0 Did not work for paying during 2001-2002 school year

**Total**

- 16252 100.0% 100.0%

Source: ELS:2002 Student Questionnaire

### BYCHRDRL STUDENT.PUB Rec. 1/5

#### Pos. 240-241

**Interscholastic cheerleading/drill team participation**

The values of variables BYS40GA, BYS40GB, BYS40GC, BYS40HD, and BYS40HE are collapsed into a single variable. The value of BYCHRDRL corresponds to the last of the above questions marked as “true” by the student (BYS40GC takes precedence over BYS40HD, BYS40HD takes precedence over BYS40GA and BYS40GB, and so on). However, BYS40GA [sport not offered at school] takes precedence over BYS40GB (did not participate).

- 1 No interscholastic individual sport at school
- 2 Did not participate in individual sport
- 3 Played in individual sport for junior varsity team
- 4 Played in individual sport for varsity team
- 5 Participated as individual sport varsity captain/co-captain

**Source:** ELS:2002 Student Questionnaire

### BWKEYST was set to 0. If date information was inconclusive, then BWKEYST was set to -9 (missing).

- 1 Worked for paying during 2001-2002 school year
- 0 Did not work for paying during 2001-2002 school year

**Total**

- 16252 100.0% 100.0%

Source: ELS:2002 Student Questionnaire
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYERACE STUDENT.PUB Rec. 1/5
Pos. 244-246 Format: R2

English teacher race/ethnicity-composite

English teacher race/ethnicity from teacher questionnaire (questions 23 and 24). Categories for this composite: White, non-Hispanic; Black or African-American, non-Hispanic; Hispanic, race specified; Hispanic, no race specified; Asian, non-Hispanic (includes Native Hawaiian or other Pacific Islander category); American Indian or Alaska Native, non-Hispanic; multiracial (more than one race specified), non-Hispanic.

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
</tbody>
</table>

Amer. Indian/Alaska Native, non-Hispanic 1 35 0.2% 0.3%
Asian, Hawaii/Pac. Islander, non-Hispanic 2 159 1.0% 0.9%
Black or African-American, non-Hispanic 3 700 4.3% 6.1%
Hispanic, no race specified 4 143 0.9% 1.2%
Hispanic, race specified 5 255 1.6% 1.8%
Multiracial, non-Hispanic 6 179 1.1% 1.6%
White, non-Hispanic 7 10931 67.3% 88.1%

RESERVE CODES:
[Nonrespondent] -4 651 4.0% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 3028 18.6% (MISS)

TOTALS: 16252 100.0% 100.0%

BYTMHDEG STUDENT.PUB Rec. 1/5
Pos. 246-247 Format: R2

Highest degree earned by English teacher

Highest degree is computed by selecting the highest response from the mark all that apply question. SAS code:

```sas
mark all that apply question.
leave ;
BYTMHDEG = ind ;
end ;
```

Apply to: All respondents.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTDT</th>
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</thead>
<tbody>
<tr>
<td>-9</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
</tbody>
</table>

No Degree 1 49 0.3% 0.2%
Associate degree (A.A., A.S., etc.) 2 7 0.0% 0.1%
Bachelor's degree (B.A., B.S., etc.) 3 6310 38.8% 47.6%
Education specialist/prof. diploma 4 440 2.7% 2.0%
Master’s (M.A., M.S., M.B.A., etc.) 5 6089 37.5% 48.1%
Doctorate (Ph.D., Ed.D., D.P.H., etc.) 6 97 0.6% 0.6%
1st Professional (MD, DDS, JD/LLB, etc.) 7 37 0.2% 0.3%

RESERVE CODES:
[Nonrespondent] -4 651 4.0% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 2401 14.8% (MISS)

TOTALS: 16252 100.0% 100.0%

BYG10EP STUDENT.PUB Rec. 1/5
Pos. 252-253 Format: R2

Grade 10 enrollment-2001/02 school roster-categorical

Tenth grade enrollment of the school: from sampling roster. Categorical version of variable for public use file. (Continuous variable is available on the restricted use file.)

Programming Notes: BYG10EP is taken from the school file and replicated across each student belonging to that school. Note: This school level variable is replicated on the student file for all BY eligible sample members.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
</tbody>
</table>

1-99 students 1 3189 19.6% 12.4%
100-199 students 2 2520 15.5% 13.9%
200-299 students 3 2885 17.6% 16.0%
300-399 students 4 2401 14.8% 16.3%
400-499 students 5 2650 16.3% 20.6%
500-699 students 6 1474 9.1% 13.3%
700 or more students 7 1142 7.0% 9.4%

TOTALS: 16252 100.0% 100.0%

G-24
### Table: Urbanicity of School by Enrollment Size

<table>
<thead>
<tr>
<th>Enrollment Size</th>
<th>Total Schools</th>
<th>Percent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,500 or more students</td>
<td>9</td>
<td>5.6%</td>
<td>8.8%</td>
</tr>
<tr>
<td>2,000-2,499 students</td>
<td>8</td>
<td>8.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>1,000-1,199 students</td>
<td>5</td>
<td>8.0%</td>
<td>9.7%</td>
</tr>
<tr>
<td>800-999 students</td>
<td>4</td>
<td>10.1%</td>
<td>10.1%</td>
</tr>
<tr>
<td>600-799 students</td>
<td>3</td>
<td>8.2%</td>
<td>9.0%</td>
</tr>
<tr>
<td>400-599 students</td>
<td>2</td>
<td>9.7%</td>
<td>8.9%</td>
</tr>
<tr>
<td>1-399 students</td>
<td>1</td>
<td>9.7%</td>
<td>8.9%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 School Administrator Questionnaire

### Table: School Urbanicity

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Schools</th>
<th>Percent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>1</td>
<td>33.9%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Suburban</td>
<td>2</td>
<td>47.9%</td>
<td>50.3%</td>
</tr>
<tr>
<td>Rural</td>
<td>3</td>
<td>18.2%</td>
<td>19.7%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 School Administrator Questionnaire

### Table: Grade Span

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Total Schools</th>
<th>Percent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th grade</td>
<td>4</td>
<td>12.9%</td>
<td>12.9%</td>
</tr>
<tr>
<td>11th grade</td>
<td>3</td>
<td>12.9%</td>
<td>12.9%</td>
</tr>
<tr>
<td>12th grade</td>
<td>2</td>
<td>12.9%</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 School Administrator Questionnaire

### Table: Geographic Region of School

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Schools</th>
<th>Percent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>1</td>
<td>35.9%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Midwest</td>
<td>2</td>
<td>42.4%</td>
<td>42.4%</td>
</tr>
<tr>
<td>South</td>
<td>3</td>
<td>21.7%</td>
<td>21.7%</td>
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</table>

Source: ELS:2002 School Administrator Questionnaire

### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYSCENP

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>MWD</th>
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<tbody>
<tr>
<td>1</td>
<td>2030</td>
<td>12.5%</td>
<td>9.8%</td>
</tr>
<tr>
<td>2</td>
<td>1570</td>
<td>9.7%</td>
<td>8.9%</td>
</tr>
<tr>
<td>3</td>
<td>1331</td>
<td>8.2%</td>
<td>9.0%</td>
</tr>
<tr>
<td>4</td>
<td>1642</td>
<td>10.1%</td>
<td>10.1%</td>
</tr>
<tr>
<td>5</td>
<td>1293</td>
<td>8.0%</td>
<td>9.7%</td>
</tr>
<tr>
<td>6</td>
<td>2296</td>
<td>14.1%</td>
<td>18.9%</td>
</tr>
<tr>
<td>7</td>
<td>1310</td>
<td>8.1%</td>
<td>12.3%</td>
</tr>
<tr>
<td>8</td>
<td>1307</td>
<td>8.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>9</td>
<td>907</td>
<td>5.6%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

Note: This school level variable is replicated across each student belonging to that school.

Programming Notes: BYSCENP is taken from the school file and replicated across each student belonging to that school.

Source: ELS:2002 School Administrator Questionnaire

#### BYURBAN

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>MWD</th>
</tr>
</thead>
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<td>24.3%</td>
</tr>
<tr>
<td>2</td>
<td>1504</td>
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<td>23.0%</td>
</tr>
<tr>
<td>3</td>
<td>3337</td>
<td>20.5%</td>
<td>23.0%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

Note: This school level variable is replicated across each student belonging to that school.

Programming Notes: BYURBAN is taken from the school file and replicated across each student belonging to that school.

Source: ELS:2002 School Administrator Questionnaire

#### BYSPANP

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
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<th>MWD</th>
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</thead>
<tbody>
<tr>
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<td>590</td>
<td>3.6%</td>
<td>4.9%</td>
</tr>
<tr>
<td>2</td>
<td>1283</td>
<td>79.0%</td>
<td>83.0%</td>
</tr>
<tr>
<td>3</td>
<td>1504</td>
<td>9.1%</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

Note: This school level variable is replicated across each student belonging to that school.

Programming Notes: BYSPANP is taken from the school file and replicated across each student belonging to that school.

Source: ELS:2002 School Administrator Questionnaire
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYSTLANG

<table>
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<th>CENT</th>
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</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Flag indicating whether the variable STLANG was statistically imputed or not imputed.

#### BYSEX

<table>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Flag indicating whether the variable SEX was statistically imputed or not imputed.

#### BYSTLNIM

BYSTLNIM was previously named STLANGIM on the BY ECB.
Flag indicating whether the variable STLANGIM was statistically imputed or not imputed. Only statistical (but not logical) imputations were set as imputed (STLANGIM).

#### BYFATHED

BYFATHED was previously named FATHEDIM on the BY ECB.
Flag indicating whether the variable FATHEDIM was statistically imputed or not imputed.

#### BYMOTHED

BYMOTHED was previously named MOTHEDIM on the BY ECB.
Flag indicating whether the variable MOTHEDIM was statistically imputed or not imputed.

#### BYFCOMP

BYFCOMP was previously named PANCMPM on the BY ECB.
Flag indicating whether the variable BYFCOMP was statistically imputed or not imputed.

#### BYFCMPIM

BYFCMPIM was previously named PANCMPMIM on the BY ECB.
Flag indicating whether the variable BYFCMPIM was statistically imputed or not imputed.

#### BYOCCMIM

BYOCCMIM was previously named OCCMOMIM on the BY ECB.
Flag indicating whether the variable OCCMOMIM was statistically imputed or not imputed.

#### BYSTLANG

Percent of 10th graders receiving free or reduced price lunch.

- 0-5% receive free, reduced-price lunch
- 6-10% receive free, reduced-price lunch
- 11-20% receive free, reduced-price lunch
- 21-30% receive free, reduced-price lunch
- 31-50% receive free, reduced-price lunch
- 51-75% receive free, reduced-price lunch
- 76-100% receive free, reduced-price lunch

#### BYSTLNIM

Percentages categorized for public use file.

- 76-100% receive free, reduced-price lunch
- 51-75% receive free, reduced-price lunch
- 31-50% receive free, reduced-price lunch
- 21-30% receive free, reduced-price lunch
- 11-20% receive free, reduced-price lunch
- 6-10% receive free, reduced-price lunch
- 0-5% receive free, reduced-price lunch

#### BYSTLANG

Programming Notes: BYSTLANG is taken from the school file and replicated across each student belonging to that school.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Source: ELS:2002 School Administrator Questionnaire

### Imputation Codes

<table>
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<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
</table>

Imputation flag - BYSTLANG

Imputation flag - BYSTLNIM

Imputation flag - BYSTLANGIM

Imputation flag - BYSEX

Imputation flag - BYFAEDIM

Imputation flag - BYMOTHED

Imputation flag - BYFCOMP

Imputation flag - BYFCMPIM

Imputation flag - BYOCCMIM

Imputation flag - BYSTLANG

Imputation flag - BYSTLNIM

Imputation flag - BYSTLANGIM

Imputation flag - BYFAEDIM

Imputation flag - BYMOTHED

Imputation flag - BYFCOMP

Imputation flag - BYFCMPIM

Imputation flag - BYOCCMIM

Source: ELS:2002 Imputation

### Percentages Categorized for Public Use File

<table>
<thead>
<tr>
<th>Percent</th>
<th>Value</th>
<th>Frequency</th>
<th>Percentage</th>
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<td>0-5%</td>
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<td>6-10%</td>
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<tr>
<td>11-20%</td>
<td></td>
<td>3</td>
<td>19.6%</td>
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<tr>
<td>21-30%</td>
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<td>4</td>
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<td>31-50%</td>
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<td>5</td>
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<tr>
<td>76-100%</td>
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<tr>
<td>Missing</td>
<td></td>
<td>-9</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Imputation

### Programming Notes

BYSTLANG was previously named STLANG in the student file.
BYSTLNIM was previously named STLANGIM on the BY ECB.
BYFATHED was previously named FATHEDIM on the BY ECB.
BYMOTHED was previously named MOTHEDIM on the BY ECB.
BYFCOMP was previously named PANCMPMIM on the BY ECB.
BYFCMPIM was previously named PANCMPMIMIM on the BY ECB.
BYOCCMIM was previously named OCCMOMIMIM on the BY ECB.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Source: ELS:2002 School Administrator Questionnaire
Appendix G: 
Base-Year to First Follow-up Electronic Codebook

--------
BYOCCFIM STUDENT.PUB Rec. 1/5
Pos. 275-276
Format: N2
Imputation flag - BYOCCF

BYOCCFIM was previously named OCCFTHIM on the BY ECB.
Flag indicating whether the variable OCCFATH (BYP56 in parent
questionnaire) was statistically imputed or not imputed.

Source:ELS:2002 Imputation

--------
BYINCMIM STUDENT.PUB Rec. 1/5
Pos. 277-278
Format: N2
Imputation flag - BYINCOME

BYINCMIM was previously named INCOMEIM on the BY ECB.
Flag indicating whether the variable INCOME (BYP85 in parent
questionnaire) was statistically imputed or not imputed.

Source:ELS:2002 Imputation

--------
BYOCCFIM STUDENT.PUB Rec. 1/5
Pos. 283-284
Format: N2
Imputation flag - BYOCCF

BYOCCFIM was previously named OCCFTHIM on the BY ECB.
Flag indicating whether the variable OCCFATH (BYP56 in parent
questionnaire) was statistically imputed or not imputed.

Source:ELS:2002 Imputation

--------
BYINCMIM STUDENT.PUB Rec. 1/5
Pos. 285-286
Format: N2
Imputation flag - composite scores

BYINCMIM was previously named INCOMEIM on the BY ECB.
Flag indicating whether the variable INCOME (BYP85 in parent
questionnaire) was statistically imputed or not imputed.

Source:ELS:2002 Imputation

--------
BYOCCFIM STUDENT.PUB Rec. 1/5
Pos. 287-288
Format: N2
Imputation flag - math scores

BYOCCFIM was previously named OCCFTHIM on the BY ECB.
Flag indicating whether the variable OCCFATH (BYP56 in parent
questionnaire) was statistically imputed or not imputed.

Source:ELS:2002 Imputation

--------
BYINCMIM STUDENT.PUB Rec. 1/5
Pos. 289-290
Format: N2
Imputation flag - reading scores

BYINCMIM was previously named INCOMEIM on the BY ECB.
Flag indicating whether the variable INCOME (BYP85 in parent
questionnaire) was statistically imputed or not imputed.

Source:ELS:2002 Imputation

--------
BYOCCFIM STUDENT.PUB Rec. 1/5
Pos. 291-292
Format: N2
Imputation flag - BYPARASP

BYOCCFIM was previously named OCCFTHIM on the BY ECB.
Flag indicating whether the variable OCCFATH (BYP56 in parent
questionnaire) was statistically imputed or not imputed.

Source:ELS:2002 Imputation

--------
BYPARASP imputed........................ 1 2858 17.6% 17.5%
BYPARASP not imputed.................... 0 13394 82.4% 82.5%

--------
RESERVE CODES:
[Nonrespondent] -4 651 4.0% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -4 651 4.0% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -4 651 4.0% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -4 651 4.0% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
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[Nonrespondent] -4 651 4.0% (MISS)

TOTALS: 16252 100.0% 100.0%

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[Nonrespondent] -4 651 4.0% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

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RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

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RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

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RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

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RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

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RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

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RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
RESERVE CODES:
[Nonrespondent] -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

FI Weights and Composites

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>PER- WGTD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PER- WGTD</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questionnaire weight for F1

This weight applies to all first follow-up respondents, regardless of their participation status in the base year. When used with the appropriate sample flags (selection criteria appear in parentheses below), it allows projections to the following populations:
- Spring 2002 tenth graders capable of completing questionnaires in 2004, regardless of 2002 participation (G10C0BH<71)
- Spring 2004 twelfth graders capable of completing questionnaires in 2004 regardless of 2002 participation (G12C0BH<71)

For additional information, see section 3.4 in the ELS:2002 Base-Year to First Follow-Up Data File Documentation.

F1PNLWT STUDENT.PUB Rec. 1/5

------ Pos. 301-310

F1STLANG STUDENT.PUB Rec. 1/5

------ Pos. 315-316

F1SEX STUDENT.PUB Rec. 1/5

------ Pos. 311-312

F1 Student's race/ethnicity-composite

The restricted file presents race as a series of five dichotomous variables (the respondent is/is not White, is/is not Black etc.). The variables are: White, Black, American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander. For disclosure risk reasons, simplified versions of race appear on the public files, with Native Hawaiian/Pacific Islander combined with Asian. See TYPECAST for additional information. F1RACE was imputed if otherwise missing.

SAS code:
- if F1RACE_R = 7 then do ;
- F1RACE = 2 ;
- end ;
- else if F1RACE_R = 8 then do ;
- F1RACE = 7 ;
- end ;
- else F1RACE = F1RACE_R ;

Source: ELS:2002 Student Questionnaire; Sampling; ELS:2002 First follow-up New Participant Supplement; Imputation

FI Weights and Composites

Taken from base year derived variable, BYSEX, if available; for base year nonparticipants, this variable is set to F1N02 from the first follow-up new participant supplement. F1SEX was imputed if otherwise missing.

SAS code:
- if BYSEX in (-4,-8) then do ;
- F1SEX = F1N02 ;
- end ;
- else F1SEX = BYSEX ;

Source: ELS:2002 Student Questionnaire; Sampling; ELS:2002 First follow-up New Participant Supplement; Imputation

FI Whether English is student's native language-composite

Whether English is student's native language-composite. Taken from base year derived variable, BYSTLANG, if available; for base year nonparticipants, this variable is set to F1STLANG from the first follow-up interview. FISTLANG was imputed if otherwise missing.

SAS code:
- if F1STLANG in (-4,-8) then do ;
- if F1STLANG = 1 then FISTLANG = F1N07 ;
- else if F1STLANG = 8 then FISTLANG = F1N07 ;
- end ;
- else FISTLANG = F1STLANG ;

Source: ELS:2002 Student Questionnaire; ELS:2002 First follow-up New Participant Supplement; Imputation


This panel weight applies to sample members who were respondents in both the ELS:2002 base year (2002) and first follow-up (2004) surveys or who were respondents in the first follow-up only but have imputed base year data. This weight can be used when comparing base year data with first follow-up data for the population of questionnaires-eligible spring 2002 tenth graders. For additional information, see section 3.4 of the ELS:2002 Base-Year to First Follow-Up Data File Documentation.

Source: ELS:2002 First follow-up Weighting

------ Pos. 315-316

TOTALS: 16252 100.0% 100.0%
**Appendix G:** Base-Year to First Follow-up Electronic Codebook

---

**F1 Student's native language-composite**

Student's native language-composite. Taken from base year derived variable, BYNMLNG, if available; for base year nonparticipants, this variable is set using FINO8 from the first follow-up new participant supplement.

**SAS Code:**

if BYNMLNG in ( -4, -8) then do ;
if FINO8=1 then BYNMLNG=-1;
else if FINO8=2 then BYNMLNG=-2;
else if FINO8 IN(1,2,3,4,5,10,15) then BYNMLNG=-3;
else if FINO8 IN(11,12,13,14) then BYNMLNG=-4;
else if FINO8 IN(1,2) then BYNMLNG=-5;
else if FINO8 IN(1,4,5,16,17,18) then BYNMLNG=-6;
else if FINO7 = -4 then BYNMLNG=-7;
else if FINO7 = -8 then BYNMLNG=-8 ;
else BYNMLNG=-9;
else BYNMLNG = BYNMLNG ;

---

**Reserve codes:**

TOTALS: 16252 100.0% 100.0%

---

**G-29**

---

**ELSE IF FIN13c1 AND FIN13d0 THEN FICOMP=4;**

*/* MOTHER ONLY */*

**ELSE IF FIN13a1 THEN FICOMP=5;**

*/* FATHER ONLY */*

**ELSE IF FIN13b1 THEN FICOMP=6;**

*/* FEMALE GUARDIAN ONLY */*

**ELSE IF FIN13c1 THEN FICOMP=7;**

*/* MRAK GUARDIAN ONLY */*

**ELSE IF FIN13d1 THEN FICOMP=8;**

*/* F/G LIVES W/ STUDENT LESS THAN 1/2 TIME */*

**ELSE IF FICOMP=9 ;**

end ;

**ELSE FICOMP = BYFICOMP ;**

**Source:** ELS:2002 Parent Questionnaire; Imputation; ELS:2002 First follow-up New Participant Supplement

---

**F1 Student's year and month of birth**

Student's year and month of birth. Taken from base year derived variable, BYDOB_P, if available; for base year nonparticipants, this variable is set to the month and year part of the F1NO1 variable from the first follow-up new participant supplement. If the student's year of birth is 1980, 1981, or 1982, the date of birth is set to '198300'. If the student's year of birth is less than 1980 or greater than 1989, the birth date is set to missing.

**SAS Code:**

if BYDOB_P in (-4, -8) then F1DOB_P = input(FINO1, 6, 12) ;
else F1DOB_P = BYDOB_P ;

**Source:** ELS:2002 Student Questionnaire; ELS:2002 First follow-up New Participant Supplement

---

**F1PARED = max(F1MOTHED, F1FATHED) ;**

SAS Code:

The highest level of education reached by the respondent's mother/female guardian; taken from base year derived variable, BYPARED, if available; for base year nonparticipants, this variable is set to FIN16A from the first follow-up interview. FICOMP was imputed if otherwise missing.

**SAS Code:**

if BYMOTHED in (-4, -8) and FIN16A ne -3 then FIN16A = FIN16A ;
else if BYMOTHED in (-4, -8) and FIN16A in (-3) then FIN16A = -9 ;
else if BYMOTHED <0 and FIN16A < 0 then FIN16A = FIN16A ;
else if BYMOTHED >= 0 then F1MOTHED = BYMOTHED ;

**Source:** ELS:2002 Parent Questionnaire; Student Questionnaire; ELS:2002 First follow-up New Participant Supplement; Imputation

---

**F1 Parent's highest level of education**

The highest level of education reached by either of the student's parents. The inputs are the composite variables FIN16A and FIN16D. In some cases, FIN16A changes from the value in BYPARED. This occurs only in cases where one parent's education was obtained in the BY, and the missing parent's education is obtained in the F1. **SAS Code:**

**FIPARED = max(F1MOTHED, F1FATHED) ;**

**Source:** ELS:2002 Parent Questionnaire; Student Questionnaire; ELS:2002 First follow-up New Participant Supplement; Imputation

---

**F1PARED**

**STUDENT.PUB Rec. 1/5**

**Pos. 319-324**

**Format: N6**

---

**F1PARED**

**STUDENT.PUB Rec. 1/5**

**Pos. 327-328**

**Format: N2**

---

**F1 Family composition**

Family composition. Taken from the base year parent interview composite variable, FICOMP, for all base year sample members. This variable was derived using FIN13A, FIN13B, FIN13C, and FIN13D from the first follow-up new participant supplement for all base year nonparticipants. FICOMP was imputed if otherwise missing.

**Note:** For base year participants, FICOMP refers to family composition as reported by parents in the spring of 2002. For base year nonparticipants, FICOMP refers to family composition as reported by sample members in the spring of 2004.

**SAS Code:**

if BYFCOMP in (-4, -8) then do ;
*/* MOTHER AND FATHER */*

**IF FIN13a1 AND FIN13b1 THEN FICOMP=1;**

*/* MOTHER AND GUARDIAN */*

**ELSE IF FIN13a1 AND FIN13c1 OR FIN13d1 THEN FICOMP=2;**

*/* FATHER AND GUARDIAN */*

**ELSE IF FIN13b1 AND (FIN13c1 OR FIN13d1) THEN FICOMP=3;**

*/* TWO GUARDIANS */*

---

**ELSE IF FIN13c1 AND FIN13d0 THEN FICOMP=4;**

*/* MOTHER ONLY */*

**ELSE IF FIN13a1 THEN FICOMP=5;**

*/* FATHER ONLY */*

**ELSE IF FIN13b1 THEN FICOMP=6;**

*/* FEMALE GUARDIAN ONLY */*

**ELSE IF FIN13c1 THEN FICOMP=7;**

*/* MRAK GUARDIAN ONLY */*

**ELSE IF FIN13d1 THEN FICOMP=8;**

*/* F/G LIVES W/ STUDENT LESS THAN 1/2 TIME */*

**ELSIF FICOMP=9 ;**

end ;

**ELSIF FICOMP = BYFICOMP ;**

**Source:** ELS:2002 Parent Questionnaire; Imputation; ELS:2002 First follow-up New Participant Supplement

---

**Appendix G:** Base-Year to First Follow-up Electronic Codebook

---

**F1 Student's year and month of birth**

Student's year and month of birth. Taken from base year derived variable, BYDOB_P, if available; for base year nonparticipants, this variable is set to the month and year part of the F1NO1 variable from the first follow-up new participant supplement. If the student's year of birth is 1980, 1981, or 1982, the date of birth is set to '198300'. If the student's year of birth is less than 1980 or greater than 1989, the birth date is set to missing.

**SAS Code:**

if BYDOB_P in (-4, -8) then F1DOB_P = input(FINO1, 6, 12) ;
else F1DOB_P = BYDOB_P ;

**Source:** ELS:2002 Student Questionnaire; ELS:2002 First follow-up New Participant Supplement

---

**F1PARED = max(F1MOTHED, F1FATHED) ;**

SAS Code:

**F1 Parent's highest level of education**

The highest level of education reached by either of the student's parents. The inputs are the composite variables FIN16A and FIN16D. In some cases, FIN16A changes from the value in BYPARED. This occurs only in cases where one parent's education was obtained in the BY, and the missing parent's education is obtained in the F1. **SAS Code:**

**FIPARED = max(F1MOTHED, F1FATHED) ;**

**Source:** ELS:2002 Parent Questionnaire; Student Questionnaire; ELS:2002 First follow-up New Participant Supplement; Imputation

---

**F1PARED**

**STUDENT.PUB Rec. 1/5**

**Pos. 327-328**

**Format: N2**

---

**F1 Family composition**

Family composition. Taken from the base year parent interview composite variable, FICOMP, for all base year sample members. This variable was derived using FIN13A, FIN13B, FIN13C, and FIN13D from the first follow-up new participant supplement for all base year nonparticipants. FICOMP was imputed if otherwise missing.

**Note:** For base year participants, FICOMP refers to family composition as reported by parents in the spring of 2002. For base year nonparticipants, FICOMP refers to family composition as reported by sample members in the spring of 2004.

**SAS Code:**

if BYFCOMP in (-4, -8) then do ;
*/* MOTHER AND FATHER */*

**IF FIN13a1 AND FIN13b1 THEN FICOMP=1;**

*/* MOTHER AND GUARDIAN */*

**ELSE IF FIN13a1 AND FIN13c1 OR FIN13d1 THEN FICOMP=2;**

*/* FATHER AND GUARDIAN */*

**ELSE IF FIN13b1 AND (FIN13c1 OR FIN13d1) THEN FICOMP=3;**

*/* TWO GUARDIANS */*

---

**ELSE IF FIN13c1 AND FIN13d0 THEN FICOMP=4;**

*/* MOTHER ONLY */*

**ELSE IF FIN13a1 THEN FICOMP=5;**

*/* FATHER ONLY */*

**ELSE IF FIN13b1 THEN FICOMP=6;**

*/* FEMALE GUARDIAN ONLY */*

**ELSE IF FIN13c1 THEN FICOMP=7;**

*/* MRAK GUARDIAN ONLY */*

**ELSE IF FIN13d1 THEN FICOMP=8;**

*/* F/G LIVES W/ STUDENT LESS THAN 1/2 TIME */*

**ELSIF FICOMP=9 ;**

end ;

**ELSIF FICOMP = BYFICOMP ;**

**Source:** ELS:2002 Parent Questionnaire; Imputation; ELS:2002 First follow-up New Participant Supplement

---

**Appendix G:** Base-Year to First Follow-up Electronic Codebook

---

**G-29**
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**F1 Father’s highest level of education-composite**

The highest level of education reached by the respondent’s father/ male guardian.

Takenn from base year derived variable, BYFATHED, if available; for base year nonparticipants, this variable is set to FIN15B from the first follow-up interview. BYFATHED is imputed if otherwise missing.

SAS Code:

else if BYFATHED in (-4,-8) and FIN15B < 0 then F1FATHED = BYFATHED ;
else if BYFATHED > 0 and FIN15B < 0 then F1FATHED = FIN15B ;
else if BYFATHED < 0 and FIN15B > 0 then F1FATHED = BYFATHED ;
else if BYFATHED < 0 and FIN15B >= 0 then F1FATHED = FIN15B ;

else if BYFATHED in (-4,-8) and FIN15B in (-3) then F1FATHED = -9 ;
else if BYFATHED < 0 and FIN15B >= 0 then F1FATHED = FIN15B ;
else if BYFATHED < 0 and FIN15B < 0 then F1FATHED = BYFATHED ;
else if BYFATHED > 0 then F1FATHED = BYFATHED ;

---

**F1 Mother’s/female guardian’s occupation-composite**

Mother/female guardian’s occupation-composite.

Takenn from base year derived variable, BYOCURM, if available; for base year nonparticipants, this variable was assigned a code based on the occupation and duties text (FIN14A, FIN14B in the restricted use file) collected in the new participant supplement of the first follow-up interview. BYOCURM was imputed if otherwise missing.

SAS Code:

else if BYOCURM in (-4,-8) and FIN14B < 0 then F1OCCUF = BYOCURM ;
else if BYOCURM < 0 and FIN14B > 0 then F1OCCUF = FIN14B ;
else if BYOCURM < 0 and FIN14B < 0 then F1OCCUF = BYOCURM ;
else if BYOCURM > 0 then F1OCCUF = BYOCURM ;

---

**F1 Father’s/male guardian’s occupation-composite**

Father/male guardian’s occupation-composite.

Takenn from base year derived variable, BYOCURF, if available; for base year nonparticipants, this variable was assigned a code based on the occupation and duties text (FIN15A, FIN15B in the restricted use file) collected in the new participant supplement of the first follow-up interview. BYOCURF was imputed if otherwise missing.

SAS Code:

else if BYOCURF in (-4,-8) and FIN15B < 0 then F1FATHED = BYOCURF ;
else if BYOCURF in (-4,-8) and FIN15B in (-3) then F1FATHED = -9 ;
else if BYOCURF < 0 and FIN15B > 0 then F1FATHED = FIN15B ;
else if BYOCURF > 0 then F1FATHED = BYOCURF ;
else if BYOCURF < 0 and FIN15B >= 0 then F1FATHED = FIN15B ;
else if BYOCURF > 0 and FIN15B < 0 then F1FATHED = BYOCURF ;
else if BYOCURF < 0 and FIN15B < 0 then F1FATHED = BYOCURF ;
else if BYOCURF > 0 then F1FATHED = BYOCURF ;

---

**F1 Mother’s/female guardian’s occupation-composite**

Mother/female guardian’s occupation-composite.

Takenn from base year derived variable, BYOCURM, if available; for base year nonparticipants, this variable was assigned a code based on the occupation and duties text (FIN14A, FIN14B in the restricted use file) collected in the new participant supplement of the first follow-up interview. BYOCURM was imputed if otherwise missing.

SAS Code:

else if BYOCURM in (-4,-8) and FIN14B < 0 then F1OCCUF = BYOCURM ;
else if BYOCURM in (-4,-8) and FIN14B in (-3) then F1OCCUF = -9 ;
else if BYOCURM < 0 and FIN14B > 0 then F1OCCUF = FIN14B ;
else if BYOCURM > 0 then F1OCCUF = BYOCURM ;

---

**F1 Father’s/male guardian’s occupation-composite**

Father/male guardian’s occupation-composite.

Takenn from base year derived variable, BYOCURF, if available; for base year nonparticipants, this variable was assigned a code based on the occupation and duties text (FIN15A, FIN15B in the restricted use file) collected in the new participant supplement of the first follow-up interview. BYOCURF was imputed if otherwise missing.

SAS Code:

else if BYOCURF in (-4,-8) and FIN15B < 0 then F1FATHED = BYOCURF ;
else if BYOCURF in (-4,-8) and FIN15B in (-3) then F1FATHED = -9 ;
else if BYOCURF < 0 and FIN15B > 0 then F1FATHED = FIN15B ;
else if BYOCURF > 0 then F1FATHED = BYOCURF ;
else if BYOCURF < 0 and FIN15B >= 0 then F1FATHED = FIN15B ;
else if BYOCURF > 0 and FIN15B < 0 then F1FATHED = BYOCURF ;
else if BYOCURF < 0 and FIN15B < 0 then F1FATHED = BYOCURF ;
else if BYOCURF > 0 then F1FATHED = BYOCURF ;

---

**F1OCCUF STUDENT.PUB Rec. 1/5**

---

**F1 Mother’s/female guardian’s occupation-composite**

Mother/female guardian’s occupation-composite.

Takenn from base year derived variable, BYOCURM, if available; for base year nonparticipants, this variable was assigned a code based on the occupation and duties text (FIN14A, FIN14B in the restricted use file) collected in the new participant supplement of the first follow-up interview. BYOCURM was imputed if otherwise missing.

---

**F1OCCUF STUDENT.PUB Rec. 1/5**

---

**F1 Father’s/male guardian’s occupation-composite**

Father/male guardian’s occupation-composite.

Takenn from base year derived variable, BYOCURF, if available; for base year nonparticipants, this variable was assigned a code based on the occupation and duties text (FIN15A, FIN15B in the restricted use file) collected in the new participant supplement of the first follow-up interview. BYOCURF was imputed if otherwise missing.

---

**F1OCCUF STUDENT.PUB Rec. 1/5**
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### F1 Socio-economic status composite, v.1

Socio-economic status (SES), version 1.

- **ELS-72/NUSE/ELS-88:** comparable composite variable constructed from parent questionnaire data when available and student substitutions when not. SES is based on five equally weighted, standardized components: father’s/guardian’s education (F1PATHE), mother’s/guardian’s education (F1MTHED), family income (BYINCOME), father’s/guardian’s occupation (F1OCCUP), and mother’s/guardian’s occupation (F1OCCUM). Each of these five composite variables that served as inputs to SES1 and SES2 were imputed if missing. See these variable descriptions for further detail.

An occupation prestige value was determined for F1OCCUP and F1OCCUM. The 1961 Duncan index was used for determining the occupation prestige values for the SES1 variable. The parent questionnaire included parent occupation codes determined by the respondents themselves. If the occupation tests were left uncoded or if the student supplied the parent occupation tests, project staff subsequently coded these occupations if possible. Missing occupations were imputed.

Parent education was based on parent report, or student report if parent data missing, imputed otherwise. Income was based on parent questionnaire information, imputed otherwise.

**SAS Code:**

1. If enough information exists in Parent file, F1SES1 is created based on those info. If there is no such information Student file is used as replacement. The construction of F1SES1 variable we are using values of Duncan index.

2. Values of F1SES1 are used because Proc Standard during the Z-normalization process replaces initial values with normal mean.

3. **Assigning Duncan SES1 values to occ_M based on F1OCCUM values:**
   - if F1OCCUM = 15 then occ_M = 54.42;
   - if F1OCCUM = 14 then occ_M = 54.42;
   - if F1OCCUM = 13 then occ_M = 54.42;
   - if F1OCCUM = 12 then occ_M = 54.42;
   - if F1OCCUM = 11 then occ_M = 54.42;
   - if F1OCCUM = 10 then occ_M = 54.42;
   - if F1OCCUM = 9 then occ_M = 54.42;
   - if F1OCCUM = 8 then occ_M = 54.42;
   - if F1OCCUM = 7 then occ_M = 54.42;
   - if F1OCCUM = 6 then occ_M = 54.42;
   - if F1OCCUM = 5 then occ_M = 54.42;
   - if F1OCCUM = 4 then occ_M = 54.42;
   - if F1OCCUM = 3 then occ_M = 54.42;
   - if F1OCCUM = 2 then occ_M = 54.42;
   - if F1OCCUM = 1 then occ_M = 54.42;

4. **Distribution values of F1SES1 into quartiles:**
   - if F1SES1 < 0.516200 then F1SES1QU = 3;
   - if F1SES1 < -0.018840 then F1SES1QU = 2;
   - if F1SES1 < 0.0341/0.7428 then F1SES1QU = 1;
   - otherwise.

5. **Create composite F1SES1QU by setting it equal to missing if F1SES1 is missing, otherwise setting it equal to the quartile break points of F1SES1:**
   - if F1SES1 is missing, then F1SES1QU = .
   - otherwise.

6. **Distribute values of F1SES1QU into quartiles:**
   - if F1SES1QU < 0.584170 then F1SES1 = 1;
   - otherwise.

7. **Assigning Duncan SES1 values to occ_F based on F1OCCUF values:**
   - if F1OCCUF = 17 then occ_F = 56.58;
   - if F1OCCUF = 16 then occ_F = 56.58;
   - if F1OCCUF = 15 then occ_F = 56.58;
   - if F1OCCUF = 14 then occ_F = 56.58;
   - if F1OCCUF = 13 then occ_F = 56.58;
   - if F1OCCUF = 12 then occ_F = 56.58;
   - if F1OCCUF = 11 then occ_F = 56.58;
   - if F1OCCUF = 10 then occ_F = 56.58;
   - if F1OCCUF = 9 then occ_F = 56.58;
   - if F1OCCUF = 8 then occ_F = 56.58;
   - if F1OCCUF = 7 then occ_F = 56.58;
   - if F1OCCUF = 6 then occ_F = 56.58;
   - if F1OCCUF = 5 then occ_F = 56.58;
   - if F1OCCUF = 4 then occ_F = 56.58;
   - if F1OCCUF = 3 then occ_F = 56.58;
   - if F1OCCUF = 2 then occ_F = 56.58;
   - if F1OCCUF = 1 then occ_F = 56.58;

8. **Create composite F1SES1QU by setting it equal to missing if F1SES1 is missing, otherwise setting it equal to the quartile break points of F1SES1:**
   - if F1SES1 is missing, then F1SES1QU = .
   - otherwise.

**Data:**

- SAS Code:
  - if there is no such information Student file is used as replacement. The construction of F1SES1 variable we are using values of Duncan index.
  - Values of F1SES1 are used because Proc Standard during the Z-normalization process replaces initial values with normal mean.

**F1 SES1 QU: Total:**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CBNT</th>
<th>MDTH</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>0</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**F1 Quartile coding of SES1 variable**

Socio-economic status quartiles, weighted, as determined by value of F1SES1. See description of F1SES1 and BYSES1QU for additional information.

**SAS Code:**

1. Create composite F1SES1QU by setting it equal to missing if F1SES1 is missing, otherwise setting it equal to the quartile break points of F1SES1.

2. Distribute values of F1SES1QU into quartiles: weighted cut-points for quartile distribution.

3. The following code block calculates the quartiles and their corresponding values.

**Table:**

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Values</th>
<th>Counts</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0-0.516200</td>
<td>16252</td>
<td>100.0%</td>
</tr>
<tr>
<td>2</td>
<td>0.516201-1.032520</td>
<td>16252</td>
<td>100.0%</td>
</tr>
<tr>
<td>3</td>
<td>1.032521-1.548870</td>
<td>16252</td>
<td>100.0%</td>
</tr>
<tr>
<td>4</td>
<td>1.548871-2.065220</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Appendix G:** Base-Year to First Follow-up Electronic Codebook

**F1SES1QU: STUDENT.PUB Rec. 1/5 Pos. 342-343**

**Format:** N2
Base-Year to First Follow-up Electronic Codebook

```sas
/* Assigning 1989 occupational prestige scores */
if F1OCCUF = 1 then occ_F = 38.16 ;
else if F1OCCUF = 2 then occ_F = 38.51 ;
else if F1OCCUF = 3 then occ_F = 38.52 ;
else if F1OCCUF = 4 then occ_F = 38.77 ;
else if F1OCCUF = 10 then occ_F = 48.40 ;
else if F1OCCUF = 11 then occ_F = 48.46 ;
else if F1OCCUF = 12 then occ_F = 51.21 ;
else if F1OCCUF = 13 then occ_F = 51.27 ;
else if F1OCCUF = 14 then occ_F = 53.06 ;
else if F1OCCUF = 15 then occ_F = 53.09 ;
else if F1OCCUF = 16 then occ_F = 54.82 ;
else if F1OCCUF = 17 then occ_F = 54.90 ;
else occ_F = . ;

/* Assigning 1989 occupational prestige scores */
if F1OCCUM = 1 then occ_M = 38.16 ;
else if F1OCCUM = 2 then occ_M = 38.51 ;
else if F1OCCUM = 3 then occ_M = 38.52 ;
else if F1OCCUM = 4 then occ_M = 38.77 ;
else if F1OCCUM = 10 then occ_M = 48.40 ;
else if F1OCCUM = 11 then occ_M = 48.46 ;
else if F1OCCUM = 12 then occ_M = 51.21 ;
else if F1OCCUM = 13 then occ_M = 51.27 ;
else if F1OCCUM = 14 then occ_M = 53.06 ;
else if F1OCCUM = 15 then occ_M = 53.09 ;
else if F1OCCUM = 16 then occ_M = 54.82 ;
else if F1OCCUM = 17 then occ_M = 54.90 ;
else occ_M = . ;
```

### F1SES2

Socio-economic status (using alternate occupation prestige scores).

Definition for F1SES2 is the same as that for F1SES1 (see description) except 1989 GSS occupational prestige scores used instead of 1961 Duncan SEI version.

SAS Code:

- **If** BYINCOME **is missing, otherwise setting it equal to the quartile break points of F1SES2.**
- **Create composite F1SES2QU by setting it equal to missing if F1SES2 is missing, otherwise setting it equal to the quartile break points of F1SES2.**
- **A weight is then assigned to the number of respondents in each category.**
- **The resulting variable is then standardized using PROC STANDARD.**

```sas
run ;
```

### F1SES2QU

Socio-economic status quartiles, weighted, as determined by value of F1SES2. Definition for F1SES2QU is same as for F1SES2 except 1961 Duncan SEI index.

SAS Code:

- **Create composite F1SES2QU by setting it equal to missing if F1SES2 is missing, otherwise setting it equal to the quartile break points of F1SES2.**
- **A weight is then assigned to the number of respondents in each category.**
- **The resulting variable is then standardized using PROC STANDARD.**

```sas
run ;
```
Appendix G: Base-Year to First follow-up Electronic Codebook

---

**FISTEMP**

**STUDENT.PUB Rec. 1/5**

Pos. 351-352

Format: R2

F1 How far in school student thinks will get-composite

How far in school respondent thinks he/she will get. Based on student questionnaire variable F1S42. FISTEMP was imputed for F1 respondents if otherwise missing. The following types of cases were not imputed for FISTEMP: F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

---

Source: ELS:2002 First follow-up Student, Transfer, Homeschool, Early Graduate, and Dropout Questionnaires; Imputation

---

**RESERVE CODES:**

TOTALS: 16252 100.0% 100.0%

{Missing}............................ -9 202 1.2% (MISS)
{Survey component legitimate skip/NA} -8 1345 8.3% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Item legitimate skip/NA}............ -3 3689 22.7% (MISS)

Don't Know........................... -1 4472 27.5% 29.9%
Other................................... 17 569 3.5% 3.9%

---

**F1 Occupation at age 30-coded**

The occupation the respondent expects/plans to have at age 30 was assigned to one of seventeen categories. This was coded from student-provided text strings (F1S27) by project personnel. F1OCC30=-3 if student indicated not planning to work at age 30.

---

Source: ELS:2002 First follow-up Student, Transfer, Homeschool, Early Graduate, and Dropout Questionnaires;

---

**RESERVE CODES:**

TOTALS: 16252 100.0% 100.0%

{Missing}............................ -9 293 1.8% (MISS)
{Partial interview-breakoff}......... -7 25 0.2% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Item legitimate skip/NA}............ -3 99 0.6% (MISS)

Don't Know............................ -1 4472 27.5% 29.9%
Other................................... 17 79 0.5% 0.6%

---

**F1QSTAT**

**STUDENT.PUB Rec. 1/5**

Pos. 357-358

Format: R2

F1 Student questionnaire status

Type of questionnaire administered to F1 respondents.

F1QSTAT=1 for base year respondents who completed the first follow-up in-school student questionnaire.

F1QSTAT=2 for base year respondents who completed the first follow-up survey outside of school but were still attending the base year school as of spring 2004.

F1QSTAT=3 for transfer students (those attending a school other than the base year school as of spring 2004) who completed a first follow-up survey.

F1QSTAT=4 for base year nonparticipants who completed a first follow-up on participant supplement and student survey (either in-school or outside of school). New Participant includes freshened students and BY nonrespondents.

F1QSTAT=5 for first follow-up respondents being homeschooled as of spring 2004.

F1QSTAT=6 for first follow-up respondents who completed high school or earned a GED or other high school equivalent on or before March 15, 2004.

F1QSTAT=7 for first follow-up respondents who were identified as dropouts (no longer attending high school and with no diploma/ equivalency) as of spring 2004.

---

Source: ELS:2002 First follow-up Survey Control System

---

**FIOCC30**

**STUDENT.PUB Rec. 1/5**

Pos. 355-356

Format: R2

F1 Occupation at age 30-coded

The occupation the respondent expects/plans to have at age 30 was assigned to one of seventeen categories. This was coded from student-provided text strings (F1S27) by project personnel. F1OCC30=-3 if student indicated not planning to work at age 30.

---

Source: ELS:2002 First follow-up Student, Transfer, Homeschool, Early Graduate, and Dropout Questionnaires;

---

**F1STEXP**

**STUDENT.PUB Rec. 1/5**

Pos. 351-352

Format: R2

F1 Occupation right after high school-coded

The occupation the respondent wishes to have right after high school was assigned to one of seventeen categories. This was coded from student-provided text strings (F1S56) by project personnel. F1OCC30=-3 if student indicated not planning to work right after high school.

---

Source: ELS:2002 First follow-up Student, Transfer, and Homeschool Questionnaires

---

**RESERVE CODES:**

TOTALS: 16252 100.0% 100.0%

{Missing}............................ -9 202 1.2% (MISS)
{Survey component legitimate skip/NA} -8 1345 8.3% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Item legitimate skip/NA}............ -3 3689 22.7% (MISS)

Dropouts............................. 7 686 4.2% 6.7%
Other................................... 17 79 0.5% 0.6%

---

**F1QSTAT**

**STUDENT.PUB Rec. 1/5**

Pos. 357-358

Format: R2

F1 Student questionnaire status

Type of questionnaire administered to F1 respondents.

F1QSTAT=1 for base year respondents who completed the first follow-up in-school student questionnaire.

F1QSTAT=2 for base year respondents who completed the first follow-up survey outside of school but were still attending the base year school as of spring 2004.

F1QSTAT=3 for transfer students (those attending a school other than the base year school as of spring 2004) who completed a first follow-up survey.

F1QSTAT=4 for base year nonparticipants who completed a first follow-up on participant supplement and student survey (either in-school or outside of school). New Participant includes freshened students and BY nonrespondents.

F1QSTAT=5 for first follow-up respondents being homeschooled as of spring 2004.

F1QSTAT=6 for first follow-up respondents who completed high school or earned a GED or other high school equivalent on or before March 15, 2004.

F1QSTAT=7 for first follow-up respondents who were identified as dropouts (no longer attending high school and with no diploma/ equivalency) as of spring 2004.

---

Source: ELS:2002 First follow-up Survey Control System

---

**FIOCC30**

**STUDENT.PUB Rec. 1/5**

Pos. 355-356

Format: R2

F1 Occupation at age 30-coded

The occupation the respondent expects/plans to have at age 30 was assigned to one of seventeen categories. This was coded from student-provided text strings (F1S27) by project personnel. F1OCC30=-3 if student indicated not planning to work at age 30.

---

Source: ELS:2002 First follow-up Student, Transfer, Homeschool, Early Graduate, and Dropout Questionnaires;

---
First follow-up math test (assessment) status was defined based on test eligibility, test participation, and test imputation. Those eligible for taking the test were those first follow-up respondents still attending their sampled school. Only the in-school respondents took part in the test. Test scores were imputed for the following students: first follow-up respondents still attending their sampled school but who did not take the test; and first follow-up respondents who had transferred to a different school and therefore were not eligible to take the test. F1 test scores were not imputed for those who were no longer part of the in-school sample (dropouts, early graduates, homeschools) or did not participate in the first follow-up survey.

F1TSTAT=0 for first follow-up nonparticipants. F1TSTAT=1 for in-school participants that completed the test. F1TSTAT=2 for those attending the sampled school and were therefore test-eligible but who did not take part in the in-school test and had the score imputed. F1TSTAT=3 for transfer students whose test score was imputed. F1TSTAT=4 for first follow-up respondents no longer in school (i.e., early graduate, dropout, or homeschool). SAS Code:

```sas
else F1TSTAT = -4 ; /* nonparticipant */
else if F1QSTAT in (1,2,4) then F1STQFLG = 1;
else if F1QSTAT > 0 then F1STQFLG = 0;
```

Student completed regular student questionnaire

Student completed regular student questionnaire or new participant student questionnaire; enrolled in a core (2002 school sample) school at time of data collection. SAS Code:

```sas
/* First follow-up participants who completed a regular student questionnaire */
if F1STQFLG in (1,2,4) then F1STQFLG = 1;
/* All other first follow-up participants who completed other types of questionnaires (transfer, dropout, early graduate, home school) */
else if F1STQFLG = 0 then F1STQFLG = 0;
else if F1QMODE = -8 then F1STQFLG = -8 ; /* quex ineligible*/
else F1STQFLG = -4 ; /* nonparticipant */
```

First follow-up survey was self-administered in a group session in sampled schools for in-school students if the schools agreed to participate in the first follow-up. The out-of-school modes included computer-assisted telephone interviewing (CATI), paper survey conducted by a field interviewer, or a mailed paper survey.
Student transferred from base year school, enrolled in new school at the time of the first follow-up data collection, and completed transfer student questionnaire.

SAS Code:
/* First follow-up participants who completed a transfer student questionnaire */
if F1QSTAT = 5 then F1TRQFLG = 1 ;
/* All other first follow-up participants who completed other types of questionnaires. */
else if F1QSTAT > 0 then F1TRQFLG = 0 ;
else if F1MODE = -8 then F1TRQFLG = -8 ; /* quex ineligible */
else F1TRQFLG = -4 ; /* nonparticipant */
/* All other first follow-up participants who completed other types of questionnaires. */

Source:ELS:2002 First follow-up Survey Control System

Student left base year school, home schooled spring term 2004, and completed a homeschool student questionnaire.

SAS Code:
/* First follow-up participants who completed a homeschool questionnaire */
if F1QSTAT = 5 then F1EGQFLG = 1 ;
/* All other first follow-up participants who completed other types of questionnaires. */
else if F1QSTAT > 0 then F1EGQFLG = 0 ;
else if F1MODE = -8 then F1EGQFLG = -8 ; /* quex ineligible */
else F1EGQFLG = -4 ; /* nonparticipant */
/* All other first follow-up participants who completed other types of questionnaires. */

Source:ELS:2002 First follow-up Survey Control System

Did classified as a first follow-up dropout or no longer attending high school as of spring 2004, and completed a "not currently in school" questionnaire.

SAS Code:
/* First follow-up participants who completed a dropout questionnaire */
if F1QSTAT = 7 then F1DOQFLG = 1 ;
/* All other first follow-up participants who completed other types of questionnaires. */
else if F1MODE = -8 then F1DOQFLG = 0 ;
else if F1MODE = -8 then F1DOQFLG = -8 ; /* quex ineligible */
else F1DOQFLG = -4 ; /* nonparticipant */
/* All other first follow-up participants who completed other types of questionnaires. */

Source:ELS:2002 First follow-up Survey Control System

Early graduate: either completed high school or received GED or other high school equivalency on or before March 15, 2004, and completed an early graduate questionnaire.

SAS Code:
/* GED prelogic */
if F1PERSIN = 4 then do;
if f1s15 in (5,6) then GED = 1;
else if f1s15=0 and
(f1d4v=0 or
f1d2e=0 or f1d2h=0 or f1d2j=0 or f1d2k=0 or f1d2a=0 or f1d2b=0 or
f1d2c=0 or f1d2e=0 or f1d2g=0 or f1d2f=0 or f1d2d=0 or f1d2o=0)
then GED = 1;
else GED=0;
end;
if F1PERSIN = 3 then do;
if f1d4x = 1 then GED = 1;
else if f1d4x = 0 and
(f1d4x=0 or f1d4a=0 or f1d4b=0 or f1d4e=0 or f1d4g=0 or f1d4d=0 or
f1d4b=0 or f1d4h=0 or f1d4k=0 or f1d4j=0 or f1d4l=0 or f1d4o=0)
then GED = 1;
else GED=0;
end;
if F1PERSIN not in (3,4) then GED=0;
/* First follow-up participants who completed an early graduate questionnaire and have a GED */
if F1QSTAT = 6 and GED = 1 then F1EGQFLG = 1 ;
/* All other first follow-up participants who completed an early graduate questionnaire */
else if F1QSTAT = 6 then F1EGQFLG = 2 ;
/* All other first follow-up participants who completed other types of questionnaires. */
else if F1QSTAT > 0 then F1EGQFLG = 0 ;
else if F1MODE = -8 then F1EGQFLG = -8 ; /* quex ineligible */
else F1EGQFLG = -4 ; /* nonparticipant */
/* All other first follow-up participants who completed other types of questionnaires. */

Source:ELS:2002 First follow-up Survey Control System
Appendix G:
Base-Year to First Follow-up Electronic Codebook

--------
F1DOSTAT  STUDENT.PUB Rec. 1/5
--------
Pos. 379-380
Format: R2

F1 dropout status

<table>
<thead>
<tr>
<th>Status indicator for the spring term, 2004:</th>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Not dropout/alternative completer</td>
<td>14961</td>
<td>92.1%</td>
<td>90.7%</td>
</tr>
<tr>
<td>1 = Dropout as of spring term 2004</td>
<td>846</td>
<td>5.2%</td>
<td>6.7%</td>
</tr>
<tr>
<td>2 = Alternative completer: earned early GED [prior to 3/15/2004]</td>
<td>211</td>
<td>1.3%</td>
<td>1.5%</td>
</tr>
<tr>
<td>3 = Student/prior school report of dropout. Student in spring term of 2004 at time of survey day but with dropout status at any of the 3 enrollment status updates. Participants were not asked on student, transfer, or homeschool questionnaire whether they had a dropout spell. For these students, dropout incidence information was provided only by the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = Enrollment status out of scope (i.e., out of country and temporarily out of scope; deceased, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SAS Code:
if F1FIBER = 6 then F1DOSTAT = 4 /* out of scope */
else if F1FIBER = 3 then F1DOSTAT = 1; /* Do in Spring 04 */
else if F1FIBER = 1 then F1DOSTAT = 2; /* Alternative */
else if F1FIBER in (1,2,4,5) and F1FIBER2 = 3 then F1DOSTAT = 3; /* School reported dropout*/
else F1DOSTAT = 0; /* Not dropout */

Source:ELS:2002 First follow-up Survey Control System

--------
F1TXACC  STUDENT.PUB Rec. 1/5
--------
Pos. 381-382
Format: R2

F1 Test accommodations

Whether accommodation(s) provided for assessment administration to students with special needs -- either identified in an IEP or specified by a school official at the time of test administration: no accommodation needed; extra time for test or other special test accommodations needed (e.g., use of calculator, tests read to student). F1TXACC was set to 1 if special test accommodations and/or extra time were needed. Those taking test(s) but not requiring test accommodations had F1TXACC=0. F1TXACC=-8 for those that did not take the test(s).

Note: F1ACCTYP is a restricted use variable indicating the type of accommodation. It is used to determine the public use flag F1TXACC.

SAS Code:
if F1TXACC '<1 then F1TXACC = -8; /* F1TXACC = 0 are test resps */
else if F1ACCTYP in (1,2) then F1TXACC = 1; /* test accommodations */
else if F1TXACC = 0 /*/ no test accommodations */

Source:ELS:2002 First follow-up Survey Control System; Cognitive Tests

--------
F1GRADE  STUDENT.PUB Rec. 1/5
--------
Pos. 383-384
Format: N2

F1 Last grade attended

The last grade attended by the sample member. Values include: 10th grade, 11th grade, 12th grade, and ungraded. Questionnaire data is first used; if missing, the grade from enrollment status updates. Grade is imputed for any remaining missing data. The following types of cases were not imputed for F1GRADE: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

SAS Code:
if F1FIBER=6 then F1GRADE = 8 ;
else if F1FIBER in (1,2,4,5) then F1GRADE = 11 ;
else if F1FIBER = 1 then F1GRADE = 11 ;
else if F1FIBER = 2 then F1GRADE = 12 ;
else if F1FIBER = 3 then F1GRADE = 9 ;
else if F1FIBER = 4 then F1GRADE = 10 ;
else if F1FIBER = 5 then F1GRADE = 10 ;
else if F1FIBER = 6 then F1GRADE = 6 ;
else if F1FIBER = 7 then F1GRADE = 7 ;
else if F1FIBER = 8 then F1GRADE = 8 ;
else F1GRADE = -9 ;

Source:ELS:2002 First follow-up Student Questionnaire; Transfer Questionnaire; Control System; Imputation

--------
F1 Math IRT estimated number right for base year scores
--------
Pos. 385-390
Format: N6.2

Base year Math IRT-response theory (IRT) estimated number right.
The estimated number right score for math is an estimate of the number of items students would have answered correctly had they responded to all 85 items in the ELS:2002 base year and first follow-up math item pool. The ability estimates and item parameters derived from the IRT calibration can be used to calculate each student’s probability of a correct answer for each of the items in the pool. These probabilities are summed to produce the IRT-estimated number right score. The score is not an integer because it is a sum of probabilities, not a count of right and wrong answers. (Note that the reading IRT estimated right score is not comparable to the math IRT estimated right score since they are based on different numbers of test questions and content that is not necessarily equivalent in difficulty.) See section 2.2.2 of the ELS:2002 Base-Year Data File User’s Manual for further discussion.
The following types of cases were not imputed for F1MIR: F1 freshmen cases, BY questionnaire-ineligible cases, and BY nonrespondents that were F1 questionnaire-ineligible cases.

Source:ELS:2002 Base Year Cognitive Tests; Imputation

--------
F1MIR  STUDENT.PUB Rec. 1/5
--------
Pos. 391-396
Format: N6.2

F1 Math IRT estimated number right for F1 scores

First follow-up Math IRT-response theory (IRT) estimated number right.
The estimated number right score for math is an estimate of the number of items students would have answered correctly had they responded to all 85 items in the ELS:2002 base year and first follow-up math item pool. The ability estimates and item parameters derived from the IRT calibration can be used to calculate each student’s probability of a correct answer for each of the items in the pool. These probabilities are summed to produce the IRT-estimated number right score. The score is not an integer because it is a sum of probabilities, not a count of right and wrong answers. F1MIR may be compared with FITXMIR to calculate gain scores, since they are estimates based on the same pool of items. See section 2.3 of the ELS:2002 Base-Year to First Follow-up Data File Documentation for further discussion. The following types of cases were not imputed for FITXMIR: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

Source:ELS:2002 Cognitive Tests; Imputation

--------
FITXMIR  STUDENT.PUB Rec. 1/5
--------
Pos. 397-398
Format: R2
Math standardized T score. The standardized T score provides a non-referenced measurement of achievement, that is, an estimate of achievement relative to the population (spring 2004 12th graders) as a whole. It provides information on status compared with peers (as distinguished from the IRT-estimated number-right score which represents status with respect to achievement on a particular criterion set of test items). Although the T score is reported for all F1 in-school responding students (including transfer students), regardless of grade level, the comparison group for standardizing is the 12th grade population. The standardized T score is a transformation of the IRT beta (ability) estimate, and has a mean of 50 and standard deviation of 10 for the weighted subset of 12th graders in the sample. The following types of cases were not imputed for FITMSTD: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Cognitive Tests; Imputation

Mathematics achievement quartile (1=low; 4=high)

Math quartile score. The quartile score divides the weighted (12th grade population estimate) achievement distributions into four equal groups, based on math score (FITMSTD): Quartile 1 corresponds to the lowest-achieving quartile the 12th grade population, quartile 4 the highest.
The following types of cases were not imputed for FITMSTQ: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Cognitive Tests; Imputation

This is an IRT estimated number right score that has been equated to NELS:88 in 1992. In the 1992 round of NELS:88 (second follow-up), base year and first follow-up math scores were rescaled to take advantage of full information from the entire testing program from 1988 to 1992. The ELS-NELS equated sophomore and senior math scores (and also the probability of proficiency scores) - because they are on the NELS:88 scale - can be used to measure cross-cohort change, such as differences in tested achievement in mathematics and reading between sophomores in 1990 and sophomores in 2002, and differences in tested achievement between seniors in 1992 and seniors in 2004. The following types of cases were not imputed for FINELS2M: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Cognitive Tests; Imputation

Base-Year to First Follow-up Electronic Codebook
Appendix G: Base-Year to First Follow-up Electronic Codebook

### Mathematics proficiency probability at level 4

Probability of proficiency at mathematics level 4: understanding of intermediate level mathematical concepts and/or multi-step solutions to word problems. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

The following types of cases were not imputed for FIT4MPP: Dropouts, Early Graduates, Homeschoolers, FI nonrespondents, out of scope cases, and FI questionnaire-ineligible cases.

**Source:** ELS:2002 First follow-up Cognitive Tests; Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>[0-1.0.3751/0.4132]</td>
<td>c</td>
<td>13702</td>
<td>84.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- (Survey component legitimate skip/NA) -8 2550 15.7% (MISS)
- TOTALS: 16252 100.0% 100.0%

### Mathematics proficiency probability at level 5

Probability of proficiency at mathematics level 5: complex multi-step word problems and/or advanced mathematics material. Criterion referenced NELS-equated proficiency probability score based on cluster of items that marks this proficiency level. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The NELS-equated proficiency probabilities were computed using IRT-estimated item parameters calibrated in NELS:88. Each proficiency probability represents the probability that a student would pass a given proficiency level defined as above in the NELS:88 sample.

The following types of cases were not imputed for FIT4MPP: Dropouts, Early Graduates, Homeschoolers, FI nonrespondents, out of scope cases, and FI questionnaire-ineligible cases.

**Source:** ELS:2002 First follow-up Cognitive Tests; Imputation

<table>
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<tr>
<th>CODES</th>
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<td>c</td>
<td>13702</td>
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</table>

**RESERVE CODES:**
- (Survey component legitimate skip/NA) -8 2550 15.7% (MISS)
- TOTALS: 16252 100.0% 100.0%

### Algebra II

- Geometry
- Algebra I
- Pre-algebra, general or consumer math
- Other math coursework or none

**SAS code:**
- Trigonometry, pre-calculus, or calculus: if f1s17a=1 or f1s17b=1 or f1s17c=1 or f1s17d=1 or f1s17e=1 or f1s17f=1 or f1s17g=1 or f1s17h=1 or f1s17i=1 or f1s17j=1 or f1s17k=1 or f1s17l=1 or f1s17m=1 then F1HIMATH=1;
- Algebra II: if f1s17a in (2,3,4) or f1s17b in (2,3,4) or f1s17c in (2,3,4) or f1s17d in (2,3,4) or f1s17e in (2,3,4) or f1s17f in (2,3,4) then F1HIMATH=2;
- Geometry: if f1s17d in (2,3,4) then F1HIMATH=2;
- Pre-algebra, general or consumer math: if f1s17g in (2,3,4) or f1s17h in (2,3,4) or f1s17i in (2,3,4) then F1HIMATH=3;
- Other math coursework or none: if f1s17k in (2,3,4) or f1s17l in (2,3,4) or f1s17m in (2,3,4) then F1HIMATH=4;

**SAS code:**
- Algebra II: if f1s48 in (2,3,4) or f1s49 in (2,3,4) then F1HIMATH=2;
- Geometry: if f1s49 in (2,3,4) then F1HIMATH=2;
- Pre-algebra, general or consumer math: if f1s49 in (2,3,4) then F1HIMATH=3;
- Other math coursework or none: if f1s49 in (2,3,4) then F1HIMATH=4;

### Date completed interview

Year and month that the survey was administered/completed.

**Source:** ELS:2002 First follow-up Student, Transfer, Homeschool, Early Graduate, and Dropout Questionnaires

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<td>[200401-200408]</td>
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<td>14989</td>
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**RESERVE CODES:**
- (Nonrespondent) -4 1263 7.8% (MISS)
- TOTALS: 16252 100.0% 100.0%

### FI Highest math course of a half year or more

The highest math course is obtained from a series of student level variables F1S17A thru F1S17J. The order is determined by selecting the course taken a half year or more in the following order:
- Trigonometry, pre-calculus, or calculus
- Algebra II
- Geometry
- Algebra I
- Pre-algebra, general or consumer math
- Other math coursework or none

**SAS code:**
- Algebra II: if f1s48 in (2,3,4) or f1s49 in (2,3,4) then F1HIMATH=2;
- Geometry: if f1s49 in (2,3,4) then F1HIMATH=2;
- Pre-algebra, general or consumer math: if f1s49 in (2,3,4) then F1HIMATH=3;
- Other math coursework or none: if f1s49 in (2,3,4) then F1HIMATH=4;

**SAS code:**
- PROGPER=-4 if F1QSTAT=0;
- if F1S17A=1 or f1s17B=1 or f1s17C=1 or f1s17D=1 or f1s17E=1 or f1s17F=1 or f1s17G=1 or f1s17H=1 or f1s17I=1 or f1s17J=1 or f1s17K=1 or f1s17L=1 or f1s17M=1 then F1HIMATH=1;
- Algebra II: if f1s17A in (2,3,4) or f1s17B in (2,3,4) or f1s17C in (2,3,4) or f1s17D in (2,3,4) or f1s17E in (2,3,4) or f1s17F in (2,3,4) then F1HIMATH=2;
- Geometry: if f1s17D in (2,3,4) then F1HIMATH=2;
- Pre-algebra, general or consumer math: if f1s17G in (2,3,4) or f1s17H in (2,3,4) or f1s17I in (2,3,4) then F1HIMATH=3;
- Other math coursework or none: if f1s17K in (2,3,4) or f1s17L in (2,3,4) or f1s17M in (2,3,4) then F1HIMATH=4;
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### FLSEXIM

**Imputation Flag - FLSEX**

Flag indicating whether the variable FLSEX was statistically imputed or not imputed. Only statistical (but not logical) imputations were set as imputed.

Source: ELS:2002 Base Year and First follow-up Imputation

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<td>FLSEX not imputed</td>
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<td>99.9%</td>
<td>100.0%</td>
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<td>FLSEX not imputed</td>
<td>0</td>
<td>15546</td>
<td>95.7%</td>
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#### FIRAChIM

**Imputation Flag - FIRACh**

Flag indicating whether the variables FIRACh and FIRACh_R were statistically imputed or not imputed.

Source: ELS:2002 Base Year and First follow-up Imputation

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<td>FIRACh not imputed</td>
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#### FISLTLMN

**Imputation Flag - FISLTLMN**

Flag indicating whether the variable FISLTLMN was statistically imputed or not imputed.

Source: ELS:2002 Base Year and First follow-up Imputation

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#### FIFCMIM

**Imputation Flag - FIFCM**

Flag indicating whether the variable FIFCM was statistically imputed or not imputed.

Source: ELS:2002 Base Year and First follow-up Imputation

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### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### FISTEXP

Flag indicating whether the variable FISTEXP was statistically imputed or not imputed. The following types of cases were not imputed for FISTEXP: F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Imputation

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<td>FISTEXP not imputed</td>
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<td>91</td>
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#### F1MATH

Flag indicating whether math test score was statistically imputed or not imputed. The following types of cases were not imputed for F1 math scores: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Imputation

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#### F1GRADE

Flag indicating whether the variable F1GRADE was statistically imputed or not imputed. The following types of cases were not imputed for F1GRADE: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Imputation

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<td>34</td>
<td>0.2%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>2550</td>
<td>15.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Sex of student

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2219</td>
<td>12899</td>
</tr>
<tr>
<td>Female</td>
<td>13.7%</td>
<td>79.4%</td>
</tr>
</tbody>
</table>

**Note:** The following reserve codes are used throughout the ECB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.

-1: "Don't know" represents respondents who indicated that they didn't know the answer to the question.
-2: "Refused" represents respondents who indicated that they refused to answer the question.
-3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable to the respondent.
-4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
-5: "Out of range" represents questionnaire respondents who reported values that are out of range.
-6: "Multiple responses" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
-7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.
-8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons:
-1: the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey); 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up fresher who attended the school, etc.); 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey) or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).
-9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

### Students get along well with teachers

20. How much do you agree or disagree with each of the following statements about your current school and teachers? (MAKE ONE RESPONSE ON EACH LINE)

(Mark One Response on Each Line)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>
| 1 10114 62.2%| 3 3133 19.3%| 4 413 2.5%| 0 0 0%

Note: This is one of a series of items, a through n.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

### There is real school spirit

20. How much do you agree or disagree with each of the following statements about your current school and teachers? (MAKE ONE RESPONSE ON EACH LINE)

(Mark One Response on Each Line)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>
| 2 3054 21.7%| 3 3054 21.7%| 4 739 4.5%| 0 0 0%

Note: This is one of a series of items, a through n.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

### Students friendly with other racial groups

20. How much do you agree or disagree with each of the following statements about your current school and teachers? (MAKE ONE RESPONSE ON EACH LINE)

(Mark One Response on Each Line)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>
| 3 3133 19.3%| 3 3133 19.3%| 4 413 2.5%| 0 0 0%

Note: This is one of a series of items, a through n.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

Appendix G: Base-Year to First Follow-up Electronic Codebook
Other students often disrupt class

20. How much do you agree or disagree with each of the following statements about your current school and teachers?
   (MARK ONE RESPONSE ON EACH LINE)
   (Strongly Agree; Agree; Disagree; Strongly Disagree)
d. Other students often disrupt class

Note: This is one of a series of items, a through n.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2783</td>
<td>17.1%</td>
<td>19.4%</td>
</tr>
<tr>
<td>2</td>
<td>7806</td>
<td>48.0%</td>
<td>55.1%</td>
</tr>
<tr>
<td>3</td>
<td>2573</td>
<td>22.8%</td>
<td>25.3%</td>
</tr>
<tr>
<td>4</td>
<td>186</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**
- [Nonrespondent]...
- [Multiple responses]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:**
16252 100.0% 100.0%

------------

The teaching is good

20. How much do you agree or disagree with each of the following statements about your current school and teachers?
   (MARK ONE RESPONSE ON EACH LINE)
   (Strongly Agree; Agree; Disagree; Strongly Disagree)

e. The teaching is good

Note: This is one of a series of items, a through n.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2793</td>
<td>17.1%</td>
<td>19.4%</td>
</tr>
<tr>
<td>2</td>
<td>7806</td>
<td>48.0%</td>
<td>55.1%</td>
</tr>
<tr>
<td>3</td>
<td>2573</td>
<td>22.8%</td>
<td>25.3%</td>
</tr>
<tr>
<td>4</td>
<td>186</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**
- [Nonrespondent]...
- [Multiple responses]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:**
16252 100.0% 100.0%

------------

Teachers are interested in students

20. How much do you agree or disagree with each of the following statements about your current school and teachers?
   (MARK ONE RESPONSE ON EACH LINE)
   (Strongly Agree; Agree; Disagree; Strongly Disagree)
f. Teachers are interested in students

Note: This is one of a series of items, a through n.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2203</td>
<td>13.6%</td>
<td>13.4%</td>
</tr>
<tr>
<td>2</td>
<td>8745</td>
<td>53.6%</td>
<td>61.4%</td>
</tr>
<tr>
<td>3</td>
<td>2895</td>
<td>17.8%</td>
<td>21.3%</td>
</tr>
<tr>
<td>4</td>
<td>528</td>
<td>3.2%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**
- [Nonrespondent]...
- [Multiple responses]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:**
16252 100.0% 100.0%
Does not feel safe at this school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1625</td>
<td>100.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2204</td>
<td>13.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>276</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

RESERVE CODES:

- {Missing} | -4 | 118 | 0.7% (MISS)
- {Survey component legitimate skip/NA} | -8 | 276 | 1.7% (MISS)
- {Partial interview-breakoff} | -7 | 585 | 3.6% (MISS)
- {Multiple response} | -6 | 276 | 1.7% (MISS)
- {Nonrespondent} | -4 | 651 | 4.0% (MISS)
- {Survey component legitimate skip/NA} | -8 | 276 | 1.7% (MISS)
- {Missing} | -9 | 193 | 1.2% (MISS)

Note: This is one of a series of items, a through n.

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

Racial/ethnic groups often fight

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1625</td>
<td>100.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6532</td>
<td>40.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>2508</td>
<td>15.4%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>833</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

RESERVE CODES:

- {Missing} | -4 | 118 | 0.7% (MISS)
- {Survey component legitimate skip/NA} | -8 | 276 | 1.7% (MISS)
- {Partial interview-breakoff} | -7 | 585 | 3.6% (MISS)
- {Multiple response} | -6 | 276 | 1.7% (MISS)
- {Nonrespondent} | -4 | 651 | 4.0% (MISS)
- {Survey component legitimate skip/NA} | -8 | 276 | 1.7% (MISS)
- {Missing} | -9 | 193 | 1.2% (MISS)

Note: This is one of a series of items, a through n.

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

Everyone knows what school rules are

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1625</td>
<td>100.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2204</td>
<td>13.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>276</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

RESERVE CODES:

- {Missing} | -4 | 118 | 0.7% (MISS)
- {Survey component legitimate skip/NA} | -8 | 276 | 1.7% (MISS)
- {Partial interview-breakoff} | -7 | 585 | 3.6% (MISS)
- {Multiple response} | -6 | 276 | 1.7% (MISS)
- {Nonrespondent} | -4 | 651 | 4.0% (MISS)
- {Survey component legitimate skip/NA} | -8 | 276 | 1.7% (MISS)
- {Missing} | -9 | 193 | 1.2% (MISS)

Note: This is one of a series of items, a through n.

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.
School rules are strictly enforced

21. Thinking about your school over the last year, how much do you agree or disagree with the following statements? (MARK ONE RESPONSE ON EACH LINE)
   (Strongly Agree; Agree; Disagree; Strongly Disagree)
   a. The school rules are fair
   b. The school rules are fair
   c. The punishment for breaking school rules is the same no matter who you are
   d. The school rules are strictly enforced

Note: This is one of a series of items, a through e.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

---

BYS21B STUDENT.PUB Rec. 1/5
Pos. 500-501
Format: N2

Strongly agree
Agree
Disagree
Strongly disagree

---

BYS21C STUDENT.PUB Rec. 1/5
Pos. 502-503
Format: N2

RESERVE CODES:

Variable: 44

---

BYS21D STUDENT.PUB Rec. 1/5
Pos. 504-505
Format: N2

School rules are strictly enforced

21. Thinking about your school over the last year, how much do you agree or disagree with the following statements? (MARK ONE RESPONSE ON EACH LINE)
   (Strongly Agree; Agree; Disagree; Strongly Disagree)
   d. The school rules are strictly enforced

Note: This is one of a series of items, a through e.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

---

BYS21E STUDENT.PUB Rec. 1/5
Pos. 506-507
Format: N2

Students know punishment for broken rules

21. Thinking about your school over the last year, how much do you agree or disagree with the following statements? (MARK ONE RESPONSE ON EACH LINE)
   (Strongly Agree; Agree; Disagree; Strongly Disagree)
   e. If a school rule is broken, students know what kind of punishment will follow

Note: This is one of a series of items, a through e.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

---

BYS22A STUDENT.PUB Rec. 1/5
Pos. 508-509
Format: N2

Had something stolen at school

22. In the first semester or term of this school year, how many times did any of the following happen? (MARK ONE RESPONSE ON EACH LINE)
   (Never; Once or twice; More than twice)
   a. I had something stolen from me at school
   b. Someone offered me drugs at school

Note: This is one of a series of items, a through h.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

---

BYS22B STUDENT.PUB Rec. 1/5
Pos. 510-511
Format: N2

---

BYS22C STUDENT.PUB Rec. 1/5
Pos. 512-513
Format: N2

---

Note: This is one of a series of items, a through h.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

---
22. In the first semester or term of this school year, how many times did any of the following happen? (MARK ONE RESPONSE ON EACH LINE)
   (Never; Once or twice; More than twice)
   e. Someone threatened to hurt me at school
   f. Someone bullied or picked on me

   Note: This is one of a series of items, a through h.

   Apply to: All respondents.

   Source: ELS:2002 Student Questionnaire

   TOTALS: 16252 100.0% 100.0%

   CODES FREQ PER- WGTD
   -----------------------
   Never. ........................ 1 11338 69.6% 76.4%
   Once or twice .................. 2 2420 14.9% 17.4%
   More than twice ............... 3 844 5.2% 6.3%
   RESERVE CODES:              
   [Nonrespondent].............. -4 651 4.0% (MISS)
   [Multiple responses]........ -6 11 0.1% (MISS)
   [Partial interview-breakoff] -7 585 3.6% (MISS)
   [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
   [Missing]................... -9 127 0.8% (MISS)
   TOTALS: ...................... 16252 100.0% 100.0%

   CODES FREQ PER- WGTD
   -----------------------
   Never. ........................ 1 14283 87.5% 97.6%
   Once or twice .................. 2 2448 1.6% 1.7%
   More than twice ............... 3 89 0.5% 0.6%
   RESERVE CODES:              
   [Nonrespondent].............. -4 651 4.0% (MISS)
   [Multiple responses]........ -6 11 0.1% (MISS)
   [Partial interview-breakoff] -7 585 3.6% (MISS)
   [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
   [Missing]................... -9 127 0.8% (MISS)
   TOTALS: ...................... 16252 100.0% 100.0%

   CODES FREQ PER- WGTD
   -----------------------
   Never. ........................ 1 12691 78.1% 86.1%
   Once or twice .................. 2 1513 9.3% 8.1%
   More than twice ............... 3 404 2.5% 2.9%
   RESERVE CODES:              
   [Nonrespondent].............. -4 651 4.0% (MISS)
   [Multiple responses]........ -6 8 0.0% (MISS)
   [Partial interview-breakoff] -7 585 3.6% (MISS)
   [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
   [Missing]................... -9 124 0.8% (MISS)
   TOTALS: ...................... 16252 100.0% 100.0%

   CODES FREQ PER- WGTD
   -----------------------
   Never. ........................ 1 11455 70.5% 78.6%
   Once or twice .................. 2 2265 13.9% 15.4%
   More than twice ............... 3 843 5.2% 6.0%
   RESERVE CODES:              
   [Nonrespondent].............. -4 651 4.0% (MISS)
   [Multiple responses]........ -6 8 0.0% (MISS)
   [Partial interview-breakoff] -7 585 3.6% (MISS)
   [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
   [Missing]................... -9 174 1.1% (MISS)
   TOTALS: ...................... 16252 100.0% 100.0%

Appendix G:
Base-Year to First Follow-up Electronic Codebook

G-45
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BY23A**

**STUDENT.PUB Rec. 1/5**

**Pos. 524-525**

**Format: N2**

**Non-an academic honor**

23. Since starting ninth grade, did you win any of the following awards or were you recognized at school for doing well or participating in certain activities? *(MAKE ONE RESPONSE ON EACH LINE)*

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: This is one of a series of items, a through f.*

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

**BY23B**

**STUDENT.PUB Rec. 1/5**

**Pos. 526-527**

**Format: N2**

**Recognized for good attendance**

23. Since starting ninth grade, did you win any of the following awards or were you recognized at school for doing well or participating in certain activities? *(MAKE ONE RESPONSE ON EACH LINE)*

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: This is one of a series of items, a through f.*

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

**BY23C**

**STUDENT.PUB Rec. 1/5**

**Pos. 528-529**

**Format: N2**

**Recognized for good grades**

23. Since starting ninth grade, did you win any of the following awards or were you recognized at school for doing well or participating in certain activities? *(MAKE ONE RESPONSE ON EACH LINE)*

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: This is one of a series of items, a through f.*

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

**BY23D**

**STUDENT.PUB Rec. 1/5**

**Pos. 530-531**

**Format: N2**

**Received community service award**

23. Since starting ninth grade, did you win any of the following awards or were you recognized at school for doing well or participating in certain activities? *(MAKE ONE RESPONSE ON EACH LINE)*

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: This is one of a series of items, a through f.*

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

**BY23E**

**STUDENT.PUB Rec. 1/5**

**Pos. 532-533**

**Format: N2**

**Participated in science/math fair**

23. Since starting ninth grade, did you win any of the following awards or were you recognized at school for doing well or participating in certain activities? *(MAKE ONE RESPONSE ON EACH LINE)*

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: This is one of a series of items, a through f.*

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

**BY23F**

**STUDENT.PUB Rec. 1/5**

**Pos. 534-535**

**Format: N2**

**Participated in voc/tech skills competition**

23. Since starting ninth grade, did you win any of the following awards or were you recognized at school for doing well or participating in certain activities? *(MAKE ONE RESPONSE ON EACH LINE)*

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: This is one of a series of items, a through f.*

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

Note: This is one of a series of items, a through f.
### How many times absent from school

24. How many times did the following things happen to you in the first semester or term of this school year?

(MARK ONE RESPONSE ON EACH LINE)

- Never: 1-2 times; 3-6 times; 7-9 times; 10 or more times
- 1 was late for school

Note: This is one of a series of items, a through g.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>3978</td>
<td>26.6%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>5512</td>
<td>37.4%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>3194</td>
<td>20.5%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>762</td>
<td>4.9%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>1152</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

**RESCUE CODES:**

- [Nonrespondent] -4
- [Multiple responses] -6
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:** 16252 100.0% 100.0%

### How many times cut/skip classes

24. How many times did the following things happen to you in the first semester or term of this school year?

(MARK ONE RESPONSE ON EACH LINE)

- Never: 1-2 times; 3-6 times; 7-9 times; 10 or more times
- 1 cut or skipped classes

Note: This is one of a series of items, a through g.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>10386</td>
<td>65.9%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>2520</td>
<td>15.3%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>877</td>
<td>5.4%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>232</td>
<td>1.4%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>505</td>
<td>3.1%</td>
</tr>
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</table>

**RESCUE CODES:**

- [Nonrespondent] -4
- [Multiple responses] -6
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:** 16252 100.0% 100.0%

### How many times late for school

24. How many times late for school

(MARK ONE RESPONSE ON EACH LINE)

- Never: 1-2 times; 3-6 times; 7-9 times; 10 or more times
- 1 was late for school

Note: This is one of a series of items, a through g.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>12892</td>
<td>79.3%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>5289</td>
<td>32.6%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>4675</td>
<td>28.8%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>1196</td>
<td>7.4%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>1048</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

**RESCUE CODES:**

- [Nonrespondent] -4
- [Multiple responses] -6
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:** 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BY224G**  
**STUDENT.PUB Rec. 1/5**  
**Pos. 548-549**  
**Format: N2**

How many times transferred for disciplinary reasons

24. How many times did the following things happen to you in the first semester or term of this school year? (MARK ONE RESPONSE ON EACH LINE)

(1) 1-2 times; 3-6 times; 7-9 times; 10 or more times

Note: This is one of a series of items, a through g.

Appplies to: All respondents.

Source: ELS: 2002 Student Questionnaire

Applies to: All respondents.

Source: ELS: 2002 Student Questionnaire

---

**BY225A**  
**STUDENT.PUB Rec. 1/5**  
**Pos. 555-555**  
**Format: N2**

1st friend’s grade level at school

25. What grade is this first friend in at your school? (MARK ONE RESPONSE FOR EACH FRIEND)

Applies to: All respondents.

Source: ELS: 2002 Student Questionnaire

---

**BY225AA**  
**STUDENT.PUB Rec. 1/5**  
**Pos. 555-555**  
**Format: N2**

Importance of grades to 1st friend

25. How important is getting good grades to this first friend? (MARK ONE RESPONSE FOR EACH FRIEND)

Applies to: All respondents.

Source: ELS: 2002 Student Questionnaire

---

**BY225BA**  
**STUDENT.PUB Rec. 1/5**  
**Pos. 555-555**  
**Format: N2**

10th grader knows 1st friend’s parents

25. Do you know either or both of this first friend’s parents?

Applies to: All respondents.

Source: ELS: 2002 Student Questionnaire

---

G-48
25. Does your mother or father know either or both of this first friend's parents?

Yes

No

Applies to: All respondents

Source: ELS:2002 Student Questionnaire

Applies to: All respondents providing responses for 2 or more friends.

2nd friend is Hispanic

Female

Male

Applies to: All respondents providing responses for 2 or more friends.

Importance of grades to 2nd friend

25. How important is getting good grades to this second friend?

(MARK ONE RESPONSE FOR EACH FRIEND)

Very important

Somewhat important

Not at all important

(MARK ONE RESPONSE FOR EACH FRIEND)

25. What grade is this second friend in at your school?

(RESTRICTED TO 2ND FRIEND WHO IS A CLOSE FRIEND)

9th grade

10th grade

11th grade

12th grade

Other grade

Applies to: All respondents providing responses for 2 or more friends.

2nd friend's grade level at school

Applies to: All respondents providing responses for 2 or more friends.

10th grader knows 2nd friend's parents

Yes

No

Applies to: All respondents providing responses for 2 or more friends.

G-49
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

BY2525GB STUDENT.PUB Rec. 1/5
Pos. 572-573
Format: N2

Parents know 2nd friend’s parents

25. Does your mother or father know either or both of this second friend’s parents?
Yes ..................................... 1 1873 11.5% 15.3%
No ...................................... 0 11192 68.9% 84.7%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents providing responses for 2 or more friends.

---

BY2525BC STUDENT.PUB Rec. 1/5
Pos. 574-575
Format: N2

Female .................................. 2 6526 40.2% 48.8%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents providing responses for 3 friends.

---

BY2525DC STUDENT.PUB Rec. 1/5
Pos. 578-579
Format: N2

3rd friend’s grade level at school

25. What grade is this third friend in at your school? (MARK ONE RESPONSE FOR EACH FRIEND)
8th grade.................................. 0 90 0.6% 0.7%
9th grade.................................. 9 1069 6.6% 8.3%
10th grade................................ 10 9426 58.0% 70.0%
11th grade................................ 11 1598 9.8% 12.7%
12th grade................................ 12 910 5.6% 6.8%
Other grade............................. 13 197 1.2% 1.5%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents providing responses for 2 or more friends.

---

BY2525AC STUDENT.PUB Rec. 1/5
Pos. 576-577
Format: N2

3rd friend’s age

25. Please write down the names of your best friends at your present school. Please fill in up to three names. If you have fewer close friends, provide less than three names. Then for each friend you named, answer questions 25a through 25q. Is this third friend…?

Male
Female

Apply to: All respondents providing responses for 3 friends.

Source: ELS:2002 Student Questionnaire

---

BY2525EC STUDENT.PUB Rec. 1/5
Pos. 580-581
Format: N2

Importance of grades to 3rd friend

25. How important is getting good grades to this third friend? (MARK ONE RESPONSE FOR EACH FRIEND)
Not at all important.......................... 0 90 0.6% 0.7%
Somewhat important......................... 2 1011 6.2% 45.4%
Very important................................ 3 6188 39.1% 45.4%

Apply to: All respondents providing responses for 3 friends.

Source: ELS:2002 Student Questionnaire

---

BY2525FC STUDENT.PUB Rec. 1/5
Pos. 582-583
Format: N2

10th grade knows 3rd friend’s parents

25. Do you know either or both of this third friend’s parents?
Yes ..................................... 1 9318 57.3% 70.9%
No ...................................... 0 3947 24.3% 29.1%

Apply to: All respondents providing responses for 3 friends.

Source: ELS:2002 Student Questionnaire

---
Parents know 3rd friend’s parents

25. Does your mother or father know either or both of this third friend’s parents?

Yes No

Applies to: All respondents providing responses for 3 friends.

Source: ELS:2002 Student Questionnaire

High school program—student self-report

Student self-reported high school program of study. Composite variable (SCHPROG) has imputed values where BYS26 was missing.

26. If you had to limit yourself to one of the following three choices, which comes nearest to describing your high school program?

[MARK ONE RESPONSE]

a. College preparatory-academic

b. College preparatory-vocational including technical or business

c. General

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

Appendix G: Base-Year to First Follow-up Electronic Codebook

Strongly agree...... 1 1579 9.7% 10.4%

Agree................. 2 7422 45.7% 50.1%

Disagree............. 3 4715 29.0% 33.3%

Strongly disagree... 4 847 5.2% 6.1%

Source: ELS:2002 Student Questionnaire

Applies to: All respondents providing responses for 3 friends.

Note: This is one of a series of items, a through i.

Parents know 3rd friend’s parents

25. Does your mother or father know either or both of this third friend’s parents?

Yes No

Applies to: All respondents providing responses for 3 friends.

Source: ELS:2002 Student Questionnaire

Note: This is one of a series of items, a through i.

Jobs later on

27. How much do you agree or disagree with the following statements about why you go to school?

[MARK ONE RESPONSE ON EACH LINE]

a. I go to school because I get a feeling of satisfaction from doing what I’m supposed to do in class

b. I go to school because I want to have a good job later on

c. I go to school because education is important for getting a job later on

d. I go to school because I have nothing better to do

Note: This is one of a series of items, a through i.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

Note: This is one of a series of items, a through i.

Base-Year to First Follow-up Electronic Codebook

G-51
Appendix G: Base-Year to First Follow-up Electronic Codebook

### Learn skills for job in school

27. How much do you agree or disagree with the following statements about why you go to school?  
(MARK ONE RESPONSE ON EACH LINE)  

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
</tr>
</tbody>
</table>

#### Parents expect success in school

27. How much do you agree or disagree with the following statements about why you go to school?  
(MARK ONE RESPONSE ON EACH LINE)  

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
</tr>
</tbody>
</table>

#### Teachers expect success in school

27. How much do you agree or disagree with the following statements about why you go to school?  
(MARK ONE RESPONSE ON EACH LINE)  

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
<td>(MARK ONE RESPONSE ON EACH LINE)</td>
</tr>
</tbody>
</table>

### Base-Year to First Follow-up Electronic Codebook

#### Appendix G:

**Base-Year to First Follow-up Electronic Codebook**

#### Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
<th>N2</th>
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<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>3194</td>
<td>20.9%</td>
<td>3.7%</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>8526</td>
<td>52.5%</td>
<td>58.6%</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>2572</td>
<td>15.4%</td>
<td>14.4%</td>
</tr>
<tr>
<td>4</td>
<td>Strongly disagree</td>
<td>474</td>
<td>2.9%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Missing: -9 159 1.0% (MISS)
- Partial interview-breakoff: -7 585 3.6% (MISS)
- Multiple response: -6 13 0.1% (MISS)

**Source:** ELS:2002 Student Questionnaire

Applies to: All respondents.
29. In your current or most recent mathematics class, how often do you... (MARK ONE RESPONSE ON EACH LINE)

a. Review the work from the previous day
   - Everyday or almost everyday
   - Once or twice a week
   - Less than once a week
   - Rarely
   - Never

b. Listen to the teacher lecture
   - Everyday or almost everyday
   - Once or twice a week
   - Less than once a week
   - Rarely
   - Never

c. Copy the teacher’s notes from the board
   - Everyday or almost everyday
   - Once or twice a week
   - Less than once a week
   - Rarely
   - Never

d. Use books other than textbooks
   - Everyday or almost everyday
   - Once or twice a week
   - Less than once a week
   - Rarely
   - Never

e. Do word problems or problem solving activities
   - Everyday or almost everyday
   - Once or twice a week
   - Less than once a week
   - Rarely
   - Never

f. Problem solving in math class
   - Everyday or almost everyday
   - Once or twice a week
   - Less than once a week
   - Rarely
   - Never

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BY29F** STUDENT.PUB Rec. 1/5

Pos. 518-519

Format: N2

How often uses calculators in math class

29. In your current or most recent mathematics class, how often do/did you...

(RELATED CODE ON EACH LINE)

Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost every day

f. Use calculators

Note: This is one of a series of items, a through j.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>893</td>
<td>5.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1764</td>
<td>11.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>847</td>
<td>5.5%</td>
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<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>2580</td>
<td>15.9%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>8405</td>
<td>51.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

-4 651 4.0% (MISS)

-6 21 0.1% (MISS)

-7 585 3.6% (MISS)

-8 276 1.7% (MISS)

-9 230 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**BY29G** STUDENT.PUB Rec. 1/5

Pos. 620-621

Format: N2

How often uses graphing calculators in math class

29. In your current or most recent mathematics class, how often do/did you...

(RELATED CODE ON EACH LINE)

Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost every day

g. Use graphing calculators

Note: This is one of a series of items, a through j.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
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<td>4886</td>
<td>28.8%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>2778</td>
<td>17.1%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>888</td>
<td>5.5%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>1598</td>
<td>9.4%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>4257</td>
<td>26.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

-4 651 4.0% (MISS)

-6 30 0.2% (MISS)

-7 585 3.6% (MISS)

-8 276 1.7% (MISS)

-9 503 3.1% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**BY29H** STUDENT.PUB Rec. 1/5

Pos. 622-623

Format: N2

How often uses computers in math class

29. In your current or most recent mathematics class, how often do/did you...

(RELATED CODE ON EACH LINE)

Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost every day

h. Use computers

Note: This is one of a series of items, a through j.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

**BY29I** STUDENT.PUB Rec. 1/5

Pos. 518-519

Format: N2

How often participates in student math discussions

29. In your current or most recent mathematics class, how often do/did you...

(RELATED CODE ON EACH LINE)

Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost every day

j. Participate in student-led discussions

Note: This is one of a series of items, a through j.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
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<td>5503</td>
<td>33.9%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3704</td>
<td>22.8%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>1576</td>
<td>9.7%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>2068</td>
<td>12.7%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>1655</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

-4 651 4.0% (MISS)

-6 11 0.1% (MISS)

-7 585 3.6% (MISS)

-8 276 1.7% (MISS)

-9 221 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**BY29J** STUDENT.PUB Rec. 1/5

Pos. 620-621

Format: N2

How often explains work to math class orally

29. In your current or most recent mathematics class, how often do/did you...

(RELATED CODE ON EACH LINE)

Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost every day

i. Explain your work to the class orally

Note: This is one of a series of items, a through j.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>4934</td>
<td>30.4%</td>
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<td>Rarely</td>
<td>2</td>
<td>3877</td>
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</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>1643</td>
<td>10.1%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>1778</td>
<td>11.6%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>1788</td>
<td>11.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

-4 651 4.0% (MISS)

-6 21 0.1% (MISS)

-7 585 3.6% (MISS)

-8 276 1.7% (MISS)

-9 239 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%
### Uses computers in math class

31. In your current or most recent mathematics class, how often do/did you use computers in the following ways?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>11568</td>
<td>71.2% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>9</td>
<td>0.1% (MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6% (MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7% (MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>315</td>
<td>1.9% (MISS)</td>
</tr>
</tbody>
</table>

#### TOTALS:

16252 100.0% 100.0%

---

### How often uses computers for graphing in math class

31. In your current or most recent mathematics class, how often do/did you use computers in the following ways?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>11568</td>
<td>71.2% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>9</td>
<td>0.1% (MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6% (MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7% (MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>315</td>
<td>1.9% (MISS)</td>
</tr>
</tbody>
</table>

#### TOTALS:

16252 100.0% 100.0%

---

### How often uses computers to practice math drills

31. In your current or most recent mathematics class, how often do/did you use computers in the following ways?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>11568</td>
<td>71.2% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>9</td>
<td>0.1% (MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6% (MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7% (MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>315</td>
<td>1.9% (MISS)</td>
</tr>
</tbody>
</table>

#### TOTALS:

16252 100.0% 100.0%

---

### How often uses computers to solve math problems

31. In your current or most recent mathematics class, how often do/did you use computers in the following ways?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>11568</td>
<td>71.2% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>9</td>
<td>0.1% (MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6% (MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7% (MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>315</td>
<td>1.9% (MISS)</td>
</tr>
</tbody>
</table>

#### TOTALS:

16252 100.0% 100.0%
### Appendix G:
Base-Year to First Follow-up Electronic Codebook

#### 31. How often uses computers to apply learning in math class

**Note:** This is one of a series of items, a through h.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>740</td>
<td>4.6%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>559</td>
<td>3.4%</td>
<td>24.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>367</td>
<td>2.3%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Once or twice a week</td>
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<td>12.1%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>193</td>
<td>1.2%</td>
<td>9.9%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>11568</td>
<td>71.2%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>6</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1053</td>
<td>6.5%</td>
<td>(MISS)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

 Applies to: Respondents who used computers in most recent math class.

Source: ELS:2002 Student Questionnaire

**Note:** This is one of a series of items, a through h.

#### 31. In your current or most recent mathematics class, how often do/did you use computers in the following ways?

**Note:** This is one of a series of items, a through h.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>1111</td>
<td>6.8%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>475</td>
<td>3.0%</td>
<td>24.0%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>211</td>
<td>1.3%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>187</td>
<td>1.2%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>150</td>
<td>0.9%</td>
<td>7.2%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>11568</td>
<td>71.2%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>2</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1014</td>
<td>6.2%</td>
<td>(MISS)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

 Applies to: Respondents who used computers in most recent math class.

Source: ELS:2002 Student Questionnaire

**Note:** This is one of a series of items, a through h.

### Appendix G:
Base-Year to First Follow-up Electronic Codebook

#### 31. How often math teacher uses computer to instruct one-on-one

**Note:** This is one of a series of items, a through h.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>977</td>
<td>6.0%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>540</td>
<td>3.3%</td>
<td>23.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>329</td>
<td>2.0%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>240</td>
<td>1.5%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>256</td>
<td>1.6%</td>
<td>11.1%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>11568</td>
<td>71.2%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>2</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>789</td>
<td>4.9%</td>
<td>(MISS)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

 Applies to: Respondents who used computers in most recent math class.

Source: ELS:2002 Student Questionnaire

#### 31. In your current or most recent mathematics class, how often do/did you use computers in the following ways?

**Note:** This is one of a series of items, a through h.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>977</td>
<td>6.0%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>540</td>
<td>3.3%</td>
<td>23.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>329</td>
<td>2.0%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>240</td>
<td>1.5%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>256</td>
<td>1.6%</td>
<td>11.1%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>11568</td>
<td>71.2%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>2</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>789</td>
<td>4.9%</td>
<td>(MISS)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

a. 1st semester/term English  
   Used computer in 9th grade fall English

b. 1st semester/term science  
   Used computer in 9th grade fall science

c. 1st semester/term math  
   Used computer in 9th grade fall math

d. 2nd semester/term science  
   Used computer in 9th grade spring science

e. 1st semester/term math  
   Used computer in 9th grade spring math

f. 2nd semester/term math  
   Used computer in 9th grade fall math

g. 2nd semester/term science  
   Used computer in 9th grade spring science

h. 2nd semester/term English  
   Used computer in 9th grade spring English

Note: This is one of a series of items, a through h.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

a. 1st semester/term English  
   Used computer in 9th grade fall English

b. 1st semester/term English  
   Used computer in 9th grade spring English

c. 1st semester/term math  
   Used computer in 9th grade fall math

d. 2nd semester/term science  
   Used computer in 9th grade spring science

e. 1st semester/term math  
   Used computer in 9th grade spring math

f. 2nd semester/term math  
   Used computer in 9th grade fall math

g. 2nd semester/term science  
   Used computer in 9th grade spring science

h. 2nd semester/term English  
   Used computer in 9th grade spring English

Note: This is one of a series of items, a through h.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.
Appendix G: Base-Year to First Follow-up Electronic Codebook

### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Used computer in 9th grade social studies

32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade. (Yes; No; NA)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used computer in 9th grade social studies</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Used computer in 10th grade fall science

32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade. (Yes; No; NA)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used computer in 10th grade fall science</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Used computer in 10th grade spring science

32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade. (Yes; No; NA)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used computer in 10th grade spring science</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
### 32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

#### a. 1st semester/term math
- Yes: 1480, 11.9%, 12.1%
- No: 10192, 87.0%, 98.2%

#### b. International Baccalaureate (IB)
- Yes: 2187, 17.9%, 19.1%
- No: 12475, 96.1%, 106.1%

#### c. Advanced Placement (AP)
- Yes: 1243, 9.8%, 10.0%
- No: 11192, 90.2%, 100.2%

#### d. 2nd semester/term math
- Yes: 1840, 14.2%, 14.7%
- No: 10352, 85.8%, 95.3%

#### e. 1st semester/term social studies
- Yes: 11821, 92.3%, 94.3%
- No: 8971, 69.7%, 76.7%

#### f. 2nd semester/term social studies
- Yes: 1243, 9.8%, 10.0%
- No: 11192, 90.2%, 100.2%

### 33. Have you ever been in any of the following kinds of courses or programs in high school?

#### a. Advanced Placement (AP)
- Yes: 1243, 9.8%, 10.0%
- No: 11192, 90.2%, 100.2%

#### b. International Baccalaureate (IB)
- Yes: 1243, 9.8%, 10.0%
- No: 11192, 90.2%, 100.2%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYE33C

**Student:** [1/5](#)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Wgtd</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** ever in part-time program at regional vocational school**

33. Have you ever been in any of the following kinds of courses or programs in high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)  
c. Courses or a program which you take at a separate area or regional vocational school part-time  
Note: This is one of a series of items, a through l.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Wgtd</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYE33D

**Student:** [1/5](#)

<table>
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<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Wgtd</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** ever in remedial English class**

33. Have you ever been in any of the following kinds of courses or programs in high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)  
j. Remedial English  
Note: This is one of a series of items, a through l.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Wgtd</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
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</table>

#### BYE33E

**Student:** [1/5](#)

<table>
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<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Wgtd</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** ever in remedial math class**

33. Have you ever been in any of the following kinds of courses or programs in high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)  
e. Remedial math  
Note: This is one of a series of items, a through l.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Wgtd</th>
<th>Pct</th>
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</thead>
<tbody>
<tr>
<td></td>
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#### BYE33F

**Student:** [1/5](#)

<table>
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<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Wgtd</th>
<th>Pct</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** ever in bilingual/bicultural class**

33. Have you ever been in any of the following kinds of courses or programs in high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)  
f. Bilingual or bilingual education  
Note: This is one of a series of items, a through l.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Wgtd</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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#### BYE33G

**Student:** [1/5](#)

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** ever in English as Second Language program**

33. Have you ever been in any of the following kinds of courses or programs in high school?  
(MARK ONE RESPONSE ON EACH LINE)  
g. English as a Second Language (ESL)  
Note: This is one of a series of items, a through l.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

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#### BYE33H

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** ever in dropout prevention program**

33. Have you ever been in any of the following kinds of courses or programs in high school?  
(MARK ONE RESPONSE ON EACH LINE)  
h. Dropout prevention, Alternative or Stay-in-School Program  
Note: This is one of a series of items, a through l.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

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G-60
### Ever in career academy

33. Have you ever been in any of the following kinds of courses or programs in high school?
   (MARK ONE RESPONSE ON EACH LINE)
   
   (Yes; No)
   
   i. Special Education Program
   
   ii. Course via distance learning

Note: This is one of a series of items, a through l.

#### Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

#### EVER IN CAREER ACADEMY

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**RESERVE CODES:**
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:**
16252 100.0% 100.0%

### Ever in distance learning course

33. Have you ever been in any of the following kinds of courses or programs in high school?
   (MARK ONE RESPONSE ON EACH LINE)
   
   (Yes; No)

Note: This is one of a series of items, a through l.

#### Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

#### EVER IN DISTANCE LEARNING COURSE

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**RESERVE CODES:**
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:**
16252 100.0% 100.0%

### Hours/week spent on homework in school

34. Overall, about how much time do you spend on homework each week, both in and out of school?

Total time spent on homework: All subjects

#### Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

#### HOURS/WEEK SPENT ON HOMEWORK IN SCHOOL

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**RESERVE CODES:**
- Don’t know
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:**
16252 100.0% 100.0%
## Appendix G: Base-Year to First Follow-up Electronic Codebook

### BYS34B STUDENT.PUB Rec. 1/5

**Hours/week spent on homework out of school**

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**RESERVE CODES:**

- [Nonrespondent] -4 651 4.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 457 2.8% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

**APPLY TO: All respondents.

### Source:** ELS:2002 Student Questionnaire

---

### BYS35A STUDENT.PUB Rec. 1/5

**Hours/week spent on math homework out of school**

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**RESERVE CODES:**

- [Don’t know] -1 -1 0.0% (MISS)
- [Item legitimate skip/NA] -3 711 4.4% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 457 2.8% (MISS)

**TOTALS:**

16252 100.0% 100.0%

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### BYS35B STUDENT.PUB Rec. 1/5

**Hours/week spent on English homework in school**

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<td>0.3%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>120</td>
<td>0.7%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>26 or more hours</td>
<td>260</td>
<td>1.6%</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know] -1 -1 0.0% (MISS)
- [Item legitimate skip/NA] -3 711 4.4% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 457 2.8% (MISS)

**TOTALS:**

16252 100.0% 100.0%
36. In your current English course, about how much time do you spend on homework each week, both in and out of school? 
English 
Out of school 
I am not taking an English class 

Applies to: Respondents who are currently taking an English class. Source: ELS:2002 Student Questionnaire

<table>
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</tr>
<tr>
<td>2 hours</td>
<td>2501</td>
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</tr>
<tr>
<td>3 hours</td>
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<td>11 hours</td>
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<td>35</td>
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</tr>
<tr>
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<td>76</td>
<td>0.5%</td>
</tr>
<tr>
<td>16 hours</td>
<td>9</td>
<td>0.1%</td>
</tr>
<tr>
<td>17 hours</td>
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<td>0.0%</td>
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<td>19 hours</td>
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<td>0.2%</td>
</tr>
<tr>
<td>21 or more hours</td>
<td>73</td>
<td>0.4%</td>
</tr>
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RESERVE CODES:
- [Don't Know] [-1] 4 0.0% (MISS)
- [Item legitimate skip/NA] [-3] 935 5.8% (MISS)
- [Nonrespondent] [-4] 651 4.0% (MISS)
- [Survey component legitimate skip/NA] [-8] 276 1.7% (MISS)
- [Missing] [-9] 504 3.1% (MISS)

TOTALS: 16252 100.0% 100.0%

---

37. How important are good grades to you? 
(MARK ONE RESPONSE)

[Not important] [-4] 651 4.0% (MISS)
[Multiple response] [-6] 20 0.1% (MISS)
[Survey component legitimate skip/NA] [-8] 276 1.7% (MISS)
[Missing] [-9] 255 1.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

38. How often do you come to class without these things? 
(MARK ONE RESPONSE ON EACH LINE)

(a) Books
(b) Homework done
(c) Pencil/pen or paper

Note: This is one of a series of items, a through c.

Applies to: All respondents. 
Source: ELS:2002 Student Questionnaire

---

BYE36B STUDENT.PUB Rec. 1/5 
Pos. 712-713 
Format: N2

How often do you come to class without pencil/paper

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WTD-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7524</td>
<td>46.3%</td>
</tr>
<tr>
<td>Seldom</td>
<td>4449</td>
<td>27.4%</td>
</tr>
<tr>
<td>Often</td>
<td>1050</td>
<td>6.5%</td>
</tr>
<tr>
<td>Usually</td>
<td>1433</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] [-4] 651 4.0% (MISS)
- [Multiple response] [-6] 18 0.1% (MISS)
- [Partial interview-breakoff] [-7] 585 3.6% (MISS)
- [Survey component legitimate skip/NA] [-8] 276 1.7% (MISS)
- [Missing] [-9] 266 1.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYE36B STUDENT.PUB Rec. 1/5 
Pos. 716-719 
Format: N2

How often do you come to class without books

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WTD-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7524</td>
<td>46.3%</td>
</tr>
<tr>
<td>Seldom</td>
<td>4449</td>
<td>27.4%</td>
</tr>
<tr>
<td>Often</td>
<td>1050</td>
<td>6.5%</td>
</tr>
<tr>
<td>Usually</td>
<td>1433</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] [-4] 651 4.0% (MISS)
- [Multiple response] [-6] 18 0.1% (MISS)
- [Partial interview-breakoff] [-7] 585 3.6% (MISS)
- [Survey component legitimate skip/NA] [-8] 276 1.7% (MISS)
- [Missing] [-9] 266 1.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYE36C STUDENT.PUB Rec. 1/5 
Pos. 720-721 
Format: N2

How often do you come to class without homework done

<table>
<thead>
<tr>
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<th>PER-CENT</th>
<th>WTD-</th>
</tr>
</thead>
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<td>46.3%</td>
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<tr>
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<td>4449</td>
<td>27.4%</td>
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<tr>
<td>Often</td>
<td>1050</td>
<td>6.5%</td>
</tr>
<tr>
<td>Usually</td>
<td>1433</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] [-4] 651 4.0% (MISS)
- [Multiple response] [-6] 18 0.1% (MISS)
- [Partial interview-breakoff] [-7] 585 3.6% (MISS)
- [Survey component legitimate skip/NA] [-8] 276 1.7% (MISS)
- [Missing] [-9] 266 1.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

Appendix G: Base-Year to First Follow-up Electronic Codebook
Played intramural baseball

39. For the following items, intramural means competition between teams or students within the same school. For each sport listed below, indicate whether you participated on an intramural team in this sport during this school year.

MARK ONE RESPONSE ON EACH LINE

(School does not have intramural team; Did not participate; Participated in intramural sports)

t. Baseball

Note: This is one of a series of items, a through h.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD</th>
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</thead>
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<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>No:</td>
<td>2 9205 56.6% 68.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes:</td>
<td>3 728 4.5% 5.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Nonrespondent: -4 651 4.0% (MISS)
- Multiple response: -6 63 0.4% (MISS)
- Partial interview-breakoff: -7 585 3.6% (MISS)
- Survey component legitimate skip/NA: -8 276 1.7% (MISS)
- Missing: -9 490 3.0% (MISS)

TOTALS: 16252 100.0% 100.0%

Played intramural softball

39. For the following items, intramural means competition between teams or students within the same school. For each sport listed below, indicate whether you participated on an intramural team in this sport during this school year.

MARK ONE RESPONSE ON EACH LINE

(School does not have intramural team; Did not participate; Participated in intramural sports)

b. Softball

Note: This is one of a series of items, a through h.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
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<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>No:</td>
<td>2 8589 52.6% 64.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes:</td>
<td>3 1483 9.1% 10.8%</td>
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RESERVE CODES:

- Nonrespondent: -4 651 4.0% (MISS)
- Multiple response: -6 43 0.3% (MISS)
- Partial interview-breakoff: -7 585 3.6% (MISS)
- Survey component legitimate skip/NA: -8 276 1.7% (MISS)
- Missing: -9 483 3.0% (MISS)

TOTALS: 16252 100.0% 100.0%

Played intramural soccer

39. For the following items, intramural means competition between teams or students within the same school. For each sport listed below, indicate whether you participated on an intramural team in this sport during this school year.

MARK ONE RESPONSE ON EACH LINE

(School does not have intramural team; Did not participate; Participated in intramural sports)
c. Soccer

Note: This is one of a series of items, a through h.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

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<tr>
<td>School doesn’t have intramural team:</td>
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<tr>
<td>No:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yes:</td>
<td>3 952 6.1% 6.9%</td>
<td></td>
<td></td>
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</tbody>
</table>

RESERVE CODES:

- Nonrespondent: -4 651 4.0% (MISS)
- Multiple response: -6 58 0.4% (MISS)
- Partial interview-breakoff: -7 585 3.6% (MISS)
- Survey component legitimate skip/NA: -8 276 1.7% (MISS)
- Missing: -9 574 3.5% (MISS)

TOTALS: 16252 100.0% 100.0%
39. For the following items, intramural means competition between teams or students within the same school. For each sport listed below, indicate whether you participated on an intramural team in this sport during this school year.

(MARK ONE RESPONSE ON EACH LINE)

a. Baseball

BYS40A
Did not participate

BYS40AB
School does not have interscholastic team

BYS40AC
 Participated on a junior varsity team

BYS40AD
 Participated on a varsity team

Composite version of the 5 BYS40A variables is BYBASEBL.

Note: This is one of a series of items, a through h.

Did not participate

Participated

<table>
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<td>-7</td>
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<td>3.6% (MISS)</td>
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<td>-8</td>
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<td>1.7% (MISS)</td>
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<td>-9</td>
<td>608</td>
<td>3.7% (MISS)</td>
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<td>TOTALS:</td>
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<td>100.0%</td>
<td>100.0%</td>
</tr>
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</table>

39. For the following items, intramural means competition between teams or students within the same school. For each sport listed below, indicate whether you participated on an intramural team in this sport during this school year.

(MARK ONE RESPONSE ON EACH LINE)

b. Cheerleading, Pompon (Pompon), or Drill Team

BYS40H
Did not participate

BYS40HG
 Participated on a junior varsity team

BYS40HH
 Participated on a varsity team

Composite version of the 5 BYS40A variables is BYBASEBL.

Note: This is one of a series of items, a through h.

Did not participate

Participated

<table>
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<td>TOTALS:</td>
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<td>100.0%</td>
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Appendix G:  
Base-Year to First Follow-up Electronic Codebook

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

(MARK ALL THAT APPLY ON EACH LINE)

a. Baseball
b. Softball

Composite version of the 5 BYS40A variables is BYBASEBL.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

Composite version of the 5 BYS40B variables is BYSOFTBL.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

Composite version of the 5 BYS40A variables is BYBASEBL.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

Composite version of the 5 BYS40B variables is BYSOFTBL.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

Composite version of the 5 BYS40A variables is BYBASEBL.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

Composite version of the 5 BYS40A variables is BYBASEBL.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire
### ByS40BE Participated as a varsity team captain/co-captain

- **BYS40BE STUDENT.PUB Rec. 1/5** Pos. 752-753 Format: N2

Placed junior varsity softball

- **756-757**

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

**[MARK ALL THAT APPLY ON EACH LINE]**

b. Softball

BYS40BA School does not have interscholastic team

BYS40BB Did not participate

BYS40BC Participated on a junior varsity team

BYS40BD Participated on a varsity team

BYS40BE Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BYS40B variables is BYSOPFBL.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

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<td>1</td>
<td>876</td>
<td>5.4%</td>
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**RESERVE CODES:**

- **Miss**
- **Survey component legitimate skip/NA**
- **Nonrespondent**

**TOTALS:**

16252 100.0% 100.0%

### ByS40BD Participated on a varsity team

- **BYS40BD STUDENT.PUB Rec. 1/5** Pos. 754-755 Format: N2

Placed varsity softball

- **754-755**

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

**[MARK ALL THAT APPLY ON EACH LINE]**

b. Softball

BYS40BA School does not have interscholastic team

BYS40BB Did not participate

BYS40BC Participated on a junior varsity team

BYS40BD Participated on a varsity team

BYS40BE Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BYS40B variables is BYSOPFBL.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

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<td>331</td>
<td>2.0%</td>
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**RESERVE CODES:**

- **Miss**
- **Survey component legitimate skip/NA**
- **Nonrespondent**

**TOTALS:**

16252 100.0% 100.0%

### ByS40BC Participated on a junior varsity team

- **BYS40BC STUDENT.PUB Rec. 1/5** Pos. 756-757 Format: N2

Placed junior varsity softball

- **752-753**

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

**[MARK ALL THAT APPLY ON EACH LINE]**

b. Softball

BYS40BA School does not have interscholastic team

BYS40BB Did not participate

BYS40BC Participated on a junior varsity team

BYS40BD Participated on a varsity team

BYS40BE Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BYS40B variables is BYSOPFBL.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
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<th>CODES</th>
<th>FREQ</th>
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<tbody>
<tr>
<td>No.</td>
<td>0</td>
<td>876</td>
<td>5.4%</td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>13219</td>
<td>81.3%</td>
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</table>

**RESERVE CODES:**

- **Miss**
- **Survey component legitimate skip/NA**
- **Nonrespondent**

**TOTALS:**

16252 100.0% 100.0%

### ByS40BB Did not participate

- **BYS40BB STUDENT.PUB Rec. 1/5** Pos. 758-759 Format: N2

Did not participate

- **758-759**

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

**[MARK ALL THAT APPLY ON EACH LINE]**

c. Basketball

BYS40CA School does not have interscholastic team

BYS40CB Did not participate

BYS40CC Participated on a junior varsity team

BYS40CD Participated on a varsity team

BYS40CE Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BYS40C variables is BYBSKTB.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

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<td>85.9%</td>
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**RESERVE CODES:**

- **Miss**
- **Survey component legitimate skip/NA**
- **Nonrespondent**

**TOTALS:**

16252 100.0% 100.0%

### ByS40BA School does not have interscholastic team

- **BYS40BA STUDENT.PUB Rec. 1/5** Pos. 760-761 Format: N2

Did not participate

- **760-761**

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

**[MARK ALL THAT APPLY ON EACH LINE]**

c. Basketball

BYS40CA School does not have interscholastic team

BYS40CB Did not participate

BYS40CC Participated on a junior varsity team

BYS40CD Participated on a varsity team

BYS40CE Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BYS40C variables is BYBSKTB.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
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<td>1</td>
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<td>13.3%</td>
</tr>
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**RESERVE CODES:**

- **Miss**
- **Survey component legitimate skip/NA**
- **Nonrespondent**

**TOTALS:**

16252 100.0% 100.0%

### ByS40CE Participated as a varsity team captain/co-captain

- **BYS40CE STUDENT.PUB Rec. 1/5** Pos. 762-763 Format: N2

Did participate in interscholastic basketball

- **762-763**

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

**[MARK ALL THAT APPLY ON EACH LINE]**

c. Basketball

BYS40CA School does not have interscholastic team

BYS40CB Did not participate

BYS40CC Participated on a junior varsity team

BYS40CD Participated on a varsity team

BYS40CE Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BYS40C variables is BYBSKTB.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

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<tr>
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<td>85.9%</td>
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**RESERVE CODES:**

- **Miss**
- **Survey component legitimate skip/NA**
- **Nonrespondent**

**TOTALS:**

16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---------
BY40CC STUDENT.PUB Rec. 1/5
Pos. 762-763
Format: N2
Played junior varsity basketball

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

1. Basketball
   BY40CA School does not have interscholastic team
   BY40CB Did not participate
   BY40CC Participated on a junior varsity team
   BY40CD Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BY40C variables is BYBESBTL.

Appendix to: All respondents.
Source: ELS:2002 Student Questionnaire

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<td>1</td>
<td>1238</td>
<td>7.6%</td>
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RESERVE CODES:

{Nonrespondent}.............. -4 651 4.0% (MISS)
{Partial interview-breakoff} -7 585 3.6% (MISS)
{Survey component legitimate skip/NA} -8 276 1.7% (MISS)
{Missing}..................... -9 634 3.9% (MISS)

TOTALS: 16252 100.0% 100.0%

---------
BY40CD STUDENT.PUB Rec. 1/5
Pos. 764-765
Format: N2
Played varsity basketball

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

1. Basketball
   BY40CA School does not have interscholastic team
   BY40CB Did not participate
   BY40CC Participated on a junior varsity team
   BY40CD Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BY40C variables is BYBESBTL.

Appendix to: All respondents.
Source: ELS:2002 Student Questionnaire

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<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>12868</td>
<td>79.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1238</td>
<td>7.6%</td>
</tr>
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RESERVE CODES:

{Nonrespondent}.............. -4 651 4.0% (MISS)
{Partial interview-breakoff} -7 585 3.6% (MISS)
{Survey component legitimate skip/NA} -8 276 1.7% (MISS)
{Missing}..................... -9 634 3.9% (MISS)

TOTALS: 16252 100.0% 100.0%

---------
BY40CE STUDENT.PUB Rec. 1/5
Pos. 766-767
Format: N2
Varsity basketball captain/co-captain

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

1. Basketball
   BY40CA School does not have interscholastic team
   BY40CB Did not participate
   BY40CC Participated on a junior varsity team
   BY40CD Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BY40C variables is BYBESBTL.

Appendix to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
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<td>135</td>
<td>0.8%</td>
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RESERVE CODES:

{Nonrespondent}.............. -4 651 4.0% (MISS)
{Partial interview-breakoff} -7 585 3.6% (MISS)
{Survey component legitimate skip/NA} -8 276 1.7% (MISS)
{Missing}..................... -9 634 3.9% (MISS)

TOTALS: 16252 100.0% 100.0%
BY40DD: Participated as a varsity team captain/co-captain

BY40DE: Participated on a varsity team

BY40DC: Participated on a junior varsity team

BY40DB: Did not participate

BY40DA: School does not have interscholastic team
d. Football

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

(MARK ALL THAT APPLY ON EACH LINE)

d. Football

BY40DA: School does not have interscholastic team
BY40DB: Did not participate
BY40DC: Participated on a junior varsity team
BY40DD: Participated on a varsity team
BY40DE: Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BY40D variables is BYFOOTBL.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

No...................................... 0 12771 89.2% 93.6%

Yes..................................... 1 1427 10.8% 6.4%

No...................................... 0 12718 80.1% 92.5%

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

No...................................... 0 13956 85.9% 98.6%

Yes..................................... 1 182 1.1% 1.4%

No...................................... 0 13018 80.1% 92.5%

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

No...................................... 0 12771 89.2% 93.6%

Yes..................................... 1 1427 10.8% 6.4%

No...................................... 0 12718 80.1% 92.5%

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

No...................................... 0 12448 76.6% 90.5%

School doesn't have interscholastic team......... 1 1529 9.4% 9.5%

School has interscholastic team......... 0 12448 76.6% 90.5%

No...................................... 0 12771 89.2% 93.6%

Yes..................................... 1 1427 10.8% 6.4%

No...................................... 0 12718 80.1% 92.5%

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

No...................................... 0 12771 89.2% 93.6%

Yes..................................... 1 1427 10.8% 6.4%

No...................................... 0 12718 80.1% 92.5%

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

No...................................... 0 12448 76.6% 90.5%

School doesn't have interscholastic team......... 1 1529 9.4% 9.5%

School has interscholastic team......... 0 12448 76.6% 90.5%

No...................................... 0 12771 89.2% 93.6%

Yes..................................... 1 1427 10.8% 6.4%

No...................................... 0 12718 80.1% 92.5%

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

No...................................... 0 12771 89.2% 93.6%

Yes..................................... 1 1427 10.8% 6.4%

No...................................... 0 12718 80.1% 92.5%

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

No...................................... 0 12771 89.2% 93.6%

Yes..................................... 1 1427 10.8% 6.4%

No...................................... 0 12718 80.1% 92.5%

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.
Appendix G: 
Base-Year to First Follow-up Electronic Codebook

--------
BYSO4E  STUDENT.PUB Rec. 1/5
--------
Format: N2

Played varsity soccer

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.
(MARK ALL THAT APPLY ON EACH LINE)
e. Source
BYSO4E School does not have interscholastic team
BYSO4D Did not participate
BYSO4E Participated on a junior varsity team
BYSO4E Participated on a varsity teamBYSO4E Participated as a varsity team captain/co-captain
Note: This is one of a series of items, a through h.
Composite version of the 5 BYSO4E variables is BYSOCCER.

Applies to: All respondents.
Source:ELS:2002 Student Questionnaire

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<td>13298</td>
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<tr>
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<td>1</td>
<td>679</td>
<td>4.2%</td>
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TOTALS: 16252 100.0% 100.0%

--------
BYSO4ED STUDENT.PUB Rec. 1/5
--------
Format: N2

Played varsity soccer

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.
(MARK ALL THAT APPLY ON EACH LINE)
e. Source
BYSO4E School does not have interscholastic team
BYSO4D Did not participate
BYSO4E Participated on a junior varsity team
BYSO4E Participated on a varsity teamBYSO4E Participated as a varsity team captain/co-captain
Note: This is one of a series of items, a through h.
Composite version of the 5 BYSO4E variables is BYSOCCER.

Applies to: All respondents.
Source:ELS:2002 Student Questionnaire

<table>
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<td>School doesn't have interscholastic team</td>
<td>1</td>
<td>847</td>
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<tr>
<td>School has interscholastic team</td>
<td>0</td>
<td>13167</td>
<td>81.0%</td>
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</table>

TOTALS: 16252 100.0% 100.0%

--------
BYSO4EF STUDENT.PUB Rec. 1/5
--------
Format: N2

Varsity soccer captain/co-captain

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.
(MARK ALL THAT APPLY ON EACH LINE)
e. Source
BYSO4E School does not have interscholastic team
BYSO4D Did not participate
BYSO4E Participated on a junior varsity team
BYSO4E Participated on a varsity teamBYSO4E Participated as a varsity team captain/co-captain
Note: This is one of a series of items, a through h.
Composite version of the 5 BYSO4E variables is BYSOCCER.

Applies to: All respondents.
Source:ELS:2002 Student Questionnaire

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<tr>
<td>Participated</td>
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</table>

TOTALS: 16252 100.0% 100.0%
Appendix G: 
Base-Year to First Follow-up Electronic Codebook

BY40FC

-- STUDENT.PUB Rec. 1/5
-- Pos. 792-793
Format: N2

Played on other junior varsity team

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

f. Other team sport
BY40FA School does not have interscholastic team
BY40FB Did not participate
BY40FC Participated on a junior varsity team
BY40FD Participated as a varsity team captain/co-captain
Note: This is one of a series of items, a through h.

Composite version of the 5 BY40F variables is BYTEAMS.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire
Applies to: All respondents.
Source: ELS:2002 Student Questionnaire
Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

---

BY40FD

-- STUDENT.PUB Rec. 1/5
-- Pos. 794-795
Format: N2

Played on other varsity team

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

f. Other team sport
BY40FA School does not have interscholastic team
BY40FB Did not participate
BY40FC Participated on a junior varsity team
BY40FD Participated on a varsity team
BY40FE Participated as a varsity team captain/co-captain
Note: This is one of a series of items, a through h.

Composite version of the 5 BY40F variables is BYTEAMS.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

---

BY40GE

-- STUDENT.PUB Rec. 1/5
-- Pos. 796-797
Format: N2

Varsity captain/co-captain for other team sport

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

f. Other team sport
BY40FA School does not have interscholastic team
BY40FB Did not participate
BY40FC Participated on a junior varsity team
BY40FD Participated on a varsity team
BY40FE Participated as a varsity team captain/co-captain
Note: This is one of a series of items, a through h.

Composite version of the 5 BY40F variables is BYTEAMS.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire
Appendix G: Base-Year to First Follow-up Electronic Codebook

BY40GE STUDENT.PUB Rec. 1/5
Pos. 802-803
Format: N2

Played varsity individual sport

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

<table>
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<td>0%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td></td>
<td>100%</td>
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RESERVE CODES:
- [Nonrespondent] -4 651 4.0% (MISS)
- [Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 680 4.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Composite version of the 5 BY40G variables is BYGLOSP.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

BY40GD STUDENT.PUB Rec. 1/5
Pos. 804-805
Format: N2

Played varsity individual sport

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

<table>
<thead>
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<th>Freq</th>
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<td>18.7%</td>
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RESERVE CODES:
- [Nonrespondent] -4 651 4.0% (MISS)
- [Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 680 4.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Composite version of the 5 BY40G variables is BYGLOSP.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

BY40HB STUDENT.PUB Rec. 1/5
Pos. 808-809
Format: N2

No interscholastic cheerleading/drum team

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
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<th>Pct</th>
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<tr>
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<td>2948</td>
<td>17.4%</td>
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RESERVE CODES:
- [Nonrespondent] -4 651 4.0% (MISS)
- [Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 680 4.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Composite version of the 5 BY40H variables is BYCHRDRL.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

BY40HE STUDENT.PUB Rec. 1/5
Pos. 810-811
Format: N2

Did not participate on interscholastic cheerleading/drum team

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
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<th>Pct</th>
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<tr>
<td>No</td>
<td>0</td>
<td>13104</td>
<td>80.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2948</td>
<td>17.4%</td>
</tr>
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RESERVE CODES:
- [Nonrespondent] -4 651 4.0% (MISS)
- [Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 680 4.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Composite version of the 5 BY40H variables is BYCHRDRL.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

BY40GC STUDENT.PUB Rec. 1/5
Pos. 806-807
Format: N2

Varsity captain/co-captain for individual sport

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

[MARK ALL THAT APPLY ON EACH LINE]

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
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<td></td>
<td>0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 651 4.0% (MISS)
- [Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 680 4.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Composite version of the 5 BY40G variables is BYGLOSP.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire
40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

(MARK ALL THAT APPLY ON EACH LINE)

b. Cheerleading, Pompon (Pompon), or Drill Team

BY540HA School does not have interscholastic team
BY540HB Did not participate
BY540HC Participated on a junior varsity team
BY540HD Participated on a varsity team
BY540HE Participated as a varsity team captain/co-captain

Note: This is one of a series of items, a through h.

Composite version of the 5 BY540 variables is BYCHRDRL.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

Yes..................................... 1 13813 85.0% 86.4% 39.2%

No...................................... 0 13813 85.0% 86.4% 39.2%

RESERVE CODES:

Nonrespondent]......................... -4 651 4.0% (MISS)

Partial interview-breakoff]......... -7 585 3.6% (MISS)

Survey component legitimate skip/NA] -8 276 1.7% (MISS)

Missing]......................... -9 641 3.9% (MISS)

TOTALS: 16252 100.0% 100.0%

---

41. Have you participated in the following school-sponsored activities this school year?

(MARK ONE RESPONSE ON EACH LINE)

Yes; No

a. Band, orchestra, chorus, choir

Note: This is one of a series of items, a through i.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

Yes..................................... 1 13813 85.0% 86.4% 39.2%

No...................................... 0 13813 85.0% 86.4% 39.2%

RESERVE CODES:

Nonrespondent]......................... -4 651 4.0% (MISS)

Partial interview-breakoff]......... -7 585 3.6% (MISS)

Multiple response].................... -6 4 0.0% (MISS)

Survey component legitimate skip/NA] -8 276 1.7% (MISS)

Missing]......................... -9 641 3.9% (MISS)

TOTALS: 16252 100.0% 100.0%

---

Appendix G: Base-Year to First Follow-up Electronic Codebook
Appendix G: Base-Year to First Follow-up Electronic Codebook

参与学生的政府

41. 你是否参加了以下学校赞助的活动？
（每行一个可能的答案）

- a. 学生政府

注：这是系列问题中的一个。

适用于所有受试者。

来源：ELS:2002 学生问卷

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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ENCODED CODES

- [Nonrespondent] -4 13846 -4 0.0% [MISS]
- [Multiple responses] -6 13846 -6 0.0% [MISS]
- [Survey component legitimate skip/NA] -8 13846 -8 1.7% [MISS]
- [Missing] -9 13846 -9 0.0% [MISS]

总计：16252 100.0% 100.0%

参与学术俱乐部

41. 你是否参加了以下学校赞助的活动？
（每行一个可能的答案）

- b. 学术俱乐部

注：这是系列问题中的一个。

适用于所有受试者。

来源：ELS:2002 学生问卷

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ENCODED CODES

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- [Nonrespondent] -4 12883 -4 0.0% [MISS]
- [Multiple responses] -6 12883 -6 0.0% [MISS]
- [Survey component legitimate skip/NA] -8 12883 -8 1.7% [MISS]
- [Missing] -9 12883 -9 0.0% [MISS]

总计：16252 100.0% 100.0%

参与校年刊或报纸

41. 你是否参加了以下学校赞助的活动？
（每行一个可能的答案）

- c. 学校年刊、报纸、文学杂志

注：这是系列问题中的一个。

适用于所有受试者。

来源：ELS:2002 学生问卷

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ENCODED CODES

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- [Multiple responses] -6 13676 -6 0.0% [MISS]
- [Survey component legitimate skip/NA] -8 13676 -8 1.7% [MISS]
- [Missing] -9 13676 -9 0.0% [MISS]

总计：16252 100.0% 100.0%

参与服务俱乐部

41. 你是否参加了以下学校赞助的活动？
（每行一个可能的答案）

- d. 国家荣誉学会 (NHS) 或其他学术荣誉学会

注：这是系列问题中的一个。

适用于所有受试者。

来源：ELS:2002 学生问卷

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<th>CODES</th>
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<th>WTD</th>
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<td>81.3%</td>
<td>88.4%</td>
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ENCODED CODES

- [Don’t know] -1 12926 -1 0.0% [MISS]
- [Nonrespondent] -4 12926 -4 0.0% [MISS]
- [Multiple responses] -6 12926 -6 0.0% [MISS]
- [Survey component legitimate skip/NA] -8 12926 -8 1.7% [MISS]
- [Missing] -9 12926 -9 0.0% [MISS]

总计：16252 100.0% 100.0%

参与学术俱乐部

41. 你是否参加了以下学校赞助的活动？
（每行一个可能的答案）

- e. 学术俱乐部

注：这是系列问题中的一个。

适用于所有受试者。

来源：ELS:2002 学生问卷

<table>
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<tbody>
<tr>
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<td>12926</td>
<td>81.3%</td>
<td>88.4%</td>
</tr>
</tbody>
</table>

ENCODED CODES

- [Don’t know] -1 12926 -1 0.0% [MISS]
- [Nonrespondent] -4 12926 -4 0.0% [MISS]
- [Multiple responses] -6 12926 -6 0.0% [MISS]
- [Survey component legitimate skip/NA] -8 12926 -8 1.7% [MISS]
- [Missing] -9 12926 -9 0.0% [MISS]

总计：16252 100.0% 100.0%

参与爱好俱乐部

41. 你是否参加了以下学校赞助的活动？
（每行一个可能的答案）

- f. 爱好俱乐部

注：这是系列问题中的一个。

适用于所有受试者。

来源：ELS:2002 学生问卷

<table>
<thead>
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<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>12926</td>
<td>81.3%</td>
<td>88.4%</td>
</tr>
</tbody>
</table>

ENCODED CODES

- [Don’t know] -1 12926 -1 0.0% [MISS]
- [Nonrespondent] -4 12926 -4 0.0% [MISS]
- [Multiple responses] -6 12926 -6 0.0% [MISS]
- [Survey component legitimate skip/NA] -8 12926 -8 1.7% [MISS]
- [Missing] -9 12926 -9 0.0% [MISS]

总计：16252 100.0% 100.0%

参与校报、校刊、文学杂志

41. 你是否参加了以下学校赞助的活动？
（每行一个可能的答案）

- g. 校报、校刊、文学杂志

注：这是系列问题中的一个。

适用于所有受试者。

来源：ELS:2002 学生问卷

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
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<tr>
<td></td>
<td>12926</td>
<td>81.3%</td>
<td>88.4%</td>
</tr>
</tbody>
</table>

ENCODED CODES

- [Don’t know] -1 12926 -1 0.0% [MISS]
- [Nonrespondent] -4 12926 -4 0.0% [MISS]
- [Multiple responses] -6 12926 -6 0.0% [MISS]
- [Survey component legitimate skip/NA] -8 12926 -8 1.7% [MISS]
- [Missing] -9 12926 -9 0.0% [MISS]

总计：16252 100.0% 100.0%

参与学校赞助的俱乐部

41. 你是否参加了以下学校赞助的活动？
（每行一个可能的答案）

- h. 学校赞助的俱乐部

注：这是系列问题中的一个。

适用于所有受试者。

来源：ELS:2002 学生问卷

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
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<tr>
<td></td>
<td>12926</td>
<td>81.3%</td>
<td>88.4%</td>
</tr>
</tbody>
</table>

ENCODED CODES

- [Don’t know] -1 12926 -1 0.0% [MISS]
- [Nonrespondent] -4 12926 -4 0.0% [MISS]
- [Multiple responses] -6 12926 -6 0.0% [MISS]
- [Survey component legitimate skip/NA] -8 12926 -8 1.7% [MISS]
- [Missing] -9 12926 -9 0.0% [MISS]

总计：16252 100.0% 100.0%

参与学校赞助的俱乐部

41. 你是否参加了以下学校赞助的活动？
（每行一个可能的答案）

- i. 学校赞助的俱乐部

注：这是系列问题中的一个。

适用于所有受试者。

来源：ELS:2002 学生问卷

<table>
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<td></td>
<td>12926</td>
<td>81.3%</td>
<td>88.4%</td>
</tr>
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</table>

ENCODED CODES

- [Don’t know] -1 12926 -1 0.0% [MISS]
- [Nonrespondent] -4 12926 -4 0.0% [MISS]
- [Multiple responses] -6 12926 -6 0.0% [MISS]
- [Survey component legitimate skip/NA] -8 12926 -8 1.7% [MISS]
- [Missing] -9 12926 -9 0.0% [MISS]

总计：16252 100.0% 100.0%
41. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE)
   i. Vocational education club, vocational student organization
   (e.g., DECA, VICA, FFA, FSA)
   Note: This is one of a series of items, a through i.

   Applies to: All respondents.
   Source: ELS:2002 Student Questionnaire

   **Applies to: All respondents.**
   **Source:** ELS:2002 Student Questionnaire

   **CODES** | **FREQ** | **PER** | **WTD** |
   ---------- | -------- | ------- | ------- |
   No        | 0        | 13676   | 81.3%  |
   Yes       | 1        | 676     | 4.1%   |

   **RESERVE CODES:**
   - (Don't know) -1
   - (Multiple responses) -1
   - (Survey component legitimate skip/NA) -8

   **TOTALS:** 16252 100.0% 100.0%

42. In a typical week, how much time do you spend on school-sponsored extracurricular activities (for example, sports, school clubs)?

   **Hours/week spent on extracurricular activities**

   (MARK ONE RESPONSE ON EACH LINE)
   a. Visiting with friends at a hangout
   b. Working on hobbies, arts, crafts
   Note: This is one of a series of items, a through b.

   **Applies to: All respondents.**
   **Source:** ELS:2002 Student Questionnaire

   **Applies to: All respondents.**
   **Source:** ELS:2002 Student Questionnaire

   **CODES** | **FREQ** | **PER** | **WTD** |
   ---------- | -------- | ------- | ------- |
   Hours      | 0        | 5265    | 32.4%  |
   1 hour    | 1        | 1259    | 7.8%   |
   2 hours   | 1        | 1129    | 6.9%   |
   3 hours   | 1        | 752     | 4.6%   |
   4 hours   | 1        | 491     | 3.0%   |
   5 hours   | 1        | 634     | 3.9%   |
   6 hours   | 1        | 467     | 2.9%   |
   7 hours   | 1        | 264     | 1.6%   |
   8 hours   | 1        | 196     | 1.2%   |
   9 hours   | 1        | 141     | 0.9%   |
   10 hours  | 1        | 135     | 0.8%   |
   11 hours  | 1        | 152     | 0.9%   |
   12 hours  | 1        | 596     | 3.7%   |
   13 hours  | 1        | 310     | 1.9%   |
   14 hours  | 1        | 181     | 1.1%   |
   15 hours  | 1        | 188     | 1.2%   |
   16 hours  | 1        | 95      | 0.6%   |
   17 hours  | 1        | 57      | 0.3%   |
   18 hours  | 1        | 124     | 0.8%   |
   19 hours  | 1        | 15      | 0.1%   |
   20 hours  | 1        | 205     | 1.3%   |
   21 or more hours | 1       | 236     | 1.5%   |

   **RESERVE CODES:**
   - (Don't know) -1
   - (Multiple responses) -1
   - (Survey component legitimate skip/NA) -8
   - (Missing) -9

   **TOTALS:** 16252 100.0% 100.0%

43. How much additional reading do you do each week on your own outside of school - not in connection with schoolwork? (Do not count any school-assigned reading.)

   **Hours/week spent reading outside of school**

   **Applies to: All respondents.**
   **Source:** ELS:2002 Student Questionnaire

   **Applies to: All respondents.**
   **Source:** ELS:2002 Student Questionnaire

   **CODES** | **FREQ** | **PER** | **WTD** |
   ---------- | -------- | ------- | ------- |
   Hours      | 0        | 4692    | 25.0%  |
   1 hour    | 1        | 2473    | 14.1%  |
   2 hours   | 1        | 2395    | 14.3%  |
   3 hours   | 1        | 1299    | 8.0%   |
   4 hours   | 1        | 625     | 3.8%   |
   5 hours   | 1        | 822     | 5.1%   |
   6 hours   | 1        | 333     | 2.0%   |
   7 hours   | 1        | 276     | 1.7%   |
   8 hours   | 1        | 204     | 1.3%   |
   9 hours   | 1        | 92      | 0.6%   |
   10 hours  | 1        | 415     | 2.6%   |
   11 hours  | 1        | 28      | 0.2%   |
   12 hours  | 1        | 127     | 0.8%   |
   13 hours  | 1        | 17      | 0.1%   |
   14 hours  | 1        | 69      | 0.4%   |
   15 hours  | 1        | 101     | 0.6%   |
   16 hours  | 1        | 24      | 0.1%   |
   17 hours  | 1        | 3       | 0.0%   |
   18 hours  | 1        | 12      | 0.1%   |
   19 hours  | 1        | 6       | 0.0%   |
   20 hours  | 1        | 96      | 0.6%   |
   21 or more hours | 1      | 158     | 1.0%   |

   **RESERVE CODES:**
   - (Don't know) -1
   - (Multiple responses) -1
   - (Survey component legitimate skip/NA) -8
   - (Missing) -9

   **TOTALS:** 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

### 44. How often do you spend time on the following activities outside of school?

**MARK ONE RESPONSE ON EACH LINE**

- Rarely or never; Less than once a week; Once or twice a week; Everyday or almost everyday

#### c. Volunteering or performing community service

<table>
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<th>Percent</th>
<th>Weight</th>
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<tr>
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<tr>
<td>03</td>
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<td>14.0%</td>
<td>1.1%</td>
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</table>

**Note:** This is one of a series of items, a through h.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

---

### 44. How often do you spend time on the following activities outside of school?

**MARK ONE RESPONSE ON EACH LINE**

- Rarely or never; Less than once a week; Once or twice a week; Everyday or almost everyday

#### e. Talking with friends on the telephone

<table>
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<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
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<td>4.3%</td>
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<tr>
<td>02</td>
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<td>30.0%</td>
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<tr>
<td>03</td>
<td>2</td>
<td>14.0%</td>
<td>1.1%</td>
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</table>

**Note:** This is one of a series of items, a through h.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

---

### 44. How often do you spend time on the following activities outside of school?

**MARK ONE RESPONSE ON EACH LINE**

- Rarely or never; Less than once a week; Once or twice a week; Everyday or almost everyday

#### f. Taking classes: music, art, language, dance

<table>
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<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
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<td>4.3%</td>
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<tr>
<td>02</td>
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<td>30.0%</td>
<td>2.7%</td>
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<tr>
<td>03</td>
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<td>14.0%</td>
<td>1.1%</td>
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</table>

**Note:** This is one of a series of items, a through h.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

---

### 44. How often do you spend time on the following activities outside of school?

**MARK ONE RESPONSE ON EACH LINE**

- Rarely or never; Less than once a week; Once or twice a week; Everyday or almost everyday

#### g. Taking sports lessons

<table>
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<td>02</td>
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<td>30.0%</td>
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<tr>
<td>03</td>
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<td>14.0%</td>
<td>1.1%</td>
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</table>

**Note:** This is one of a series of items, a through h.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

---

### 44. How often do you spend time on the following activities outside of school?

**MARK ONE RESPONSE ON EACH LINE**

- Rarely or never; Less than once a week; Once or twice a week; Everyday or almost everyday

#### h. Playing non-school sports

<table>
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<th>Percent</th>
<th>Weight</th>
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<td>4.3%</td>
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<tr>
<td>02</td>
<td>2</td>
<td>30.0%</td>
<td>2.7%</td>
</tr>
<tr>
<td>03</td>
<td>2</td>
<td>14.0%</td>
<td>1.1%</td>
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**Note:** This is one of a series of items, a through h.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

### RESERVE CODES:

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**Note:** This is one of a series of items, a through h.
Appendix G:

Base-Year to First Follow-up Electronic Codebook

---

**BY45A**
**STUDENT.PUB** Rec. 1/5
---
Pos. 856-857
Format: N2

**How often uses computer to learn on own**

- **45.** Whether at home, school, or some place else, how often do you use a computer...
  
  (MARK ONE RESPONSE ON EACH LINE)
  
  [Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost everyday]
  
  **a.** for fun, such as talking to friends or relatives through E-mail, playing games, surfing the Internet, or listening to music?

  **Note:** This is one of a series of items, a through c.

  **Apply to: All respondents.**

  Source: ELS:2002 Student Questionnaire

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<table>
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<th>FREQ</th>
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</thead>
<tbody>
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<td>Never</td>
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<td>6.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1364</td>
<td>8.8%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>929</td>
<td>6.0%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>4319</td>
<td>29.0%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>7467</td>
<td>45.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

| [Nonrespondent] | -4 | 651 | 4.0% | [MISS] |
| [Multiple response] | -6 | 23 | 0.1% | [MISS] |
| [Partial interview-breakoff] | -7 | 585 | 3.6% | [MISS] |
| [Survey component legitimate skip/NA] | -8 | 586 | 3.6% | [MISS] |
| [Missing] | -9 | 364 | 2.4% | [MISS] |

**TOTALS:**

16252 100.0% 100.0%

---

**BY45B**
**STUDENT.PUB** Rec. 1/5
---
Pos. 858-859
Format: N2

**How often uses computer for fun**

- **45.** Whether at home, school, or some place else, how often do you use a computer...
  
  (MARK ONE RESPONSE ON EACH LINE)
  
  [Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost everyday]
  
  **b.** for school work or assignments?

  **Note:** This is one of a series of items, a through c.

  **Apply to: All respondents.**

  Source: ELS:2002 Student Questionnaire

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<table>
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</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
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<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>2552</td>
<td>15.7%</td>
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**RESERVE CODES:**

| [Nonrespondent] | -4 | 651 | 4.0% | [MISS] |
| [Multiple response] | -6 | 11 | 0.1% | [MISS] |
| [Partial interview-breakoff] | -7 | 585 | 3.6% | [MISS] |
| [Survey component legitimate skip/NA] | -8 | 586 | 3.6% | [MISS] |
| [Missing] | -9 | 446 | 2.7% | [MISS] |

**TOTALS:**

16252 100.0% 100.0%

---

---

**BY46A**
**STUDENT.PUB** Rec. 1/5
---
Pos. 865-866
Format: N2

**Hours/day on computer for school work**

- **46.** How many hours a day do you usually use a computer...
  
  **b.** for school work?

  **Apply to: All respondents.**

  Source: ELS:2002 Student Questionnaire

---

<table>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<td>Everyday or almost everyday</td>
<td>5</td>
<td>2552</td>
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<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>3640</td>
<td>22.4%</td>
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<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2522</td>
<td>15.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3594</td>
<td>22.1%</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>3972</td>
<td>24.9%</td>
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</table>

**RESERVE CODES:**

| [Nonrespondent] | -4 | 651 | 4.0% | [MISS] |
| [Multiple response] | -6 | 11 | 0.1% | [MISS] |
| [Partial interview-breakoff] | -7 | 585 | 3.6% | [MISS] |
| [Survey component legitimate skip/NA] | -8 | 586 | 3.6% | [MISS] |
| [Missing] | -9 | 446 | 2.7% | [MISS] |

**TOTALS:**

16252 100.0% 100.0%

---

---

**BY46B**
**STUDENT.PUB** Rec. 1/5
---
Pos. 868-869
Format: N2

**Hours/day on computer other than for school**

- **46.** How many hours a day do you usually use a computer...
  
  **b.** other than for school work?

  **Apply to: All respondents.**

  Source: ELS:2002 Student Questionnaire

---

<table>
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<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>3640</td>
<td>22.4%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2522</td>
<td>15.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3594</td>
<td>22.1%</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>3972</td>
<td>24.9%</td>
</tr>
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</table>

**RESERVE CODES:**

| [Nonrespondent] | -4 | 651 | 4.0% | [MISS] |
| [Multiple response] | -6 | 11 | 0.1% | [MISS] |
| [Partial interview-breakoff] | -7 | 585 | 3.6% | [MISS] |
| [Survey component legitimate skip/NA] | -8 | 586 | 3.6% | [MISS] |
| [Missing] | -9 | 446 | 2.7% | [MISS] |

**TOTALS:**

16252 100.0% 100.0%

---

---

**Appendix G:**

Base-Year to First Follow-up Electronic Codebook

---

**BY45C**
**STUDENT.PUB** Rec. 1/5
---
Pos. 856-857
Format: N2

**How often uses computer to learn on own**

- **45.** Whether at home, school, or some place else, how often do you use a computer...
  
  (MARK ONE RESPONSE ON EACH LINE)
  
  [Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost everyday]
  
  **c.** as a resource to learn things of interest to you on your own?

  **Note:** This is one of a series of items, a through c.

  **Apply to: All respondents.**

  Source: ELS:2002 Student Questionnaire

---
## Appendix G: Base-Year to First Follow-up Electronic Codebook

### 47. How often do you use a computer...

#### a. at home?

<table>
<thead>
<tr>
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<th>Freq</th>
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#### b. at school?

<table>
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<th>Freq</th>
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</table>

#### c. at another place?

<table>
<thead>
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<th>Freq</th>
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<th>WTD</th>
</tr>
</thead>
<tbody>
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<td>100.0%</td>
</tr>
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</table>

#### d. at a friend’s house?

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<th>Freq</th>
<th>PER</th>
<th>WTD</th>
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<tr>
<td>0 data</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### e. at another place?

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
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<td>0 data</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### How often does your friend have a computer?

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
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<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.
48. During the school year, how many hours a day do you usually
watch TV or videogames/DVDs?
Weekends
I don't watch TV or videogames/DVD
Applies to: Respondents who watch TV or videogames/DVD.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>HOURS/WEKENDS</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>CENT</th>
<th>WTDT</th>
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<tr>
<td>0 hours</td>
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<td>1 hour</td>
<td>1</td>
<td>937</td>
<td>5.6</td>
<td>6.9</td>
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<tr>
<td>2 hours</td>
<td>2</td>
<td>2022</td>
<td>12.4</td>
<td>13.9</td>
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<td>3 hours</td>
<td>3</td>
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<td>11.7</td>
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<tr>
<td>4 hours</td>
<td>4</td>
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<td>13.4</td>
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<tr>
<td>5 hours</td>
<td>5</td>
<td>1640</td>
<td>10.1</td>
<td>11.6</td>
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<td>6 or more hours</td>
<td>6</td>
<td>4841</td>
<td>29.9</td>
<td>34.5</td>
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RESERVE CODES:
[Nonrespondent] -4 651 4.0% (MISS)
[Partial interview-breakoff] -7 585 3.6% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Missing] -9 592 3.6% (MISS)

TOTALS: 16252 100.0% 100.0%

49. During the school year, how many hours a day do you usually
play video or computer games such as Nintendo or Play Station?
Weekdays
I don't play video or computer games
Applies to: Respondents who play video or computer games.
Source: ELS:2002 Student Questionnaire

<table>
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<tr>
<th>HOURS/WEKENDS</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>CENT</th>
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<td>1 hour</td>
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<td>937</td>
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<tr>
<td>2 hours</td>
<td>2</td>
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<td>12.4</td>
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<td>3 hours</td>
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<tr>
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<td>2170</td>
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<td>5 hours</td>
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<tr>
<td>6 or more hours</td>
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<td>4841</td>
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<td>34.5</td>
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RESERVE CODES:
[Nonrespondent] -4 651 4.0% (MISS)
[Partial interview-breakoff] -7 585 3.6% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Missing] -9 592 3.6% (MISS)

TOTALS: 16252 100.0% 100.0%

50. Does your school have a library or library media or resource
center?
Yes (GO TO QUESTION 51)
No (SKIP TO QUESTION 54 ON PAGE 18)
Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>HOURS/WEKENDS</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
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<td>94.2</td>
<td>96.3</td>
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RESERVE CODES:
[Nonrespondent] -4 651 4.0% (MISS)
[Multiple responses] -6 4 0.0% (MISS)
[Partial interview-breakoff] -7 585 3.6% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Missing] -9 425 2.6% (MISS)

TOTALS: 16252 100.0% 100.0%

51. How often do you use your school library media center for any
of the following activities?
(MARK ONE RESPONSE ON EACH LINE)
 сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезона сезо
Appendix G: Base-Year to First Follow-up Electronic Codebook

51. How often do you use your school library media center for any of the following activities? (MARK ONE RESPONSE ON EACH LINE)
   (Never; Rarely; Sometimes; Often)
   a. Homework (assignments to be completed outside of class time)
   Note: This is one of a series of items, a through i.

Apply to: Respondents whose school has a library media center.
Source: ELS:2002 Student Questionnaire

<table>
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<td>Sometimes</td>
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<td>Often</td>
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RESERVE CODES:
- [item legitimate skip/NA] -3 631 3.9% (MISS)
- [Nonrespondent] -4 631 4.0% (MISS)
- Multiple responses -6 18 0.1% (MISS)
- Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 832 5.1% (MISS)

TOTALS: 16252 100.0% 100.0%

51. How often do you use your school library media center for any of the following activities? (MARK ONE RESPONSE ON EACH LINE)
   (Never; Rarely; Sometimes; Often)
   b. Research papers
   Note: This is one of a series of items, a through i.

Apply to: Respondents whose school has a library media center.
Source: ELS:2002 Student Questionnaire

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RESERVE CODES:
- [item legitimate skip/NA] -3 631 3.9% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- Multiple responses -6 11 0.1% (MISS)
- Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 851 5.2% (MISS)

TOTALS: 16252 100.0% 100.0%

51. How often do you use your school library media center for any of the following activities? (MARK ONE RESPONSE ON EACH LINE)
   (Never; Rarely; Sometimes; Often)
   c. Sports, hobbies, people or music
   Note: This is one of a series of items, a through i.

Apply to: Respondents whose school has a library media center.
Source: ELS:2002 Student Questionnaire

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<tr>
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<td>3.9%</td>
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RESERVE CODES:
- [item legitimate skip/NA] -3 631 3.9% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- Multiple responses -6 22 0.1% (MISS)
- Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 846 5.0% (MISS)

TOTALS: 16252 100.0% 100.0%

51. How often do you use your school library media center for any of the following activities? (MARK ONE RESPONSE ON EACH LINE)
   (Never; Rarely; Sometimes; Often)
   d. Read books for fun
   Note: This is one of a series of items, a through i.

Apply to: Respondents whose school has a library media center.
Source: ELS:2002 Student Questionnaire

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<th>FREQ</th>
<th>PERCENT</th>
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<td>Rarely</td>
<td>2</td>
<td>3405</td>
<td>21.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
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<td>11.0%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>572</td>
<td>3.5%</td>
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RESERVE CODES:
- [item legitimate skip/NA] -3 631 3.9% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- Multiple responses -6 11 0.1% (MISS)
- Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 851 5.2% (MISS)

TOTALS: 16252 100.0% 100.0%

51. How often do you use your school library media center for any of the following activities? (MARK ONE RESPONSE ON EACH LINE)
   (Never; Rarely; Sometimes; Often)
   e. Leisure reading
   Note: This is one of a series of items, a through i.

Apply to: Respondents whose school has a library media center.
Source: ELS:2002 Student Questionnaire

<table>
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<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
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<tr>
<td>Never</td>
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<td>7613</td>
<td>46.8%</td>
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<td>Rarely</td>
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RESERVE CODES:
- [item legitimate skip/NA] -3 631 3.9% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- Multiple responses -6 22 0.1% (MISS)
- Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 846 5.0% (MISS)

TOTALS: 16252 100.0% 100.0%

51. How often do you use your school library media center for any of the following activities? (MARK ONE RESPONSE ON EACH LINE)
   (Never; Rarely; Sometimes; Often)
   f. Read magazines or newspapers
   Note: This is one of a series of items, a through i.

Apply to: Respondents whose school has a library media center.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>7400</td>
<td>46.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3405</td>
<td>21.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>1780</td>
<td>11.0%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>572</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [item legitimate skip/NA] -3 631 3.9% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- Multiple responses -6 11 0.1% (MISS)
- Partial interview-breakoff] -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 851 5.2% (MISS)

TOTALS: 16252 100.0% 100.0%
51. How often do you use your school library media center for any of the following activities?
(MARK ONE RESPONSE ON EACH LINE)
(a) Internet access (Very helpful; Helpful; Not helpful; Don’t use the school library)

Note: This is one of a series of items, a through i.

Applies to: Respondents whose school has a library media center.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTCD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>3826</td>
<td>23.5%</td>
<td>29.7%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1932</td>
<td>11.9%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>1392</td>
<td>8.5%</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Item legitimate skip/NA] -3 631 3.9% (MISS)
[Nonrespondent] -4 651 4.0% (MISS)
[Multiple responses] -5 15 0.1% (MISS)
[P:partial interview-breakoff] -7 895 5.5% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Missing] -9 834 5.1% (MISS)

TOTALS: 16252 100.0% 100.0%

USES OF SCHOOL LIBRARY FOR INTERNET ACCESS

52. How useful are the reference materials (books, magazines, newspapers, Internet resources, and databases) available from the school library in helping you do your class assignments and research?
(MARK ONE RESPONSE)
(a) Library staff with using Internet (Very helpful; Helpful; Not helpful; Don’t use the school library)
(b) Library staff with using databases (Very helpful; Helpful; Not helpful; Don’t use the school library)
(c) Helping you use the Internet for research

Note: This is one of a series of items, a through c.

Applies to: Respondents whose school has a library media center.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTCD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>3826</td>
<td>23.5%</td>
<td>29.7%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3743</td>
<td>23.0%</td>
<td>27.6%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>3759</td>
<td>23.1%</td>
<td>27.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Item legitimate skip/NA] -3 631 3.9% (MISS)
[Nonrespondent] -4 651 4.0% (MISS)
[Multiple responses] -5 15 0.1% (MISS)
[P:partial interview-breakoff] -7 895 5.5% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Missing] -9 834 5.1% (MISS)

TOTALS: 16252 100.0% 100.0%

APPROXIMATE BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK

Appendix G: Base-Year to First Follow-up Electronic Codebook
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Importance of having lots of money

54. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)  
(Not important; Somewhat important; Very important)  

- a. Having lots of money  
- b. Being successful in my line of work  
- c. Having strong friendships  
- d. Finding the right person to marry and having a happy family  
- e. Being able to find steady work  
- f. Helping other people in my community  

Apply to: All respondents.  
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Importance of having strong friendships

54. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)  
(Not important; Somewhat important; Very important)  

- a. Having strong friendships  

Apply to: All respondents.  
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Importance of being able to find steady work

54. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)  
(Not important; Somewhat important; Very important)  

- b. Finding the right person to marry and having a happy family  
- e. Being able to find steady work  

Apply to: All respondents.  
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Importance of helping others in community

54. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)  
(Not important; Somewhat important; Very important)  

- c. Having lots of money  
- f. Helping other people in my community  

Apply to: All respondents.  
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Importance of living close to parents/relatives**

54. How important is each of the following to you in your life?  
   (MARK ONE RESPONSE ON EACH LINE)
   
   (Not important; Somewhat important; Very important)
   
   Note: This is one of a series of items, a through l and n through o.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important..........................</td>
<td>1</td>
<td>476</td>
<td>2.9% 3.4%</td>
</tr>
<tr>
<td>Very important..........................</td>
<td>3</td>
<td>11674</td>
<td>71.8% 80.0%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:
   - Nonrespondent]..................... | -4 | 651 | 4.0% (MISS) |
   - Multiple responses].............. | -6 | 18 | 0.1% (MISS) |
   - Survey component legitimate skip/NA] | -8 | 276 | 1.7% (MISS) |
   - Missing]............................ | -9 | 704 | 4.3% (MISS) |

**TOTALS:** 16252 100.0% 100.0%

---

**Importance of working to correct inequalities**

54. How important is each of the following to you in your life?  
   (MARK ONE RESPONSE ON EACH LINE)
   
   (Not important; Somewhat important; Very important)
   
   Note: This is one of a series of items, a through l and n through o.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important..........................</td>
<td>1</td>
<td>3967</td>
<td>24.3% 28.1%</td>
</tr>
<tr>
<td>Somewhat important......................</td>
<td>2</td>
<td>7797</td>
<td>48.0% 53.1%</td>
</tr>
<tr>
<td>Very important..........................</td>
<td>3</td>
<td>4875</td>
<td>30.3% 38.8%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:
   - Don't know].......................... | -1 | 7 | 0.0% (MISS) |
   - Missing]............................ | -9 | 725 | 4.5% (MISS) |

**TOTALS:** 16252 100.0% 100.0%

---

**Importance of having leisure time**

54. How important is each of the following to you in your life?  
   (MARK ONE RESPONSE ON EACH LINE)
   
   (Not important; Somewhat important; Very important)
   
   Note: This is one of a series of items, a through l and n through o.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important..........................</td>
<td>1</td>
<td>2091</td>
<td>12.9% 14.7%</td>
</tr>
<tr>
<td>Somewhat important......................</td>
<td>2</td>
<td>4339</td>
<td>33.9% 37.9%</td>
</tr>
<tr>
<td>Very important..........................</td>
<td>3</td>
<td>7020</td>
<td>43.2% 47.4%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:
   - Don't know].......................... | -1 | 7 | 0.0% (MISS) |
   - Missing]............................ | -9 | 725 | 4.5% (MISS) |

**TOTALS:** 16252 100.0% 100.0%

---

**Importance of having children**

54. How important is each of the following to you in your life?  
   (MARK ONE RESPONSE ON EACH LINE)
   
   (Not important; Somewhat important; Very important)
   
   Note: This is one of a series of items, a through l and n through o.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important..........................</td>
<td>1</td>
<td>2091</td>
<td>12.9% 14.7%</td>
</tr>
<tr>
<td>Somewhat important......................</td>
<td>2</td>
<td>4339</td>
<td>33.9% 37.9%</td>
</tr>
<tr>
<td>Very important..........................</td>
<td>3</td>
<td>7020</td>
<td>43.2% 47.4%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:
   - Don't know].......................... | -1 | 7 | 0.0% (MISS) |
   - Missing]............................ | -9 | 725 | 4.5% (MISS) |

**TOTALS:** 16252 100.0% 100.0%

---

**Importance of getting away from this area**

54. How important is each of the following to you in your life?  
   (MARK ONE RESPONSE ON EACH LINE)
   
   (Not important; Somewhat important; Very important)
   
   Note: This is one of a series of items, a through l and n through o.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important..........................</td>
<td>1</td>
<td>6608</td>
<td>40.7% 44.5%</td>
</tr>
<tr>
<td>Somewhat important......................</td>
<td>2</td>
<td>4932</td>
<td>30.7% 34.6%</td>
</tr>
<tr>
<td>Very important..........................</td>
<td>3</td>
<td>2992</td>
<td>18.4% 20.9%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:
   - Don't know].......................... | -1 | 1 | 0.0% (MISS) |
   - Missing]............................ | -9 | 702 | 4.3% (MISS) |

**TOTALS:** 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

**BYS54A** STUDENT.PUB Rec. 1/5
Pos. 916-937
Format: N2

Importance of being expert in field of work

54. How important is each of the following to you in your life?
(MARK ONE RESPONSE ON EACH LINE)
(Not important; Somewhat important; Very important)

- o. Becoming an expert in my field of work

Note: This is one of a series of items, a through l through n.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

| CODES | FREQ | PER-CENT | WGTD-
|------|------|----------|------
| Not important | 1 | 527 | 3.2% | 3.7%
| Somewhat important | 2 | 3759 | 23.1% | 25.7%
| Very important | 3 | 10315 | 63.5% | 70.7%
| Reserve codes | 4 | 0 | 0.0% | (MISS)
| [Missing] | 5 | 0 | 0.0% | (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**BYS54B** STUDENT.PUB Rec. 1/5
Pos. 942-943
Format: N2

Plans to take SAT or ACT

55. Have you taken or are you planning to take any of the following tests in the next two years?
(MARK ONE RESPONSE ON EACH LINE)
(a) College Board Scholastic Assessment Test (SAT) or American College Testing Service (ACT)
(b) Advanced Placement Test (AP)

Note: This is one of a series of items, a through d.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

| CODES | FREQ | PER-CENT | WGTD-
|------|------|----------|------
| Haven't thought about it | 1 | 3181 | 19.6% | 24.7%
| No, don't plan to | 2 | 777 | 4.8% | 6.1%
| Yes, this school year | 3 | 1381 | 8.3% | 9.3%
| Yes, next school year | 4 | 5914 | 36.4% | 40.4%
| Yes, in 12th grade | 5 | 2018 | 12.1% | 19.4%
| Reserve codes | 6 | 0 | 0.0% | (MISS)
| [Nonrespondent] | 7 | 0 | 0.0% | (MISS)
| [Partial interview-breakoff] | 8 | 0 | 0.0% | (MISS)
| [Survey component legitimate skip/NA] | 9 | 0 | 0.0% | (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**BYS54C** STUDENT.PUB Rec. 1/5
Pos. 918-939
Format: N2

Importance of getting good education

54. How important is each of the following to you in your life?
(MARK ONE RESPONSE ON EACH LINE)
(Not important; Somewhat important; Very important)

- o. Getting a good education

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

| CODES | FREQ | PER-CENT | WGTD-
|------|------|----------|------
| Not important | 1 | 172 | 1.1% | 1.2%
| Somewhat important | 2 | 2228 | 13.9% | 16.0%
| Very important | 3 | 12210 | 75.1% | 82.8%
| Reserve codes | 4 | 0 | 0.0% | (MISS)
| [Nonrespondent] | 5 | 0 | 0.0% | (MISS)
| [Multiple responses] | 6 | 0 | 0.0% | (MISS)
| [Survey component legitimate skip/NA] | 7 | 0 | 0.0% | (MISS)
| [Missing] | 8 | 0 | 0.0% | (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**BYS54D** STUDENT.PUB Rec. 1/5
Pos. 943-944
Format: N2

Plans to take the PSAT or PACT

55. Have you taken or are you planning to take any of the following tests in the next two years?

a. Pre-SAT test (PSAT) or Preliminary American College Testing Test (PACT)

Note: This is one of a series of items, a through d.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

| CODES | FREQ | PER-CENT | WGTD-
|------|------|----------|------
| I haven't thought about it | 1 | 3286 | 20.2% | 26.4%
| No, I don't plan to | 2 | 874 | 5.4% | 4.7%
| Yes, this school year | 3 | 4275 | 26.3% | 27.1%
| Yes, next school year | 4 | 4641 | 28.6% | 33.6%
| Yes, in 11th grade | 5 | 769 | 4.7% | 5.4%
| Reserve codes | 6 | 0 | 0.0% | (MISS)
| [Nonrespondent] | 7 | 0 | 0.0% | (MISS)
| [Partial interview-breakoff] | 8 | 0 | 0.0% | (MISS)
| [Survey component legitimate skip/NA] | 9 | 0 | 0.0% | (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**BYS54E** STUDENT.PUB Rec. 1/5
Pos. 945-946
Format: N2

Plans to take the ASVAB

55. Have you taken or are you planning to take any of the following tests in the next two years?

a. Armed Services Vocational Aptitude Battery (ASVAB)

Note: This is one of a series of items, a through d.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

| CODES | FREQ | PER-CENT | WGTD-
|------|------|----------|------
| Haven't thought about it | 1 | 3181 | 19.6% | 24.7%
| No, don't plan to | 2 | 777 | 4.8% | 6.1%
| Yes, this school year | 3 | 1381 | 8.3% | 9.3%
| Yes, next school year | 4 | 5914 | 36.4% | 40.4%
| Yes, in 12th grade | 5 | 2018 | 12.1% | 19.4%
| Reserve codes | 6 | 0 | 0.0% | (MISS)
| [Nonrespondent] | 7 | 0 | 0.0% | (MISS)
| [Partial interview-breakoff] | 8 | 0 | 0.0% | (MISS)
| [Survey component legitimate skip/NA] | 9 | 0 | 0.0% | (MISS)

**TOTALS:** 16252 100.0% 100.0%

---
How far in school student thinks will get

How far in school the student thinks he/she will get. Composite version of variable (STEXPECT) has imputed values where BYS55 was missing.

56. At things stand now, how far in school do you think you will get?
    (MARK ONE RESPONSE)

  Less than high school graduation.............. 1 1409 8.7% 9.6%
  High school graduation or GED only........... 2 923 5.7% 6.7%
  Attend or complete 2-year college/school....... 3 862 5.3% 6.3%
  Attend college, 4-year degree incomplete...... 4 549 3.4% 3.7%
  Graduate from college......................... 5 5319 32.7% 36.3%
  Obtain a Master’s degree or equivalent........ 6 3124 19.2% 20.2%
  Obtain a Ph.D., M.D., or other advanced degree 7 2629 16.2% 16.3%
  Don’t know (GO TO QUESTION 57)................ -1 1409 8.7% 9.6%

RESERVE CODES:
{Missing}............................ -9 282 1.7% (MISS)
{Survey component legitimate skip/NA} -8 276 1.7% (MISS)
{Multiple response}.................. -6 48 0.3% (MISS)
{Nonrespondent}...................... -4 651 4.0% (MISS)
{Item legitimate skip/NA}............ -3 1036 6.4% (MISS)
{Refused}............................ -2 15 0.1% (MISS)

TOTALS: 16252 100.0% 100.0%

I don’t know if I will continue my education after high school

TO QUESTION 62 ON PAGE 20)

No, I don’t plan to continue my education after high school (SKIP 58)

Yes, after staying out of school for over a year (GO TO QUESTION 58)

Yes, after staying out of school for one year (GO TO QUESTION 58)

Yes, but I don’t know when (GO TO QUESTION 58)

No, I don’t plan to continue my education after high school (SKIP TO QUESTION 62 ON PAGE 20)

I don’t know if I will continue my education after high school
(SKIP TO QUESTION 63 ON PAGE 20)

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

Applies to: Respondents who plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

---

58. Which of the following do you plan to attend?
    (MARK ONE RESPONSE)

Four-year college or university

Two-year community college

Vocational, technical or trade school

Applies to: Respondents who plan to continue education past has.
Source: ELS:2002 Student Questionnaire

Applies to: Respondents who plan to continue education past high school.
Source: ELS:2002 Student Questionnaire
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

---

### BYS59B  
**STUDENT.PUB** Rec. 1/5  
**Pos.** 956-957  
**Format:** N2

---

Has gone to teacher for college entrance information

59. Where have you gone for information about the entrance requirements of various colleges?  
(MARK ALL THAT APPLY)

- BYS59A Guidance counselor
- BYS59B Teacher
- BYS59C Coach
- BYS59D Parent
- BYS59E Friend
- BYS59F Brother or sister
- BYS59G Other relative
- BYS59H College publications or websites
- BYS59I College representatives
- BYS59J College search guides, publications, or websites
- BYS59K None of the above

**Applies to:** Respondents who plan to continue education past high school.

**Source:** ELS:2002 Student Questionnaire

---

### BYS59D  
**STUDENT.PUB** Rec. 1/5  
**Pos.** 960-961  
**Format:** N2

---

Has gone to parent for college entrance information

59. Where have you gone for information about the entrance requirements of various colleges?  
(MARK ALL THAT APPLY)

- BYS59A Guidance counselor
- BYS59B Teacher
- BYS59C Coach
- BYS59D Parent
- BYS59E Friend
- BYS59F Brother or sister
- BYS59G Other relative
- BYS59H College publications or websites
- BYS59I College representatives
- BYS59J College search guides, publications, or websites
- BYS59K None of the above

**Applies to:** Respondents who plan to continue education past high school.

**Source:** ELS:2002 Student Questionnaire

---

### BYS59C  
**STUDENT.PUB** Rec. 1/5  
**Pos.** 958-959  
**Format:** N2

---

Has gone to coach for college entrance information

59. Where have you gone for information about the entrance requirements of various colleges?  
(MARK ALL THAT APPLY)

- BYS59A Guidance counselor
- BYS59B Teacher
- BYS59C Coach
- BYS59D Parent
- BYS59E Friend
- BYS59F Brother or sister
- BYS59G Other relative
- BYS59H College publications or websites
- BYS59I College representatives
- BYS59J College search guides, publications, or websites
- BYS59K None of the above

**Applies to:** Respondents who plan to continue education past high school.

**Source:** ELS:2002 Student Questionnaire

---

### BYS59E  
**STUDENT.PUB** Rec. 1/5  
**Pos.** 962-963  
**Format:** N2

---

Has gone to friend for college entrance information

59. Where have you gone for information about the entrance requirements of various colleges?  
(MARK ALL THAT APPLY)

- BYS59A Guidance counselor
- BYS59B Teacher
- BYS59C Coach
- BYS59D Parent
- BYS59E Friend
- BYS59F Brother or sister
- BYS59G Other relative
- BYS59H College publications or websites
- BYS59I College representatives
- BYS59J College search guides, publications, or websites
- BYS59K None of the above

**Applies to:** Respondents who plan to continue education past high school.

**Source:** ELS:2002 Student Questionnaire

---

---
Appendix G: Base-Year to First Follow-up Electronic Codebook

59. Where have you gone for information about the entrance requirements of various colleges?

(MARK ALL THAT APPLY)

- BY59A Guidance counselor
- BY59B Teacher
- BY59C Coach
- BY59D Parent
- BY59E Friend
- BY59F Brother or sister
- BY59G Other relative
- BY59H College publications or websites
- BY59I College representatives
- BY59J College search guides, publications, or websites
- BY59K None of the above

Applies to: Respondents who plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

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RESERVE CODES:
- {Item legitimate skip/NA} -3 1427 8.8% (MISS)
- {Nonrespondent} -4 651 4.0% (MISS)
- {Partial interview-breakoff} -7 527 3.2% (MISS)
- {Survey component legitimate skip/NA} -8 276 1.7% (MISS)
- {Missing} -9 794 4.9% (MISS)

TOTAALS: 16252 100.0% 100.0%

59. Where have you gone for information about the entrance requirements of various colleges?

(MARK ALL THAT APPLY)

- BY59A Guidance counselor
- BY59B Teacher
- BY59C Coach
- BY59D Parent
- BY59E Friend
- BY59F Brother or sister
- BY59G Other relative
- BY59H College publications or websites
- BY59I College representatives
- BY59J College search guides, publications, or websites
- BY59K None of the above

Applies to: Respondents who plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

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RESERVE CODES:
- {Item legitimate skip/NA} -3 1427 8.8% (MISS)
- {Nonrespondent} -4 651 4.0% (MISS)
- {Partial interview-breakoff} -7 527 3.2% (MISS)
- {Survey component legitimate skip/NA} -8 276 1.7% (MISS)
- {Missing} -9 794 4.9% (MISS)

TOTAALS: 16252 100.0% 100.0%

59. Where have you gone for information about the entrance requirements of various colleges?

(MARK ALL THAT APPLY)

- BY59A Guidance counselor
- BY59B Teacher
- BY59C Coach
- BY59D Parent
- BY59E Friend
- BY59F Brother or sister
- BY59G Other relative
- BY59H College publications or websites
- BY59I College representatives
- BY59J College search guides, publications, or websites
- BY59K None of the above

Applies to: Respondents who plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

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RESERVE CODES:
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- {Nonrespondent} -4 651 4.0% (MISS)
- {Partial interview-breakoff} -7 527 3.2% (MISS)
- {Survey component legitimate skip/NA} -8 276 1.7% (MISS)
- {Missing} -9 794 4.9% (MISS)

TOTAALS: 16252 100.0% 100.0%
### 59. Where have you gone for information about the entrance requirements of various colleges?

- **BY559A** Guidance counselor
- **BY559B** Teacher
- **BY559C** Coach
- **BY559D** Parent
- **BY559E** Friend
- **BY559F** Brother or sister
- **BY559G** Other relative
- **BY559H** College publications or websites
- **BY559I** College representatives
- **BY559J** College search guides, publications, or websites
- **BY559K** None of the above

**Source:** ELS:2002 Student Questionnaire  
**Applies to:** Respondents who plan to continue education past high school.

**BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK**  
**Appendix G:**

### TOTALS: 16252 100.0% 100.0%

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### RESERVE CODES:

- **MISS**
- **Survey component legitimate skip/NA**
- **Partial interview-breakoff**
- **Nonrespondent**
- **Item legitimate skip/NA**

### TOTALS: 16252 100.0% 100.0%

---

### 60. Would you like to participate in athletics (not intramurals) at the collegiate level?

- **Yes**
- **No (SKIP TO QUESTION 63)**

**Source:** ELS:2002 Student Questionnaire  
**Applies to:** Respondents who plan to continue education past high school.

**BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK**  
**Appendix G:**

### TOTALS: 16252 100.0% 100.0%

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### RESERVE CODES:

- **MISS**
- **Survey component legitimate skip/NA**
- **Partial interview-breakoff**
- **Nonrespondent**
- **Item legitimate skip/NA**

### TOTALS: 16252 100.0% 100.0%

---

### 61. Do you hope to receive an athletic scholarship to pay for all or part of your college expenses?

- **Yes (SKIP TO QUESTION 63)**
- **No**

**Source:** ELS:2002 Student Questionnaire  
**Applies to:** Respondents who would like to play college sports.

**BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK**  
**Appendix G:**

### TOTALS: 16252 100.0% 100.0%

<table>
<thead>
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### RESERVE CODES:

- **MISS**
- **Survey component legitimate skip/NA**
- **Partial interview-breakoff**
- **Nonrespondent**
- **Item legitimate skip/NA**

### TOTALS: 16252 100.0% 100.0%

---

### 62. Which of the following reasons are you why you have decided NOT to continue your education past high school?

- **MARK ONE RESPONSE ON EACH LINE**
- **Yes:**
  - a. I do not like school

**Note:** This is one of a series of items, a through h.

**Source:** ELS:2002 Student Questionnaire  
**Applies to:** Respondents who don’t plan to continue education past high school.

**BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK**  
**Appendix G:**

### TOTALS: 16252 100.0% 100.0%

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### RESERVE CODES:

- **MISS**
- **Survey component legitimate skip/NA**
- **Partial interview-breakoff**
- **Nonrespondent**
- **Item legitimate skip/NA**

### TOTALS: 16252 100.0% 100.0%

---

### Footnotes:

- **PER-**
- **WGTD**
Appendix G: Base-Year to First Follow-up Electronic Codebook

--------
BYS62B STUDENT.PUB Rec. 1/5
--------
Pos. 982-989
Format: N2

Grades are not good enough

62. Which of the following are reasons why you have decided NOT to continue your education past high school?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)

b. My grades are not high enough

Note: This is one of a series of items, a through h.

Applies to: Respondents who don’t plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

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RESERVE CODES:
[Item legitimate skip/NA] -3 14042 86.4% (MISS)
[Nonrespondent] -4 651 4.0% (MISS)
[Multiple responses] -6 1 0.0% (MISS)
[Partial interview-breakoff] -7 53 0.3% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Misg] -9 398 2.4% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYS66F STUDENT.PUB Rec. 1/5
--------
Pos. 990-991
Format: N2

Plans to be full-time homemaker

62. Which of the following are reasons why you have decided NOT to continue your education past high school?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
f. I plan to be a full-time homemaker

Note: This is one of a series of items, a through h.

Applies to: Respondents who don’t plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

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RESERVE CODES:
[Item legitimate skip/NA] -3 14042 86.4% (MISS)
[Nonrespondent] -4 651 4.0% (MISS)
[Partial interview-breakoff] -7 53 0.3% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Misg] -9 412 2.5% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYS66G STUDENT.PUB Rec. 1/5
--------
Pos. 992-993
Format: N2

Does not feel school is important

62. Which of the following are reasons why you have decided NOT to continue your education past high school?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
g. I do not feel that going to school is important

Note: This is one of a series of items, a through h.

Applies to: Respondents who don’t plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

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RESERVE CODES:
[Item legitimate skip/NA] -3 14042 86.4% (MISS)
[Nonrespondent] -4 651 4.0% (MISS)
[Multiple responses] -6 3 0.0% (MISS)
[Partial interview-breakoff] -7 53 0.3% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Misg] -9 412 2.5% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

**BYE62H**  
STUDENT.PUB Rec. 1/5  
Poz. 994-995  
Format: R2

62. Which of the following are reasons why you have decided NOT to continue your education past high school?  
(MARK ONE RESPONSE IN EACH COLUMN)  
(Year: No)  
h. I need to help support my family

Note: This is one of a series of items, a through h.

Applies to: Respondents who don’t plan to continue education past high school.

**Source:** ELS:2002 Student Questionnaire

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**RESERVE CODES:**
-3 14042 86.4% (MISS)  
-4 451 4.0% (MISS)  
-7 53 0.3% (MISS)  
-8 276 1.7% (MISS)  
-9 410 2.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**BYE65A**  
STUDENT.PUB Rec. 1/5  
Poz. 996-997  
Format: R2

65. How far in school do you think your mother and father want you to go?

**Mother**  
(ONLY IN RESPONSE TO EACH COLUMN)  
Less than high school graduation  
High school graduation or GED only  
Attend or complete a 2-year school course in a community or vocational school  
Graduate from college and not complete a 4-year degree  
Graduate from college  
Obtain a Master’s degree or equivalent  
Obtain a Ph.D., M.D., or other advanced degree  
Don’t know  
Does not apply

Applies to: All respondents.

**Source:** ELS:2002 Student Questionnaire

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**TOTALS:** 16252 100.0% 100.0%

---

**BYE64A**  
STUDENT.PUB Rec. 1/5  
Poz. 1000-1001  
Format: R2

**Father**

65. How far in school do you think your mother and father want you to go?  
(ONLY IN RESPONSE TO EACH COLUMN)  
Less than high school graduation  
High school graduation or GED only  
Attend or complete a 2-year school course in a community or vocational school  
Graduate from college  
Obtain a Master’s degree or equivalent  
Obtain a Ph.D., M.D., or other advanced degree  
Don’t know  
Does not apply

Applies to: All respondents.

**Source:** ELS:2002 Student Questionnaire

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**TOTALS:** 16252 100.0% 100.0%

---

Note: This is one of a series of items, a through g.

'a. Your mother

Mother’s desire for 10th grader after high school

66. What do the following people think is the most important thing for you to do right after high school?  
(MARK ONE RESPONSE IN EACH COLUMN)

Do not apply; To college; Get a full-time job; Enter a trade school or apprenticeship; Enter military service; Get married;  
They think I should do what I want; I don’t know

Note: This is one of a series of items, a through g.

Mother

'I don’t know' includes 'They don’t care' responses.

Applies to: All respondents.

**Source:** ELS:2002 Student Questionnaire

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**RESERVE CODES:**
-3 149 0.9% (MISS)  
-4 651 4.0% (MISS)  
-7 585 3.6% (MISS)  
-8 276 1.7% (MISS)  
-9 1329 8.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

Note: This is one of a series of items, a through h.

'Father

65. How far in school do you think your mother and father want you to go?

'MARK ONE RESPONSE IN EACH COLUMN'  
Less than high school graduation  
High school graduation or GED only  
Attend or complete a 2-year school course in a community or vocational school  
Graduate from college  
Obtain a Master’s degree or equivalent  
Obtain a Ph.D., M.D., or other advanced degree  
Don’t know  
Does not apply

Applies to: All respondents.

**Source:** ELS:2002 Student Questionnaire

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**RESERVE CODES:**
-3 377 2.3% (MISS)  
-4 651 4.0% (MISS)  
-7 585 3.6% (MISS)  
-8 276 1.7% (MISS)  
-9 2105 13.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

Note: This is one of a series of items, a through g.

'a. Your mother

Needs to support family

62. Which of the following are reasons why you have decided NOT to continue your education past high school?  
(MARK ONE RESPONSE IN EACH LINE)

- I need to help support my family

Note: This is one of a series of items, a through h.

Applies to: Respondents who don’t plan to continue education past high school.

**Source:** ELS:2002 Student Questionnaire

-2 661 4.1% 6.0%  
-3 497 3.1% 4.5%  
-4 395 2.4% 3.3%  
-5 4669 28.7% 39.3%  
-6 2129 13.1% 16.1%  
-7 2468 15.2% 16.6%  
-8 1112 6.8% 9.4%  
-9 2105 13.0%  

**TOTALS:** 16252 100.0% 100.0%
### Father's desire for 10th grader after high school

66. What do the following people think is the most important thing for you to do right after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Does not apply; Go to college; Get a full-time job; Enter a trade school or an apprenticeship; Enter military service; Get married; They think I should do what I want; I don't know)  
b. Your father  
Note: This is one of a series of items, a through g.  
'I don't know' includes 'They don't care' responses.

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**RESERVE CODES:**  
{Partial interview-breakoff}......... -7 | 585 | 3.6% | 3.6% | (MISS)  
{Multiple response}.................. -6 | 90 | 0.6% | 0.6% | (MISS)  
{Nonrespondent}...................... -4 | 651 | 4.0% | 4.0% | (MISS)  
{Item legitimate skip/NA}............ -3 | 505 | 3.1% | 3.1% | (MISS)  
{Missing}............................ -9 | 1422 | 8.7% | 8.7% | (MISS)  

**TOTALS:** | 16252 | 100.0% | 100.0% |

### Friend's desire for 10th grader after high school

66. What do the following people think is the most important thing for you to do right after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Does not apply; Go to college; Get a full-time job; Enter a trade school or an apprenticeship; Enter military service; Get married; They think I should do what I want; I don't know)  
b. Your friends  
Note: This is one of a series of items, a through g.  
'I don't know' includes 'They don't care' responses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
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<tbody>
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<td>Don't Know</td>
<td>-1</td>
<td>2657</td>
<td>16.3%</td>
</tr>
<tr>
<td>1</td>
<td>They think I should do what I want</td>
<td>6</td>
<td>1721</td>
<td>10.6%</td>
</tr>
<tr>
<td>2</td>
<td>Get a full-time job</td>
<td>2</td>
<td>345</td>
<td>2.1%</td>
</tr>
<tr>
<td>3</td>
<td>Enter trade school or apprenticeship</td>
<td>3</td>
<td>163</td>
<td>1.0%</td>
</tr>
<tr>
<td>4</td>
<td>Enter military service</td>
<td>4</td>
<td>225</td>
<td>1.4%</td>
</tr>
<tr>
<td>5</td>
<td>Get married</td>
<td>5</td>
<td>109</td>
<td>0.7%</td>
</tr>
<tr>
<td>6</td>
<td>They think I should do what I want</td>
<td>6</td>
<td>1297</td>
<td>8.0%</td>
</tr>
<tr>
<td>7</td>
<td>Get a full-time job</td>
<td>2</td>
<td>115</td>
<td>0.7%</td>
</tr>
<tr>
<td>8</td>
<td>Go to college</td>
<td>1</td>
<td>8941</td>
<td>55.0%</td>
</tr>
<tr>
<td>-1</td>
<td>Don't Know</td>
<td>-1</td>
<td>1401</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Partial interview-breakoff}......... -7 | 585 | 3.6% | 3.6% | (MISS)  
{Multiple response}.................. -6 | 90 | 0.6% | 0.6% | (MISS)  
{Nonrespondent}...................... -4 | 651 | 4.0% | 4.0% | (MISS)  
{Item legitimate skip/NA}............ -3 | 505 | 3.1% | 3.1% | (MISS)  
{Missing}............................ -9 | 1422 | 8.7% | 8.7% | (MISS)  

**TOTALS:** | 16252 | 100.0% | 100.0% |

### Close relative's desire for 10th grader after high school

66. What do the following people think is the most important thing for you to do right after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Does not apply; Go to college; Get a full-time job; Enter a trade school or an apprenticeship; Enter military service; Get married; They think I should do what I want; I don't know)  
d. A close relative  
Note: This is one of a series of items, a through g.  
'I don't know' includes 'They don't care' responses.

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<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
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<td>Don't Know</td>
<td>-1</td>
<td>1401</td>
<td>8.6%</td>
</tr>
<tr>
<td>1</td>
<td>They think I should do what I want</td>
<td>6</td>
<td>1721</td>
<td>10.6%</td>
</tr>
<tr>
<td>2</td>
<td>Get a full-time job</td>
<td>2</td>
<td>345</td>
<td>2.1%</td>
</tr>
<tr>
<td>3</td>
<td>Enter trade school or apprenticeship</td>
<td>3</td>
<td>163</td>
<td>1.0%</td>
</tr>
<tr>
<td>4</td>
<td>Enter military service</td>
<td>4</td>
<td>225</td>
<td>1.4%</td>
</tr>
<tr>
<td>5</td>
<td>Get married</td>
<td>5</td>
<td>109</td>
<td>0.7%</td>
</tr>
<tr>
<td>6</td>
<td>They think I should do what I want</td>
<td>6</td>
<td>1297</td>
<td>8.0%</td>
</tr>
<tr>
<td>7</td>
<td>Get a full-time job</td>
<td>2</td>
<td>115</td>
<td>0.7%</td>
</tr>
<tr>
<td>8</td>
<td>Go to college</td>
<td>1</td>
<td>9284</td>
<td>57.1%</td>
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<tr>
<td>-1</td>
<td>Don't Know</td>
<td>-1</td>
<td>1401</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Partial interview-breakoff}......... -7 | 585 | 3.6% | 3.6% | (MISS)  
{Multiple response}.................. -6 | 90 | 0.6% | 0.6% | (MISS)  
{Nonrespondent}...................... -4 | 651 | 4.0% | 4.0% | (MISS)  
{Item legitimate skip/NA}............ -3 | 505 | 3.1% | 3.1% | (MISS)  
{Missing}............................ -9 | 1422 | 8.7% | 8.7% | (MISS)  

**TOTALS:** | 16252 | 100.0% | 100.0% |

### School counselor's desire for 10th grader after high school

66. What do the following people think is the most important thing for you to do right after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Does not apply; Go to college; Get a full-time job; Enter a trade school or an apprenticeship; Enter military service; Get married; They think I should do what I want; I don't know)  
e. School counselor  
Note: This is one of a series of items, a through g.  
'I don't know' includes 'They don't care' responses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Don't Know</td>
<td>-1</td>
<td>1401</td>
<td>8.6%</td>
</tr>
<tr>
<td>1</td>
<td>They think I should do what I want</td>
<td>6</td>
<td>1721</td>
<td>10.6%</td>
</tr>
<tr>
<td>2</td>
<td>Get a full-time job</td>
<td>2</td>
<td>345</td>
<td>2.1%</td>
</tr>
<tr>
<td>3</td>
<td>Enter trade school or apprenticeship</td>
<td>3</td>
<td>163</td>
<td>1.0%</td>
</tr>
<tr>
<td>4</td>
<td>Enter military service</td>
<td>4</td>
<td>225</td>
<td>1.4%</td>
</tr>
<tr>
<td>5</td>
<td>Get married</td>
<td>5</td>
<td>109</td>
<td>0.7%</td>
</tr>
<tr>
<td>6</td>
<td>They think I should do what I want</td>
<td>6</td>
<td>1297</td>
<td>8.0%</td>
</tr>
<tr>
<td>7</td>
<td>Get a full-time job</td>
<td>2</td>
<td>115</td>
<td>0.7%</td>
</tr>
<tr>
<td>8</td>
<td>Go to college</td>
<td>1</td>
<td>9485</td>
<td>58.3%</td>
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<td>-1</td>
<td>Don't Know</td>
<td>-1</td>
<td>1401</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Partial interview-breakoff}......... -7 | 585 | 3.6% | 3.6% | (MISS)  
{Multiple response}.................. -6 | 90 | 0.6% | 0.6% | (MISS)  
{Nonrespondent}...................... -4 | 651 | 4.0% | 4.0% | (MISS)  
{Item legitimate skip/NA}............ -3 | 505 | 3.1% | 3.1% | (MISS)  
{Missing}............................ -9 | 1422 | 8.7% | 8.7% | (MISS)  

**TOTALS:** | 16252 | 100.0% | 100.0% |
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYS66F STUDENT.PUB Rec. 1/5

<table>
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<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
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<tr>
<td>PER-</td>
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</table>

66. What do the following people think is the most important thing for you to do right after high school?

- **Coach**
- **Your favorite teacher**

Note: This is one of a series of items, a through g.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

#### BYS66G STUDENT.PUB Rec. 1/5

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<td>PER-</td>
<td>WGTD</td>
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</table>

66. What do the following people think is the most important thing for you to do right after high school?

- **Coach**
- **Your favorite teacher**

Note: This is one of a series of items, a through g.

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

---

#### BYS67 STUDENT.PUB Rec. 1/5

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<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

67. Is English your native language? (the first language you learned to speak when you were a child)?

- **Yes**
- **No (GO TO QUESTION 71 ON PAGE 23)**

Yes (MARK ONE RESPONSE ON EACH LINE)

- **Does not apply**
- **Go to college**
- **Enter military service**
- **Get married**
- **Enter a trade school or apprenticeship**
- **Get a full-time job**

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

---

#### BYS67A STUDENT.PUB Rec. 1/5

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<th>CENT</th>
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<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
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</table>

67. Is English your native language? (the first language you learned to speak when you were a child)?

- **Yes**
- **No (GO TO QUESTION 71 ON PAGE 23)**

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

---

#### BYS67B STUDENT.PUB Rec. 1/5

<table>
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<tbody>
<tr>
<td>PER-</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

67. Is English your native language? (the first language you learned to speak when you were a child)?

- **Yes**
- **No (GO TO QUESTION 71 ON PAGE 23)**

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

---

#### BYS68A STUDENT.PUB Rec. 1/5

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<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

68. How often do you speak your native language with... (IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE MARK *Does not apply.*)

- **Mother**
- **Your father**
- **Your best friend**
- **Your brother**
- **Your sister**
- **Your other relatives**

Apply to: Respondents whose native language is not English.

Source: ELS:2002 Student Questionnaire

---

#### BYS68B STUDENT.PUB Rec. 1/5

<table>
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<th>CODES</th>
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<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

68. How often do you speak your native language with... (IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE MARK *Does not apply.*)

- **Mother**
- **Your father**
- **Your best friend**
- **Your brother**
- **Your sister**
- **Your other relatives**

Apply to: Respondents whose native language is not English.

Source: ELS:2002 Student Questionnaire

---

#### BYS68C STUDENT.PUB Rec. 1/5

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<tbody>
<tr>
<td>PER-</td>
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</table>

68. How often do you speak your native language with... (IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE MARK *Does not apply.*)

- **Mother**
- **Your father**
- **Your best friend**
- **Your brother**
- **Your sister**
- **Your other relatives**

Apply to: Respondents whose native language is not English.

Source: ELS:2002 Student Questionnaire
**How often 10th grader speaks native language with siblings**

<table>
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<tr>
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<th>Frequency</th>
<th>Weight</th>
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<th>Weighted Percent</th>
</tr>
</thead>
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<td>1</td>
<td>4</td>
<td>20</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>2</td>
<td>95</td>
<td>542</td>
<td>0.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td>3</td>
<td>526</td>
<td>368</td>
<td>3.4%</td>
<td>23.9%</td>
</tr>
<tr>
<td>4</td>
<td>1293</td>
<td>8458</td>
<td>10.0%</td>
<td>71.6%</td>
</tr>
<tr>
<td>5</td>
<td>1499</td>
<td>9425</td>
<td>1.7%</td>
<td>18.1%</td>
</tr>
<tr>
<td>6</td>
<td>1573</td>
<td>10070</td>
<td>4.1%</td>
<td>35.5%</td>
</tr>
<tr>
<td>7</td>
<td>771</td>
<td>514</td>
<td>4.7%</td>
<td>31.0%</td>
</tr>
<tr>
<td>8</td>
<td>276</td>
<td>178</td>
<td>3.2%</td>
<td>25.1%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Student Questionnaire

Applies to: Respondents whose native language is not English.

RESERVE CODES:
- Multiple response: -6 1 0.0% (MISS)
- Nonrespondent: -4 651 4.0% (MISS)
- Item legitimate skip/NA: -3 12592 77.1% (MISS)

**Note:** This is one of a series of items, a through d.

**How well 10th grader speaks English**

<table>
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<th>Code</th>
<th>Frequency</th>
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<th>Percent</th>
<th>Weighted Percent</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>3</td>
<td>22</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>2</td>
<td>95</td>
<td>542</td>
<td>0.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td>3</td>
<td>526</td>
<td>368</td>
<td>3.4%</td>
<td>23.9%</td>
</tr>
<tr>
<td>4</td>
<td>1293</td>
<td>8458</td>
<td>10.0%</td>
<td>71.6%</td>
</tr>
<tr>
<td>5</td>
<td>1499</td>
<td>9425</td>
<td>1.7%</td>
<td>18.1%</td>
</tr>
<tr>
<td>6</td>
<td>1573</td>
<td>10070</td>
<td>4.1%</td>
<td>35.5%</td>
</tr>
<tr>
<td>7</td>
<td>771</td>
<td>514</td>
<td>4.7%</td>
<td>31.0%</td>
</tr>
<tr>
<td>8</td>
<td>276</td>
<td>178</td>
<td>3.2%</td>
<td>25.1%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Student Questionnaire

Applies to: Respondents whose native language is not English.

RESERVE CODES:
- Multiple response: -6 1 0.0% (MISS)
- Nonrespondent: -4 651 4.0% (MISS)
- Item legitimate skip/NA: -3 12592 77.1% (MISS)

**Note:** This is one of a series of items, a through d.

**How well 10th grader reads English**

<table>
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<th>Percent</th>
<th>Weighted Percent</th>
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<td>0.1%</td>
</tr>
<tr>
<td>2</td>
<td>95</td>
<td>542</td>
<td>0.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td>3</td>
<td>526</td>
<td>368</td>
<td>3.4%</td>
<td>23.9%</td>
</tr>
<tr>
<td>4</td>
<td>1293</td>
<td>8458</td>
<td>10.0%</td>
<td>71.6%</td>
</tr>
<tr>
<td>5</td>
<td>1499</td>
<td>9425</td>
<td>1.7%</td>
<td>18.1%</td>
</tr>
<tr>
<td>6</td>
<td>1573</td>
<td>10070</td>
<td>4.1%</td>
<td>35.5%</td>
</tr>
<tr>
<td>7</td>
<td>771</td>
<td>514</td>
<td>4.7%</td>
<td>31.0%</td>
</tr>
<tr>
<td>8</td>
<td>276</td>
<td>178</td>
<td>3.2%</td>
<td>25.1%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Student Questionnaire

Applies to: Respondents whose native language is not English.

RESERVE CODES:
- Multiple response: -6 1 0.0% (MISS)
- Nonrespondent: -4 651 4.0% (MISS)
- Item legitimate skip/NA: -3 12592 77.1% (MISS)

**Note:** This is one of a series of items, a through d.

**How well 10th grader writes English**

<table>
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<tr>
<th>Code</th>
<th>Frequency</th>
<th>Weight</th>
<th>Percent</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>22</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>2</td>
<td>95</td>
<td>542</td>
<td>0.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td>3</td>
<td>526</td>
<td>368</td>
<td>3.4%</td>
<td>23.9%</td>
</tr>
<tr>
<td>4</td>
<td>1293</td>
<td>8458</td>
<td>10.0%</td>
<td>71.6%</td>
</tr>
<tr>
<td>5</td>
<td>1499</td>
<td>9425</td>
<td>1.7%</td>
<td>18.1%</td>
</tr>
<tr>
<td>6</td>
<td>1573</td>
<td>10070</td>
<td>4.1%</td>
<td>35.5%</td>
</tr>
<tr>
<td>7</td>
<td>771</td>
<td>514</td>
<td>4.7%</td>
<td>31.0%</td>
</tr>
<tr>
<td>8</td>
<td>276</td>
<td>178</td>
<td>3.2%</td>
<td>25.1%</td>
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</table>

Source: ELS:2002 Student Questionnaire

Applies to: Respondents whose native language is not English.
### Appendix G: Base-Year to First Follow-up Electronic Codebook

<table>
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<tr>
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<td>1773</td>
<td>10.9%</td>
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</table>

**RESERVE CODES:**
- [Nonrespondent]... -4  651  4.0%  (MISS)
- [Partial interview-breakoff]... -7  585  3.6%  (MISS)
- [Survey component legitimate skip/NA]... -8  276  1.7%  (MISS)
- [Missing]... -9  1668  10.3%  (MISS)

**TOTALS:**
- 16252  100.0%  100.0%

### Participated in cooperative-education

71. In which of the following work-based learning experiences have you participated during high school?

- [MARK ALL THAT APPLY]

- BYST1A Cooperative education (work experience that is part of a vocational class and for which you earn class credit)
- BYST1B Internship (work experience arranged by your school, but not necessarily part of a vocational class)
- BYST1C Job shadowing or work-site visits (school-arranged visits to work places to observe one worker or many workers)
- BYST1D Mentoring (a school-arranged match with an adult in your career area for advice and support)
- BYST1E Community service (volunteer work arranged by your school to support your local community)
- BYST1F School-based enterprise (working in a business run by students or teachers from your school)
- BYST1G None of these

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
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<th>PERCENT</th>
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<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Yes</td>
<td>-</td>
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</tr>
</tbody>
</table>

### Participated in internship

71. In which of the following work-based learning experiences have you participated during high school?

- [MARK ALL THAT APPLY]

- BYST1A Cooperative education (work experience that is part of a vocational class and for which you earn class credit)
- BYST1B Internship (work experience arranged by your school, but not necessarily part of a vocational class)
- BYST1C Job shadowing or work-site visits (school-arranged visits to work places to observe one worker or many workers)
- BYST1D Mentoring (a school-arranged match with an adult in your career area for advice and support)
- BYST1E Community service (volunteer work arranged by your school to support your local community)
- BYST1F School-based enterprise (working in a business run by students or teachers from your school)
- BYST1G None of these

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
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</tr>
<tr>
<td>Yes</td>
<td>-</td>
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</tbody>
</table>

### Participated in mentoring

71. In which of the following work-based learning experiences have you participated during high school?

- [MARK ALL THAT APPLY]

- BYST1A Cooperative education (work experience that is part of a vocational class and for which you earn class credit)
- BYST1B Internship (work experience arranged by your school, but not necessarily part of a vocational class)
- BYST1C Job shadowing or work-site visits (school-arranged visits to work places to observe one worker or many workers)
- BYST1D Mentoring (a school-arranged match with an adult in your career area for advice and support)
- BYST1E Community service (volunteer work arranged by your school to support your local community)
- BYST1F School-based enterprise (working in a business run by students or teachers from your school)
- BYST1G None of these

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire
71. In which of the following work-based learning experiences have you participated during high school? (MARK ALL THAT APPLY)

BYS71A Cooperative education (work experience that is part of a vocational class and for which you earn class credit)
BYS71B Internship (work experience arranged by your school, but not necessarily part of a vocational class)
BYS71C Job shadowing or work-site visits (school-arranged visits to work places to observe one worker or many workers)
BYS71D Mentoring (a school-arranged match with an adult in your career area for advice and support)
BYS71E Community service (volunteer work arranged by your school to support your local community)
BYS71F School-based enterprise (working in a business run by students or teachers from your school)
BYS71G None of these

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

### Codes
- **No**
- **Yes**
- **Partial interview-breakoff**
- **Missing**

### Base-Year to First Follow-up Electronic Codebook

Appendix G:

Base-Year to First Follow-up Electronic Codebook

---

BYS71E STUDENT.PUB Rec. 2/5
Pos. 17-18
Format: N2

### Participated in community service

<table>
<thead>
<tr>
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<th>MDT</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>9966</td>
<td>61.3%</td>
<td>80.0%</td>
</tr>
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</table>

**RESERVE CODES:**
- **Nonrespondent**
- **Survey component legitimate skip/NA**
- **Partial interview-breakoff**
- **Missing**

**TOTALS:** 16252 100.0% 100.0%

---

BYS71F STUDENT.PUB Rec. 2/5
Pos. 19-20
Format: N2

### Participated in school-based enterprise

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<tr>
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<td>12476</td>
<td>76.8%</td>
<td>95.7%</td>
</tr>
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**RESERVE CODES:**
- **Nonrespondent**
- **Survey component legitimate skip/NA**
- **Partial interview-breakoff**
- **Missing**

**TOTALS:** 16252 100.0% 100.0%
Appendix G:  Base-Year to First Follow-up Electronic Codebook

---

**BY753** STUDENT.PUB Rec. 2/5 Pos. 25-30 Format: N6

Date last worked for pay

73. When did you last work for pay, not counting work around the house?  
Note: Dates edited for plausibility, start/end date consistency, and consistency with date of questionnaire administration.  
Data represented as YYYYMM combined variable.  
Invalid months had MM portion of variable set to 00.   
If currently employed or if never worked, BY753 was set to -3.

Applies to: Respondents who have worked for pay, but not currently.

Source: ELS:2002 Student Questionnaire

---

**BY754** STUDENT.PUB Rec. 2/5 Pos. 31-36 Format: N6

Date started current/most recent job

74. When did you start your current or most recent job?  
Note: Dates edited for plausibility, start/end date consistency, and consistency with date of questionnaire administration.  
Data represented as YYYYMM combined variable.  
Invalid months had MM portion of variable set to 00.

Applies to: Respondents who have ever worked for pay.

Source: ELS:2002 Student Questionnaire

---

**BY756** STUDENT.PUB Rec. 2/5 Pos. 39-40 Format: N2

How many hours works the weekend

76. How many of those hours each week are/were on the weekend (Saturday or Sunday) hours

Applies to: Respondents who have ever worked for pay.

Source: ELS:2002 Student Questionnaire

---

**RESERVE CODES:**

-9 2316 14.3% (MISS)  
-8 276 1.7% (MISS)  
-7 585 3.6% (MISS)  
-4 651 4.0% (MISS)  
-3 543 3.4% (MISS)  
-2 172 1.1% (MISS)

---

**BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK**

**Appendix G:**

---

**G-96**
Appendix G: Base-Year to First-follow-up Electronic Codebook

G-97

### 77. How did you get this job? (MARK ONE RESPONSE)

- Food service/server, hostess/dishwasher
- Babysitter or child care
- Cashier, grocery clerk/bagger
- Salesperson, customer service
- Lawn work or odd jobs
- Camp counselor/lifeguard, coach, umpire, or referee
- Farm worker
- Construction work
- Computer related job (e.g., repair, Web-design, network installation)
- General office or clerical worker
- Warehouse worker
- House cleaning or janitorial work
- Hospital or health worker
- Beautician, hair stylist, barber
- Other

### 78. What kind of work do/did you do for pay on your current job? (If you have two or more jobs, answer for the job that pays the most per hour. Do not include work around your own house.)

- Beautician, hair stylist, barber
- Hospital or health worker
- House cleaning or janitorial work
- Warehouse worker
- Construction work
- Computer related job
- General office or clerical worker
- Warehouse worker
- House cleaning or janitorial work
- Hospital or health worker
- Beautician, hair stylist, barber
- Other

### 80. Is this job related to the job you want to have when you have completed your education? (MARK ONE RESPONSE)

- Closely related
- Somewhat related
- Not related at all

### 83. How far in school did your parents go? Indicate your mother’s and father’s highest level of education.

- Graduated from high school or equivalent (GED)
- Graduated from a two-year school (such as a vocational or technical school, a junior college, or a community college), but did not complete a degree
- Graduated from a two-year school (such as a vocational or technical school, a junior college, or a community college)
- Graduated from high school and went to college, but did not complete a four-year degree
- Graduated from college
- Completed a Master’s degree or equivalent
- Completed a Ph.D., M.D., or other advanced professional degree
- Don’t Know
- Does Not Apply
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYS83B STUDENT.PUB Rec. 2/5
Pos: 49-50
Format: N2

Father's highest level of education

83. How far in school did your parents go? Indicate your mother's and father's highest level of education.

Father (or male guardian)

a. Did not finish high school

b. Graduated from high school or equivalent (GED)

c. Graduated from high school and attended a two-year school (such as a vocational or technical school, a junior college, or a community college), but did not complete a degree

d. Graduated from a two-year school (such as a vocational or technical school, junior college, or a community college)

e. Graduated from high school and went to college, but did not complete a four-year degree

Don't Know

Does Not Apply

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

BYS84A STUDENT.PUB Rec. 2/5
Pos: 51-52
Format: N2

Family has a daily newspaper

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

a. Regularly received magazine

b. Computer

c. A computer

d. Access to the Internet

Note: This is one of a series of items, a through j.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

BYS83B STUDENT.PUB Rec. 2/5
Pos: 49-50
Format: N2

Father's highest level of education

83. How far in school did your parents go? Indicate your mother's and father's highest level of education.

Father (or male guardian)

a. Did not finish high school

b. Graduated from high school or equivalent (GED)

c. Graduated from high school and attended a two-year school (such as a vocational or technical school, a junior college, or a community college), but did not complete a degree

d. Graduated from a two-year school (such as a vocational or technical school, junior college, or a community college)

e. Graduated from high school and went to college, but did not complete a four-year degree

Don't Know

Does Not Apply

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

BYS84C STUDENT.PUB Rec. 2/5
Pos: 55-56
Format: N2

Family has a computer

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

c. A computer

Note: This is one of a series of items, a through j.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

BYS84D STUDENT.PUB Rec. 2/5
Pos: 57-58
Format: N2

Family has access to the Internet

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

d. Access to the Internet

Note: This is one of a series of items, a through j.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

TOTALS: 16252 100.0% 100.0%
### Family has a clothes dryer

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

- DVD player

Applies to: All respondents.

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<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD-PCT</th>
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<td>1</td>
<td>5221</td>
<td>32.1%</td>
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**RESERVE CODES:**

- [Don’t know] -4 651 4.0% (MISS)
- [Multiple responses] -6 3 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 1888 11.6% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Family has an electric dishwasher

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

- Electric dishwasher

Applies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD-PCT</th>
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</thead>
<tbody>
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<td>8914</td>
<td>54.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4550</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple responses] -6 3 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 1913 11.8% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Family has DVD player

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

- DVD player

Applies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
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<td>Yes</td>
<td>1</td>
<td>11596</td>
<td>71.4%</td>
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**RESERVE CODES:**

- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple responses] -6 3 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 1871 11.1% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Family has more than 50 books

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

- More than 50 books

Applies to: All respondents.

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<td>No</td>
<td>0</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2055</td>
<td>12.6%</td>
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</table>

**RESERVE CODES:**

- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple responses] -6 3 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 1855 11.5% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Has own room

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

- Own room

Applies to: All respondents.

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<tbody>
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<td>0</td>
<td>8914</td>
<td>54.8%</td>
</tr>
<tr>
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<td>1</td>
<td>4550</td>
<td>28.0%</td>
</tr>
</tbody>
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**RESERVE CODES:**

- [Don’t know] -1 2 0.0% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple responses] -6 3 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 1913 11.8% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Has fax machine

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

- Fax machine

Applies to: All respondents.

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<td>54.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4550</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know] -1 2 0.0% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple responses] -6 3 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 1913 11.8% (MISS)

**TOTALS:**

16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYSSA
**STUDENT.PUB** Rec. 2/5  
Poz. 71-72  
Format: N2

**How often parents check homework**
85. How often do your parents do the following?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Rarely; Sometimes; Often)

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<td>1913</td>
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<td>17.0%</td>
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<td>Often</td>
<td>4</td>
<td>4547</td>
<td>28.0%</td>
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**RESERVE CODES:**  
[Don't know] -1, 1 (0.0%) (MISS)  
[Nonrespondent] -4, 651 (4.0%) (MISS)  
[Multiple responses] -6, 22 (0.1%) (MISS)  
[Survey component legitimate skip/NA] -8, 276 (1.7%) (MISS)  
[Missing] -9, 2246 (13.8%) (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYSSB
**STUDENT.PUB** Rec. 2/5  
Poz. 73-74  
Format: N2

**How often parents help with homework**
85. How often do your parents do the following?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Rarely; Sometimes; Often)

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<td>2</td>
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<td>23.8%</td>
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<td>Sometimes</td>
<td>3</td>
<td>4508</td>
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<td>Often</td>
<td>4</td>
<td>1811</td>
<td>11.1%</td>
</tr>
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**RESERVE CODES:**  
[Don't know] -1, 1 (0.0%) (MISS)  
[Nonrespondent] -4, 651 (4.0%) (MISS)  
[Multiple responses] -6, 7 (0.0%) (MISS)  
[Survey component legitimate skip/NA] -8, 276 (1.7%) (MISS)  
[Missing] -9, 2216 (13.6%) (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYSSC
**STUDENT.PUB** Rec. 2/5  
Poz. 75-76  
Format: N2

**Special privileges given for good grades**
85. How often do your parents do the following?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Rarely; Sometimes; Often)

c. Give you privileges as a reward for good grades  
(Do not know) -1, 1 (0.0%) (MISS)

<table>
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<tr>
<th>Codes</th>
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<th>Percent</th>
<th>WGTD</th>
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<tbody>
<tr>
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<td>1</td>
<td>2366</td>
<td>14.8%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>2336</td>
<td>14.8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>4508</td>
<td>27.9%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>4239</td>
<td>26.1%</td>
</tr>
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</table>

**RESERVE CODES:**  
[Don't know] -1, 1 (0.0%) (MISS)  
[Nonrespondent] -4, 651 (4.0%) (MISS)  
[Multiple responses] -6, 6 (0.0%) (MISS)  
[Survey component legitimate skip/NA] -8, 276 (1.7%) (MISS)  
[Missing] -9, 2375 (14.6%) (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYSSD
**STUDENT.PUB** Rec. 2/5  
Poz. 77-78  
Format: N2

**Parents limit privileges due to poor grades**
85. How often do your parents do the following?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Rarely; Sometimes; Often)

c. Limit privileges because of poor grades  
(Do not know) -1, 1 (0.0%) (MISS)

<table>
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<tr>
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<td>2</td>
<td>2603</td>
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<tr>
<td>Sometimes</td>
<td>3</td>
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<td>Often</td>
<td>4</td>
<td>3524</td>
<td>22.4%</td>
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**RESERVE CODES:**  
[Don't know] -1, 2 (0.0%) (MISS)  
[Nonrespondent] -4, 651 (4.0%) (MISS)  
[Multiple responses] -6, 16 (0.1%) (MISS)  
[Survey component legitimate skip/NA] -8, 276 (1.7%) (MISS)  
[Missing] -9, 2324 (14.3%) (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYSSF
**STUDENT.PUB** Rec. 2/5  
Poz. 81-82  
Format: N2

**Parents limit TV watching or video games**
85. How often do your parents do the following?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Rarely; Sometimes; Often)

e. Require you to do work or chores  
(Do not know) -1, 1 (0.0%) (MISS)

<table>
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<td>Sometimes</td>
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<td>20.3%</td>
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<td>Often</td>
<td>4</td>
<td>6179</td>
<td>38.0%</td>
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**RESERVE CODES:**  
[Don't know] -1, 2 (0.0%) (MISS)  
[Nonrespondent] -4, 651 (4.0%) (MISS)  
[Multiple responses] -6, 21 (0.1%) (MISS)  
[Survey component legitimate skip/NA] -8, 276 (1.7%) (MISS)  
[Missing] -9, 2704 (16.4%) (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYSSG
**STUDENT.PUB** Rec. 2/5  
Poz. 85-86  
Format: N2

**Parents require you to work around the house**
85. How often do your parents do the following?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Rarely; Sometimes; Often)

e. Require you to do work or chores  
(Do not know) -1, 1 (0.0%) (MISS)

<table>
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<td>Rarely</td>
<td>2</td>
<td>5226</td>
<td>32.3%</td>
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<td>Often</td>
<td>4</td>
<td>3524</td>
<td>22.4%</td>
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**RESERVE CODES:**  
[Don't know] -1, 2 (0.0%) (MISS)  
[Nonrespondent] -4, 651 (4.0%) (MISS)  
[Multiple responses] -6, 11 (0.1%) (MISS)  
[Survey component legitimate skip/NA] -8, 276 (1.7%) (MISS)  
[Missing] -9, 2311 (14.3%) (MISS)

**TOTALS:** 16252 100.0% 100.0%

Note: This is one of a series of items, a through g.
Parents limit time with friends

85. How often do your parents do the following?
(MARK ONE RESPONSE ON EACH LINE)
(Never; Rarely; Sometimes; Often)

a. Limit the amount of time going out with friends on school nights
Note: This is one of a series of items, a through g.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

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<tr>
<td>Rarely</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sometimes</td>
<td>2513</td>
<td>15.0%</td>
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<tr>
<td>Often</td>
<td>3954</td>
<td>24.3%</td>
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RESERVE CODES:

Don't know | -1 2 0.0% (MISS)
Nonrespondent | -4 651 4.0% (MISS)
Multiple responses | -6 19 0.1% (MISS)
Survey component legitimate skip/NA | -8 276 1.7% (MISS)
Missing | -9 2454 15.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---

How often discussed school activities with parents

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?
(MARK ONE RESPONSE ON EACH LINE)
(Never; Sometimes; Often)
a. Selecting courses or programs at school
b. School activities or events of particular interest to you
c. Things you've studied in class

d. Your grades
Note: This is one of a series of items, a through i.

Apply to: All respondents.
Source: ELS:2002 Student Questionnaire

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<th>FREQ</th>
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<td>Never</td>
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<tr>
<td>Sometimes</td>
<td>5783</td>
<td>35.0%</td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>4619</td>
<td>28.4%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

Don't know | -1 1 0.0% (MISS)
Nonrespondent | -4 651 4.0% (MISS)
Multiple responses | -6 7 0.0% (MISS)
Survey component legitimate skip/NA | -8 276 1.7% (MISS)
Missing | -9 2701 15.0% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BY86F

How often discussed prep for ACT/SAT with parents

Often................................... 3 2974 18.3% 23.6%
Sometimes............................... 2 5773 35.5% 45.5%
Never................................... 1 3745 23.0% 30.9%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---

BY86I

How often discussed troubling things with parents

How much do you agree or disagree with the following statements?

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(Never; Sometimes; Often)

MARK ONE RESPONSE ON EACH LINE

Never................................... 1 2949 18.1% 23.2%
Sometimes............................... 2 5208 32.3% 49.4%
Often................................... 3 3296 20.3% 27.0%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---

BY96D

How often discussed current events with parents

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(Never; Sometimes; Often)

MARK ONE RESPONSE ON EACH LINE

Never................................... 1 3745 23.0% 23.6%
Sometimes............................... 2 5773 35.5% 45.5%
Often................................... 3 2974 18.3% 23.6%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---

BY97A

How often discussed going to college with parents

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(Never; Sometimes; Often)

MARK ONE RESPONSE ON EACH LINE

Never................................... 1 1385 8.5% 11.9%
Sometimes............................... 2 5712 35.1% 43.7%
Often................................... 3 1238 7.6% 9.4%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---

BY97B

How often discussed prep for ACT/SAT with parents

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(Never; Sometimes; Often)

MARK ONE RESPONSE ON EACH LINE

Never................................... 1 1385 8.5% 11.9%
Sometimes............................... 2 5712 35.1% 43.7%
Often................................... 3 1238 7.6% 9.4%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---

BY97G

How often discussed current events with parents

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(Never; Sometimes; Often)

MARK ONE RESPONSE ON EACH LINE

Never................................... 1 1385 8.5% 11.9%
Sometimes............................... 2 5712 35.1% 43.7%
Often................................... 3 1238 7.6% 9.4%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---

BY97H

How often discussed current events with parents

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(Never; Sometimes; Often)

MARK ONE RESPONSE ON EACH LINE

Never................................... 1 1385 8.5% 11.9%
Sometimes............................... 2 5712 35.1% 43.7%
Often................................... 3 1238 7.6% 9.4%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---

BY97I

How often discussed current events with parents

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(Never; Sometimes; Often)

MARK ONE RESPONSE ON EACH LINE

Never................................... 1 1385 8.5% 11.9%
Sometimes............................... 2 5712 35.1% 43.7%
Often................................... 3 1238 7.6% 9.4%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---

BY98A

How often discussed current events with parents

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(Never; Sometimes; Often)

MARK ONE RESPONSE ON EACH LINE

Never................................... 1 1385 8.5% 11.9%
Sometimes............................... 2 5712 35.1% 43.7%
Often................................... 3 1238 7.6% 9.4%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---

BY98B

How often discussed current events with parents

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(Never; Sometimes; Often)

MARK ONE RESPONSE ON EACH LINE

Never................................... 1 1385 8.5% 11.9%
Sometimes............................... 2 5712 35.1% 43.7%
Often................................... 3 1238 7.6% 9.4%

Source: ELS:2002 Student Questionnaire
Applies to: All respondents.

---
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

*p. 107-108* 
**BY87C** 
**STUDENT.PUB** 
**Rec. 2/5**  
**Pos. 107-108** 
**Format: N2**

Think math is fun

87. How much do you agree or disagree with the following statement?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  
c. Because doing mathematics is fun, I wouldn’t want to give it up  
Not: This is one of a series of items, a through f.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

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<td>Strongly disagree</td>
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<td>2126</td>
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**RESERVE CODES:**  
-4 651 4.0% (MISS)  
-6 11 0.1% (MISS)  
-7 585 3.6% (MISS)  
-8 276 1.7% (MISS)  
-9 2991 18.4% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

---

**BY87D** 
**STUDENT.PUB** 
**Rec. 2/5**  
**Pos. 109-110** 
**Format: N2**

Reads in spare time

87. How much do you agree or disagree with the following statement?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  
c. I read in my spare time  
Note: This is one of a series of items, a through f.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

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<th>CODES FREQ PERCENT</th>
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<td>3894</td>
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<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1819</td>
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**RESERVE CODES:**  
-4 651 4.0% (MISS)  
-6 7 0.4% (MISS)  
-7 585 3.6% (MISS)  
-8 276 1.7% (MISS)  
-9 3050 18.4% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

---

**BY87E** 
**STUDENT.PUB** 
**Rec. 2/5**  
**Pos. 111-112** 
**Format: N2**

Gets totally absorbed in reading

87. How much do you agree or disagree with the following statement?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  
c. When I read, I sometimes get totally absorbed  
Note: This is one of a series of items, a through f.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

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<tr>
<th>CODES FREQ PERCENT</th>
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<td>Strongly disagree</td>
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<td>1280</td>
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**RESERVE CODES:**  
-4 651 4.0% (MISS)  
-6 11 0.1% (MISS)  
-7 585 3.6% (MISS)  
-8 276 1.7% (MISS)  
-9 3074 18.9% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

---

**BY87F** 
**STUDENT.PUB** 
**Rec. 2/5**  
**Pos. 113-114** 
**Format: N2**

Mathematics is important

87. How much do you agree or disagree with the following statement?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  
c. Mathematics is important to me personally  
Note: This is one of a series of items, a through f.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

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<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1745</td>
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**RESERVE CODES:**  
-4 651 4.0% (MISS)  
-6 7 0.4% (MISS)  
-7 585 3.6% (MISS)  
-8 276 1.7% (MISS)  
-9 2914 17.9% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

---

**BY87G** 
**STUDENT.PUB** 
**Rec. 2/5**  
**Pos. 115-116** 
**Format: N2**

Most people can learn to be good at math

88. How much do you agree or disagree with the following statement?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  
c. Most people can learn to be good at math  
Note: This is one of a series of items, a through b.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

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<td>Strongly disagree</td>
<td>4</td>
<td>300</td>
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**RESERVE CODES:**  
-4 651 4.0% (MISS)  
-6 19 0.1% (MISS)  
-7 585 3.6% (MISS)  
-8 276 1.7% (MISS)  
-9 3058 18.8% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

---

**BY87H** 
**STUDENT.PUB** 
**Rec. 2/5**  
**Pos. 117-118** 
**Format: N2**

Have to be born with ability to be good at math

88. How much do you agree or disagree with the following statement?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  
c. You have to be born with the ability to be good at math  
Note: This is one of a series of items, a through b.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire

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<tr>
<td>Agree</td>
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<td>2096</td>
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<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>300</td>
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</table>

**RESERVE CODES:**  
-4 651 4.0% (MISS)  
-6 19 0.1% (MISS)  
-7 585 3.6% (MISS)  
-8 276 1.7% (MISS)  
-9 3058 18.8% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

---

**Appendix G:**

**RESERVE CODES:**  
-4 2987 18.4% (MISS)  
-8 276 1.7% (MISS)  
-7 585 3.6% (MISS)  
-6 11 0.1% (MISS)  
-9 3058 18.8% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

---

G-103
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYS99A STUDENT.PUB Rec. 2/5
---

Can do excellent job on math tests

89. How often do these things apply to you?
*(MARK ONE RESPONSE ON EACH LINE)*

a. I'm confident that I can do an excellent job on my math tests

Note: This is one of a series of items, a through v.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

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<td></td>
<td></td>
</tr>
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<td>2</td>
<td>5247</td>
<td>32.3%</td>
<td>45.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>2729</td>
<td>16.8%</td>
<td>23.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2350</td>
<td>14.5%</td>
<td>20.2%</td>
<td></td>
<td></td>
<td></td>
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</table>

RESERVE CODES:
- [Nonrespondent] | -4 | 651 | 4.0% (MISS) |
- [Multiple response] | -6 | 19 | 0.1% (MISS) |
- [Partial interview-breakoff] | -7 | 585 | 3.6% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 276 | 1.7% (MISS) |
- [Missing] | -9 | 3266 | 20.1% (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BYS99B STUDENT.PUB Rec. 2/5
---

Can understand difficult math texts

89. How often do these things apply to you?
*(MARK ONE RESPONSE ON EACH LINE)*

b. I'm certain I can understand the most difficult material presented in math tests

Note: This is one of a series of items, a through v.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
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<th>CODES</th>
<th>FREQ</th>
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<th>PCT</th>
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<th>FREQ</th>
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<td>18.0%</td>
<td></td>
<td></td>
<td></td>
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<td>Sometimes</td>
<td>2</td>
<td>4680</td>
<td>10.1%</td>
<td>43.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>2934</td>
<td>18.1%</td>
<td>24.8%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Almost always</td>
<td>4</td>
<td>1647</td>
<td>10.1%</td>
<td>14.1%</td>
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RESERVE CODES:
- [Nonrespondent] | -4 | 651 | 4.0% (MISS) |
- [Multiple response] | -6 | 13 | 0.1% (MISS) |
- [Partial interview-breakoff] | -7 | 585 | 3.6% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 276 | 1.7% (MISS) |
- [Missing] | -9 | 3235 | 19.9% (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BYS99C STUDENT.PUB Rec. 2/5
---

Can understand difficult English texts

89. How often do these things apply to you?
*(MARK ONE RESPONSE ON EACH LINE)*

c. I'm certain I can understand the most difficult material presented in English texts

Note: This is one of a series of items, a through v.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

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</table>

RESERVE CODES:
- [Nonrespondent] | -4 | 651 | 4.0% (MISS) |
- [Multiple response] | -6 | 12 | 0.1% (MISS) |
- [Partial interview-breakoff] | -7 | 585 | 3.6% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 276 | 1.7% (MISS) |
- [Missing] | -9 | 3394 | 20.8% (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BYS99D STUDENT.PUB Rec. 2/5
---

Studies to get a good grade

89. How often do these things apply to you?
*(MARK ONE RESPONSE ON EACH LINE)*

d. I study to get a good job

Note: This is one of a series of items, a through v.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
<td>1</td>
<td>1069</td>
<td>6.5%</td>
<td>9.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3716</td>
<td>23.1%</td>
<td>34.9%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3778</td>
<td>23.1%</td>
<td>32.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2676</td>
<td>16.1%</td>
<td>22.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] | -4 | 651 | 4.0% (MISS) |
- [Multiple response] | -6 | 14 | 0.1% (MISS) |
- [Partial interview-breakoff] | -7 | 585 | 3.6% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 276 | 1.7% (MISS) |
- [Missing] | -9 | 3361 | 20.7% (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BYS99E STUDENT.PUB Rec. 2/5
---

Can learn something really hard

89. How often do these things apply to you?
e. When I sit myself down to learn something really hard, I can learn it

Note: This is one of a series of items, a through v.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>1666</td>
<td>22.6%</td>
<td>33.3%</td>
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<td></td>
<td></td>
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<td>Often</td>
<td>3</td>
<td>3772</td>
<td>23.0%</td>
<td>33.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>3163</td>
<td>19.5%</td>
<td>27.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] | -4 | 651 | 4.0% (MISS) |
- [Multiple response] | -6 | 17 | 0.1% (MISS) |
- [Partial interview-breakoff] | -7 | 585 | 3.6% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 276 | 1.7% (MISS) |
- [Missing] | -9 | 3524 | 21.7% (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BYS99F STUDENT.PUB Rec. 2/5
---

Can understand difficult English class

89. How often do these things apply to you?
f. I'm confident I can understand the most complex material presented by my English teacher

Note: This is one of a series of items, a through v.

Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
<td>1</td>
<td>1057</td>
<td>6.5%</td>
<td>9.4%</td>
<td></td>
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<tr>
<td>Sometimes</td>
<td>2</td>
<td>4340</td>
<td>26.7%</td>
<td>38.3%</td>
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<tr>
<td>Often</td>
<td>3</td>
<td>3506</td>
<td>21.4%</td>
<td>30.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2432</td>
<td>15.0%</td>
<td>21.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] | -4 | 651 | 4.0% (MISS) |
- [Multiple response] | -6 | 14 | 0.1% (MISS) |
- [Partial interview-breakoff] | -7 | 585 | 3.6% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 276 | 1.7% (MISS) |
- [Missing] | -9 | 3399 | 20.9% (MISS) |

TOTALS: 16252 100.0% 100.0%

---

G-104
# Appendix G: Base-Year to First Follow-up Electronic Codebook

## BYS89G

**STUDENT.PUB Rec. 2/5**  
**Pos. 131-132**  
**Format: N2**

### remembers most important things when studies

<table>
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<td>488</td>
<td>3.0%</td>
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<td>18.5%</td>
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<tr>
<td>Often.</td>
<td>3</td>
<td>4464</td>
<td>27.5%</td>
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<tr>
<td>Almost always.</td>
<td>4</td>
<td>3213</td>
<td>19.8%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through v.

### applies to: All respondents.

Source: ELS:2002 Student Questionnaire

### can do excellent job on English assignments

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
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<td>762</td>
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<td>Sometimes.</td>
<td>2</td>
<td>3959</td>
<td>24.4%</td>
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<td>Often.</td>
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<td>4002</td>
<td>24.6%</td>
</tr>
<tr>
<td>Almost always.</td>
<td>4</td>
<td>2439</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through v.

### applies to: All respondents.

Source: ELS:2002 Student Questionnaire

## BYS89J

**STUDENT.PUB Rec. 2/5**  
**Pos. 133-134**  
**Format: N2**

### works as hard as possible when studies

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>Almost never.</td>
<td>1</td>
<td>686</td>
<td>4.5%</td>
</tr>
<tr>
<td>Sometimes.</td>
<td>2</td>
<td>3815</td>
<td>23.5%</td>
</tr>
<tr>
<td>Often.</td>
<td>3</td>
<td>3549</td>
<td>21.9%</td>
</tr>
<tr>
<td>Almost always.</td>
<td>4</td>
<td>2878</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through v.

### applies to: All respondents.

Source: ELS:2002 Student Questionnaire

### can do excellent job on English tests

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
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<td>7593</td>
<td>47.3%</td>
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<tr>
<td>Sometimes.</td>
<td>2</td>
<td>4373</td>
<td>26.9%</td>
</tr>
<tr>
<td>Often.</td>
<td>3</td>
<td>2973</td>
<td>18.3%</td>
</tr>
<tr>
<td>Almost always.</td>
<td>4</td>
<td>2005</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through v.

### applies to: All respondents.

Source: ELS:2002 Student Questionnaire

## BYS89K

**STUDENT.PUB Rec. 2/5**  
**Pos. 133-134**  
**Format: N2**

### works as hard as possible when studies

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never.</td>
<td>1</td>
<td>686</td>
<td>4.5%</td>
</tr>
<tr>
<td>Sometimes.</td>
<td>2</td>
<td>3815</td>
<td>23.5%</td>
</tr>
<tr>
<td>Often.</td>
<td>3</td>
<td>3549</td>
<td>21.9%</td>
</tr>
<tr>
<td>Almost always.</td>
<td>4</td>
<td>2878</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through v.

### applies to: All respondents.

Source: ELS:2002 Student Questionnaire

### can understand difficult math class

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never.</td>
<td>1</td>
<td>7593</td>
<td>47.3%</td>
</tr>
<tr>
<td>Sometimes.</td>
<td>2</td>
<td>4373</td>
<td>26.9%</td>
</tr>
<tr>
<td>Often.</td>
<td>3</td>
<td>2973</td>
<td>18.3%</td>
</tr>
<tr>
<td>Almost always.</td>
<td>4</td>
<td>2005</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through v.

### applies to: All respondents.

Source: ELS:2002 Student Questionnaire

## BYS89L

**STUDENT.PUB Rec. 2/5**  
**Pos. 135-136**  
**Format: N2**

### can do excellent job on English assignments

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never.</td>
<td>1</td>
<td>7593</td>
<td>47.3%</td>
</tr>
<tr>
<td>Sometimes.</td>
<td>2</td>
<td>4373</td>
<td>26.9%</td>
</tr>
<tr>
<td>Often.</td>
<td>3</td>
<td>2973</td>
<td>18.3%</td>
</tr>
<tr>
<td>Almost always.</td>
<td>4</td>
<td>2005</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through v.

### applies to: All respondents.

Source: ELS:2002 Student Questionnaire

### can understand difficult math class

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never.</td>
<td>1</td>
<td>7593</td>
<td>47.3%</td>
</tr>
<tr>
<td>Sometimes.</td>
<td>2</td>
<td>4373</td>
<td>26.9%</td>
</tr>
<tr>
<td>Often.</td>
<td>3</td>
<td>2973</td>
<td>18.3%</td>
</tr>
<tr>
<td>Almost always.</td>
<td>4</td>
<td>2005</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through v.

### applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

### Base-Year to First Follow-up Electronic Codebook

- **By: Bystrander, Debra A.**
- **Date: January 2004**
- **Version: 1.0**
- **Description:** This codebook contains information on the data collected during the Base-Year to First Follow-up phase of the ELS:2002 study. It includes codes for various survey questions, responses, and other data collection elements.

---

The table above is a representation of the data collected during the study, illustrating the frequency and percentage of responses for various questions regarding study habits, academic performance, and other relevant factors.
Appendix G: Year-Base to First Follow-up Electronic Codebook

---

**BYS89P** STUDENT.PUB Rec. 2/5
Pos. 143-144
Format: N2

Can master skills in English class

---

### 89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
<td>1</td>
<td>663</td>
<td>4.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
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<td>24.8%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3745</td>
<td>23.0%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2569</td>
<td>15.8%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]............ -4 651 4.0% (MISS)
- [Multiple responses]....... -6 7 0.0% (MISS)
- [Partial interview-breakof]... -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA]... -8 276 1.7% (MISS)
- [Missing].............. -9 3769 23.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

**BYS89Q** STUDENT.PUB Rec. 2/5
Pos. 144-145
Format: N2

Can get no bad grades if decides to

---

### 89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
<td>1</td>
<td>663</td>
<td>4.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3957</td>
<td>24.8%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3745</td>
<td>23.0%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2569</td>
<td>15.8%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]............ -4 651 4.0% (MISS)
- [Multiple responses]....... -6 7 0.0% (MISS)
- [Partial interview-breakof]... -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA]... -8 276 1.7% (MISS)
- [Missing].............. -9 3769 23.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

**BYS89R** STUDENT.PUB Rec. 2/5
Pos. 143-144
Format: N2

Can get no problems wrong if decides to

---

### 89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
<td>1</td>
<td>663</td>
<td>4.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3957</td>
<td>24.8%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3745</td>
<td>23.0%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2569</td>
<td>15.8%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]............ -4 651 4.0% (MISS)
- [Multiple responses]....... -6 7 0.0% (MISS)
- [Partial interview-breakof]... -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA]... -8 276 1.7% (MISS)
- [Missing].............. -9 3769 23.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

**BYS89S** STUDENT.PUB Rec. 2/5
Pos. 147-148
Format: N2

Studies to ensure financial security

---

### 89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

<table>
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<tr>
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<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
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<tr>
<td>Almost never</td>
<td>1</td>
<td>663</td>
<td>4.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3957</td>
<td>24.8%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3745</td>
<td>23.0%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2569</td>
<td>15.8%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]............ -4 651 4.0% (MISS)
- [Multiple responses]....... -6 7 0.0% (MISS)
- [Partial interview-breakof]... -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA]... -8 276 1.7% (MISS)
- [Missing].............. -9 3769 23.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

**BYS89U** STUDENT.PUB Rec. 2/5
Pos. 151-152
Format: N2

Can do excellent job on math assignments

---

### 89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
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<tr>
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<td>1</td>
<td>663</td>
<td>4.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3957</td>
<td>24.8%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3745</td>
<td>23.0%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2569</td>
<td>15.8%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]............ -4 651 4.0% (MISS)
- [Multiple responses]....... -6 7 0.0% (MISS)
- [Partial interview-breakof]... -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA]... -8 276 1.7% (MISS)
- [Missing].............. -9 3769 23.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

**BYS89V** STUDENT.PUB Rec. 2/5
Pos. 153-154
Format: N2

Can do excellent job on math assignments

---

### 89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
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<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
<td>1</td>
<td>663</td>
<td>4.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Sometimes</td>
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<td>3</td>
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<td>23.6%</td>
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<tr>
<td>Almost always</td>
<td>4</td>
<td>2569</td>
<td>15.8%</td>
<td>22.2%</td>
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**RESERVE CODES:**

- [Nonrespondent]............ -4 651 4.0% (MISS)
- [Multiple responses]....... -6 7 0.0% (MISS)
- [Partial interview-breakof]... -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA]... -8 276 1.7% (MISS)
- [Missing].............. -9 3769 23.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

**BYS89W** STUDENT.PUB Rec. 2/5
Pos. 143-144
Format: N2

Keeps studying even if material is difficult

---

### 89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

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<tr>
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<td>3</td>
<td>3745</td>
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<td>23.6%</td>
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<tr>
<td>Almost always</td>
<td>4</td>
<td>2569</td>
<td>15.8%</td>
<td>22.2%</td>
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**RESERVE CODES:**

- [Nonrespondent]............ -4 651 4.0% (MISS)
- [Multiple responses]....... -6 7 0.0% (MISS)
- [Partial interview-breakof]... -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA]... -8 276 1.7% (MISS)
- [Missing].............. -9 3769 23.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BVSS92

**STUDENT.PUB Rec. 2/5**  
Pos: 155-156  
Format: R2

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<td>4</td>
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**RESERVE CODES:**  
- Nonrespondent | -4 | 651 | 4.0% (MISS) |
- Multiple responses | -6 | 8 | 0.0% (MISS) |
- Partial interview-brokeoff | -7 | 585 | 3.6% (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% (MISS) |
- Missing | -9 | 3893 | 24.0% (MISS) |

**TOTALS:**  
16252 100.0% 100.0%

#### Puts forth best effort when studying

**BVSS9V

**STUDENT.PUB Rec. 2/5**  
Pos: 155-156  
Format: R2

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<tr>
<td>Almost always</td>
<td>4</td>
<td>2602</td>
<td>15.6%</td>
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**RESERVE CODES:**  
- Nonrespondent | -4 | 651 | 4.0% (MISS) |
- Multiple responses | -6 | 8 | 0.0% (MISS) |
- Partial interview-brokeoff | -7 | 585 | 3.6% (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% (MISS) |
- Missing | -9 | 3924 | 24.1% (MISS) |

**TOTALS:**  
16252 100.0% 100.0%

#### BVSS9A

**STUDENT.PUB Rec. 2/5**  
Pos: 155-156  
Format: R2

**BVSS9B

**STUDENT.PUB Rec. 2/5**  
Pos: 155-156  
Format: R2

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<td>Often</td>
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<td>4</td>
<td>3506</td>
<td>21.0%</td>
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</table>

**RESERVE CODES:**  
- Nonrespondent | -4 | 651 | 4.0% (MISS) |
- Multiple responses | -6 | 7 | 0.0% (MISS) |
- Partial interview-brokeoff | -7 | 585 | 3.6% (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% (MISS) |
- Missing | -9 | 3943 | 24.3% (MISS) |

**TOTALS:**  
16252 100.0% 100.0%

#### BVSS9U

**STUDENT.PUB Rec. 2/5**  
Pos: 155-156  
Format: R2

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**RESERVE CODES:**  
- Nonrespondent | -4 | 651 | 4.0% (MISS) |
- Multiple responses | -6 | 8 | 0.0% (MISS) |
- Partial interview-brokeoff | -7 | 585 | 3.6% (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% (MISS) |
- Missing | -9 | 4013 | 24.7% (MISS) |

**TOTALS:**  
16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

**BY90C**

**STUDENT.PUB** Rec. 2/5

**Pos. 167-168**  
Format: R2

**Important to friends to play sports**

90. Among your close friends, how important is it to them that they...  
(****MARK ONE RESPONSE ON EACH LINE****)  
(Not important; Somewhat important; Very important)

**c. play sports**  
Note: This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

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**TOTALS:** 16252

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**BY90D**

**STUDENT.PUB** Rec. 2/5

**Pos. 169-170**  
Format: R2

**Important to friends to get good grades**

90. Among your close friends, how important is it to them that they...  
(****MARK ONE RESPONSE ON EACH LINE****)  
(Not important; Somewhat important; Very important)

**d. get good grades**  
Note: This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

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**TOTALS:** 16252

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**BY90E**

**STUDENT.PUB** Rec. 2/5

**Pos. 171-172**  
Format: R2

**Important to friends to be popular with students**

90. Among your close friends, how important is it to them that they...  
(****MARK ONE RESPONSE ON EACH LINE****)  
(Not important; Somewhat important; Very important)

**e. be popular/well-liked by others**  
Note: This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

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**TOTALS:** 16252

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**BY90F**

**STUDENT.PUB** Rec. 2/5

**Pos. 173-174**  
Format: R2

**Important to friends to finish high school**

90. Among your close friends, how important is it to them that they...  
(****MARK ONE RESPONSE ON EACH LINE****)  
(Not important; Somewhat important; Very important)

**f. finish high school**  
Note: This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

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**TOTALS:** 16252

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**BY90G**

**STUDENT.PUB** Rec. 2/5

**Pos. 175-176**  
Format: R2

**Important to friends to have steady boy/girlfriend**

90. Among your close friends, how important is it to them that they...  
(****MARK ONE RESPONSE ON EACH LINE****)  
(Not important; Somewhat important; Very important)

**g. have a steady boyfriend/girlfriend**  
Note: This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

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**TOTALS:** 16252

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**BY90H**

**STUDENT.PUB** Rec. 2/5

**Pos. 177-178**  
Format: R2

**Important to friends to continue education past high school**

90. Among your close friends, how important is it to them that they...  
(****MARK ONE RESPONSE ON EACH LINE****)  
(Not important; Somewhat important; Very important)

**h. continue their education past high school**  
Note: This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

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<td>13.3%</td>
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**TOTALS:** 16252
**Appendix G: Base-Year to First Follow-up Electronic Codebook**

### BYS90J

**STUDENT.PUB Rec. 2/5**  
Pos. 179-180  
Format: N2

**Important to friends to do community work**

90. Among your close friends, how important is it to them that they...  
(MARK ONE RESPONSE ON EACH LINE)  
(Not important; Somewhat important; Very important)  
j. do community work or volunteering  

Note: This is one of a series of items, a through h, j through m, and q.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire  
Applies to: All respondents.

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<td>6.4%</td>
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RESERVE CODES:

[Nonrespondent] | -4 | 651 | 4.0% | (MISS)

[Multiple responses] | -6 | 6 | 0.0% | (MISS)

[Partial interview-breakoff] | -7 | 585 | 3.4% | (MISS)

[Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS)

[Missing] | -9 | 4147 | 22.7% | (MISS)

TOTALS: 16252 100.0% 100.0%

### BYS90N

**STUDENT.PUB Rec. 2/5**  
Pos. 181-182  
Format: N2

**Important to friends to have job**

90. Among your close friends, how important is it to them that they...  
(MARK ONE RESPONSE ON EACH LINE)  
(Not important; Somewhat important; Very important)  
k. have a regular job  

Note: This is one of a series of items, a through h, j through m, and q.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire  
Applies to: All respondents.

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<td>21.2%</td>
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</table>

RESERVE CODES:

[Nonrespondent] | -4 | 651 | 4.0% | (MISS)

[Multiple responses] | -6 | 6 | 0.0% | (MISS)

[Partial interview-breakoff] | -7 | 585 | 3.4% | (MISS)

[Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS)

[Missing] | -9 | 4328 | 26.6% | (MISS)

TOTALS: 16252 100.0% 100.0%

### BYS90L

**STUDENT.PUB Rec. 2/5**  
Pos. 183-184  
Format: N2

**Important to friends to get together with friends**

90. Among your close friends, how important is it to them that they...  
(MARK ONE RESPONSE ON EACH LINE)  
(Not important; Somewhat important; Very important)  
l. get together with friends  

Note: This is one of a series of items, a through h, j through m, and q.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire  
Applies to: All respondents.

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RESERVE CODES:

[Nonrespondent] | -4 | 651 | 4.0% | (MISS)

[Multiple responses] | -6 | 9 | 0.1% | (MISS)

[Partial interview-breakoff] | -7 | 585 | 3.4% | (MISS)

[Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS)

[Missing] | -9 | 4165 | 25.6% | (MISS)

TOTALS: 16252 100.0% 100.0%

### BYS90Q

**STUDENT.PUB Rec. 2/5**  
Pos. 187-188  
Format: N2

**Important to friends to make money**

90. Among your close friends, how important is it to them that they...  
(MARK ONE RESPONSE ON EACH LINE)  
(Not important; Somewhat important; Very important)  
m. make money  

Note: This is one of a series of items, a through h, j through m, and q.

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire  
Applies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>991</td>
<td>6.1%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>4844</td>
<td>27.9%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>4839</td>
<td>28.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] | -4 | 651 | 4.0% | (MISS)

[Multiple responses] | -6 | 10 | 0.1% | (MISS)

[Partial interview-breakoff] | -7 | 585 | 3.4% | (MISS)

[Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS)

[Missing] | -9 | 4358 | 26.6% | (MISS)

TOTALS: 16252 100.0% 100.0%

### BYS91L

**STUDENT.PUB Rec. 2/5**  
Pos. 189-190  
Format: N2

**Number of close friends who dropped out**

91. Altogether, how many of your close friends have dropped out of school before graduating? (Do not include those who have transferred to another school.)  
(MARK ONE RESPONSE)

None of them  
Some of them  
Most of them  
All of them

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire  
Applies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of them</td>
<td>1</td>
<td>8039</td>
<td>49.8%</td>
</tr>
<tr>
<td>Some of them</td>
<td>2</td>
<td>1810</td>
<td>11.1%</td>
</tr>
<tr>
<td>Most of them</td>
<td>3</td>
<td>149</td>
<td>0.9%</td>
</tr>
<tr>
<td>All of them</td>
<td>4</td>
<td>61</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] | -4 | 651 | 4.0% | (MISS)

[Multiple responses] | -6 | 2 | 0.1% | (MISS)

[Partial interview-breakoff] | -7 | 585 | 3.4% | (MISS)

[Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS)

[Missing] | -9 | 4599 | 28.3% | (MISS)

TOTALS: 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYS92A

**STUDENT.PUB Rec. 2/5**  
Pos. 191-192  
Format: N2

**Girls should have same opportunities in sports**

92. How much do you agree or disagree with the following statements?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  

<table>
<thead>
<tr>
<th>Responses</th>
<th>Codes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>5095</td>
<td>31.3%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>4356</td>
<td>26.7%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>610</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>375</td>
<td>2.3%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through d.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

#### BYS92B

**STUDENT.PUB Rec. 2/5**  
Pos. 193-194  
Format: N2

**Some sports should be just for boys**

92. How much do you agree or disagree with the following statements?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  

<table>
<thead>
<tr>
<th>Responses</th>
<th>Codes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>651</td>
<td>4.0% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>7</td>
<td>585</td>
<td>3.4% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>8</td>
<td>276</td>
<td>1.7% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>9</td>
<td>4505</td>
<td>27.3% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

#### BYS92C

**STUDENT.PUB Rec. 2/5**  
Pos. 195-196  
Format: N2

**Girls should have own sports teams**

92. How much do you agree or disagree with the following statements?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  

<table>
<thead>
<tr>
<th>Responses</th>
<th>Codes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>4825</td>
<td>29.7%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>4979</td>
<td>30.6%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through d.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

#### BYS92D

**STUDENT.PUB Rec. 2/5**  
Pos. 197-198  
Format: N2

**Girls should be on same sports teams as boys**

92. How much do you agree or disagree with the following statements?  
(MARK ONE RESPONSE ON EACH LINE)  
(Strongly agree; Agree; Disagree; Strongly disagree)  

<table>
<thead>
<tr>
<th>Responses</th>
<th>Codes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>2198</td>
<td>13.5%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>4006</td>
<td>24.5%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3222</td>
<td>19.8%</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>833</td>
<td>5.1%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through d.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

### RESERVE CODES:

<table>
<thead>
<tr>
<th>Codes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>4505</td>
<td>27.7% (MISS)</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>276</td>
<td>1.7% (MISS)</td>
<td></td>
</tr>
<tr>
<td>-7</td>
<td>585</td>
<td>3.6% (MISS)</td>
<td></td>
</tr>
<tr>
<td>-6</td>
<td>14</td>
<td>0.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>651</td>
<td>4.0% (MISS)</td>
<td></td>
</tr>
<tr>
<td>-3</td>
<td>19</td>
<td>0.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>-2</td>
<td>585</td>
<td>3.6% (MISS)</td>
<td></td>
</tr>
<tr>
<td>-1</td>
<td>276</td>
<td>1.7% (MISS)</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1322</td>
<td>8.1%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4979</td>
<td>30.6%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4356</td>
<td>26.7%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>610</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>375</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1394</td>
<td>8.6%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3514</td>
<td>21.6%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3231</td>
<td>19.9%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2130</td>
<td>13.1%</td>
<td></td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

### BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK

#### APPENDIX G:

**TOTALS:** 16252 100.0% 100.0%

#### RESERVE CODES:

<table>
<thead>
<tr>
<th>Codes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>4668</td>
<td>27.5%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>-6</td>
<td>276</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>-5</td>
<td>413</td>
<td>2.5%</td>
<td></td>
</tr>
</tbody>
</table>

### 92. During the past year, have you observed high school students placing bets on college or professional sporting events?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Codes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>1322</td>
<td>8.1%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4979</td>
<td>30.6%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through d.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

#### BYS94

**STUDENT.PUB Rec. 2/5**  
Pos. 199-200  
Format: N2

**Has close friends who were friends in 8th grade**

94. Do you have close friends now who were also your friends when you were in 8th grade?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Codes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>4006</td>
<td>24.5%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>1322</td>
<td>8.1%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through d.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

#### BYS94

**STUDENT.PUB Rec. 2/5**  
Pos. 201-202  
Format: N2

**Observed students betting on sports**

96. During the past year, have you observed high school students placing bets on college or professional sporting events?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Codes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (GO TO QUESTION 97)</td>
<td>0</td>
<td>4979</td>
<td>30.6%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through d.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYS97A STUDENT.PUB Rec. 2/5
------- Pos. 203-204
Format: N2

Bets were placed with friends

97. How were these bets placed?
(MARK ALL THAT APPLY)
BYS97A With friends
BYS97B With family members
BYS97C With a bookie
BYS97D With an Internet website
BYS97E Other

Applies to: Respondents who observed students betting on sports.
Source: ELS:2002 Student Questionnaire

PER- WGTD
CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 491 3.0% 10.3%
Yes..................................... 1 4314 26.5% 89.7%

RESERVE CODES:
{Item legitimate skip/NA}............ -3 4979 30.6% (MISS)
{Nonrespondent}...................... -4 651 4.0% (MISS)
{Partial interview-breakoff}......... -7 585 3.6% (MISS)
{Survey component legitimate skip/NA} -8 276 1.7% (MISS)
{Missing}............................ -9 4956 30.5% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYS97B STUDENT.PUB Rec. 2/5
------- Pos. 205-206
Format: N2

Bets were placed with family members

97. How were these bets placed?
(MARK ALL THAT APPLY)
BYS97A With friends
BYS97B With family members
BYS97C With a bookie
BYS97D With an Internet website
BYS97E Other

Applies to: Respondents who observed students betting on sports.
Source: ELS:2002 Student Questionnaire

PER- WGTD
CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 3318 20.4% 68.0%
Yes..................................... 1 1487 9.1% 32.0%

RESERVE CODES:
{Item legitimate skip/NA}............ -3 4979 30.6% (MISS)
{Nonrespondent}...................... -4 651 4.0% (MISS)
{Partial interview-breakoff}......... -7 585 3.6% (MISS)
{Survey component legitimate skip/NA} -8 276 1.7% (MISS)
{Missing}............................ -9 4956 30.5% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYS97C STUDENT.PUB Rec. 2/5
------- Pos. 207-208
Format: N2

Bets were placed with a bookie

97. How were these bets placed?
(MARK ALL THAT APPLY)
BYS97A With friends
BYS97B With family members
BYS97C With a bookie
BYS97D With an Internet website
BYS97E Other

Applies to: Respondents who observed students betting on sports.
Source: ELS:2002 Student Questionnaire

PER- WGTD
CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 4559 28.1% 95.3%
Yes..................................... 1 246 1.5% 4.7%

RESERVE CODES:
{Item legitimate skip/NA}............ -3 4979 30.6% (MISS)
{Nonrespondent}...................... -4 651 4.0% (MISS)
{Partial interview-breakoff}......... -7 585 3.6% (MISS)
{Survey component legitimate skip/NA} -8 276 1.7% (MISS)
{Missing}............................ -9 4956 30.5% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYS97D STUDENT.PUB Rec. 2/5
------- Pos. 209-210
Format: N2

Bets were placed with a website

97. How were these bets placed?
(MARK ALL THAT APPLY)
BYS97A With friends
BYS97B With family members
BYS97C With a bookie
BYS97D With an Internet website
BYS97E Other

Applies to: Respondents who observed students betting on sports.
Source: ELS:2002 Student Questionnaire

PER- WGTD
CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 4625 28.5% 96.1%
Yes..................................... 1 180 1.1% 3.9%

RESERVE CODES:
{Item legitimate skip/NA}............ -3 4979 30.6% (MISS)
{Nonrespondent}...................... -4 651 4.0% (MISS)
{Partial interview-breakoff}......... -7 585 3.6% (MISS)
{Survey component legitimate skip/NA} -8 276 1.7% (MISS)
{Missing}............................ -9 4956 30.5% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYS97E STUDENT.PUB Rec. 2/5
------- Pos. 211-212
Format: N2

Bets were placed through other means

97. How were these bets placed?
(MARK ALL THAT APPLY)
BYS97A With friends
BYS97B With family members
BYS97C With a bookie
BYS97D With an Internet website
BYS97E Other

Applies to: Respondents who observed students betting on sports.
Source: ELS:2002 Student Questionnaire

PER- WGTD
CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 4424 27.2% 92.3%
Yes..................................... 1 381 2.3% 7.7%

RESERVE CODES:
{Item legitimate skip/NA}............ -3 4979 30.6% (MISS)
{Nonrespondent}...................... -4 651 4.0% (MISS)
{Partial interview-breakoff}......... -7 585 3.6% (MISS)
{Survey component legitimate skip/NA} -8 276 1.7% (MISS)
{Missing}............................ -9 4956 30.5% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%
### F1 Student Questionnaire

**Grade level**

**Pos. 213-214**

**F1 Student Questionnaire**

**Base-Year to First Follow-up Electronic Codebook**

**Appendix G:** Diploma or certificate most likely to receive

<table>
<thead>
<tr>
<th>Year</th>
<th>N2</th>
<th>Perc</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th grade</td>
<td>215</td>
<td>1.1%</td>
<td>1.6%</td>
</tr>
<tr>
<td>10th grade</td>
<td>22</td>
<td>0.1%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**Note:** This item appears on the abbreviated student (Q14), transfer (Q18), and homeschool (Q24) questionnaires. These items are identical to the student item.

**Note:** The following reserve codes are used throughout the ESB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.

- **1:** "Don’t know" represents respondents who indicated that they didn’t know the answer to the question.
- **2:** "Refused" represents respondents who indicated that they refused to answer the question.
- **3:** "Item legitimate skip/NA" is filled for questions that are not applicable based on responses to prior questions.
- **4:** "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
- **5:** "Out of range" represents respondents who reported values that are out of range.
- **6:** "Multiple responses" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
- **7:** "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes identical items that are not included on an abbreviated version questionnaire.
- **8:** "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items in the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or the inability at the time of the survey).
- **9:** "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

**Apply to:** All respondents

**Source:** ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Dropout questionnaires

#### Diploma or certificate most likely to receive

<table>
<thead>
<tr>
<th>Diploma/district</th>
<th>N2</th>
<th>Perc</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma granted by your local school or school district</td>
<td>11821</td>
<td>72.7%</td>
<td>83.0%</td>
</tr>
<tr>
<td>Honors diploma</td>
<td>1897</td>
<td>11.7%</td>
<td>12.9%</td>
</tr>
<tr>
<td>International Baccalaureate diploma</td>
<td>62</td>
<td>0.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Certificate of attendance</td>
<td>30</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>GED certificate</td>
<td>240</td>
<td>1.5%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Other equivalency certificate</td>
<td>152</td>
<td>0.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>School/district diploma for homeschool</td>
<td>31</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **[Don't know]** -1 | 16 | 0.1% (MISS)
- **[Refused]** -2 | 6 | 0.0% (MISS)
- **[Nonrespondent]** -4 | 1164 | 7.2% (MISS)
- **[Multiple responses]** -6 | 16 | 0.1% (MISS)
- **[Survey component legitimate skip/NA]** -8 | 785 | 4.8% (MISS)
- **[Missing]** -9 | 27 | 0.2% (MISS)

**TOTALS:** 16252 | 100.0% | 100.0%

#### Years of General Science coursework

16. From the beginning of ninth grade to the end of this school year, how many years of science coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

**[MARK ONE RESPONSE IN EACH LINE]**

(More or less than half year; half year; 1 year; more than 1 year)

**a. General science**

**Note:** This is one of a series of items, a through i. This item also appears on the abbreviated student (Q16a), transfer (Q20a), homeschool (Q16a), early graduate (Q29a), and dropout (Q27a) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q29a) question stem is in present tense. Question stem wording change: ‘to the end of this school year’ is replaced with ‘until you left high school’. Dropout (Q27A) - see early graduate.

**Apply to:** All respondents

**Source:** ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

#### Years of General Science coursework

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<thead>
<tr>
<th>Years</th>
<th>N2</th>
<th>Perc</th>
<th>Weight</th>
</tr>
</thead>
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<td>8.9%</td>
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<td>1 year</td>
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<td>29.0%</td>
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<tr>
<td>More than 1 year</td>
<td>1387</td>
<td>8.5%</td>
<td>9.4%</td>
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</table>

**RESERVE CODES:**

- **[Don't know]** -1 | 25 | 0.2% (MISS)
- **[Nonrespondent]** -4 | 1164 | 7.2% (MISS)
- **[Multiple responses]** -6 | 24 | 0.1% (MISS)
- **[Partial interview-breakoff]** -7 | 2 | 0.0% (MISS)
- **[Survey component legitimate skip/NA]** -8 | 99 | 0.6% (MISS)
- **[Missing]** -9 | 245 | 1.5% (MISS)

**TOTALS:** 16252 | 100.0% | 100.0%
Years of General Physical Science coursework

16. From the beginning of ninth grade to the end of this school year, how many years of science coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(MARK ONE RESPONSE ON EACH LINE)
(None or less than half year; half year; 1 year; more than 1 year)

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q16c), transfer (Q20c), homeschool (Q16b), early graduate (Q29b), and dropout (Q27b) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q29b) question stem is in past tense. Question stem wording changes: 'to the end of this school year' is replaced with 'until you left high school'.

Dropout (Q27b) - see early graduate.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Base-Year to First Follow-up Electronic Codebook

Appendix G:

Base-Year to First Follow-up Electronic Codebook

-----
FLS14B STUDENT.PUB Rec. 2/5 Pos. 219-220 Format: R2
-----
Years of Biology coursework

16. From the beginning of ninth grade to the end of this school year, how many years of science coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(MARK ONE RESPONSE ON EACH LINE)
(None or less than half year; half year; 1 year; more than 1 year)

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q16c), transfer (Q20c), homeschool (Q16b), early graduate (Q29b), and dropout (Q27b) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q29b) question stem is in past tense. Question stem wording changes: 'to the end of this school year' is replaced with 'until you left high school'.

Dropout (Q27b) - see early graduate.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Base-Year to First Follow-up Electronic Codebook

Appendix G:

Base-Year to First Follow-up Electronic Codebook

-----
FLS14C STUDENT.PUB Rec. 2/5 Pos. 221-222 Format: R2
-----
Years of Earth Science coursework

16. From the beginning of ninth grade to the end of this school year, how many years of science coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(MARK ONE RESPONSE ON EACH LINE)
(None or less than half year; half year; 1 year; more than 1 year)

c. Biology

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q16c), transfer (Q20c), homeschool (Q16b), early graduate (Q29b), and dropout (Q27b) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q29b) question stem is in past tense. Question stem wording changes: 'to the end of this school year' is replaced with 'until you left high school'.

Dropout (Q27b) - see early graduate.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Base-Year to First Follow-up Electronic Codebook

Appendix G:

Base-Year to First Follow-up Electronic Codebook

-----
FLS15E STUDENT.PUB Rec. 2/5 Pos. 223-224 Format: R2
-----
Years of Botany/Zoology coursework

16. From the beginning of ninth grade to the end of this school year, how many years of science coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(MARK ONE RESPONSE ON EACH LINE)
(None or less than half year; half year; 1 year; more than 1 year)

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q16c), transfer (Q20c), homeschool (Q16d), early graduate (Q29d), and dropout (Q27d) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q29d) question stem is in past tense. Question stem wording changes: 'to the end of this school year' is replaced with 'until you left high school'.

Dropout (Q27d) - see early graduate.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Base-Year to First Follow-up Electronic Codebook

Appendix G:

Base-Year to First Follow-up Electronic Codebook

-----
FLS15E STUDENT.PUB Rec. 2/5 Pos. 225-226 Format: R2
-----
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Years of Chemistry coursework

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<td>1/2 year</td>
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<td>1 year</td>
<td>1</td>
<td>7808</td>
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<td>More than 1 year</td>
<td>4</td>
<td>963</td>
<td>5.9%</td>
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#### RESERVE CODES:
- [Don't know]...
- [Nonrespondent]...
- [Multiple response]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

#### Years of Physics coursework

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<td>More than 1 year</td>
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<td>512</td>
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#### RESERVE CODES:
- [Don't know]...
- [Nonrespondent]...
- [Multiple response]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

#### Years of Principles of Technology coursework

16. From the beginning of ninth grade to the end of this school year, how many years of science coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

**RESERVE CODES:**
- [Don't know]...
- [Nonrespondent]...
- [Multiple response]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

#### Years of other science coursework

16. From the beginning of ninth grade to the end of this school year, how many years of science coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

**RESERVE CODES:**
- [Don't know]...
- [Nonrespondent]...
- [Multiple response]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%
### Base-Year to First Follow-up Electronic Codebook

#### Appendix G:

#### Years of Pre-Algebra coursework

17. From the beginning of ninth grade to the end of this school year, how many years of math coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.  

**(MARK ONE RESPONSE ON EACH LINE)**  
(No less than half year; half year; 1 year; more than 1 year)  
**Note:** This is one of a series of items, a through j. This item also appears on the abbreviated student (Q17a), transfer (Q21a), homeschool (Q17c), early graduate (Q20a), and dropout (Q24a) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q20a) question stem is in past tense. Question stem wording change: 'to the end of this school year' is replaced with 'until you left high school'.  
Dropout (Q24a) - see early graduate.

Apply to: All respondents.  
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<tr>
<td>1 year</td>
<td>3</td>
<td>2466</td>
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<tr>
<td>More than 1 year</td>
<td>4</td>
<td>1024</td>
</tr>
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**RESERVE CODES:**  
Don't know: -1 | 15 | 0.1% (MISS)  
(Homeschool): -4 | 1164 | 7.2% (MISS)  
(Multiple responses): -6 | 14 | 0.1% (MISS)  
(Partial interview-breakoff): -7 | 2 | 0.0% (MISS)  
(Survey component legitimate skip/NA): -8 | 99 | 0.6% (MISS)  
(Missing): -9 | 285 | 1.8% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### Years of General Math coursework

#### Years of Algebra I coursework

#### Years of Geometry coursework
Appendix G: Base-Year to First Follow-up Electronic Codebook

## Years of Algebra II coursework

17. From the beginning of ninth grade to the end of this school year, how many years of math coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

**Note:** This is one of a series of items, a through i. This item also appears on the abbreviated student (Q17e), transfer (Q21e), homeschool (Q17e), early graduate (Q20e), and dropout (Q28e) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q20e) question stem is in past tense. Question stem wording change: ‘to the end of this school year’ is replaced with ‘until you left high school’.

Dropout (Q28e) - see early graduate.

**Applies to:** All respondents.

**Source:** ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<td>1/2 year</td>
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<td>1 year</td>
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<td>4072</td>
<td>49.7%</td>
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<td>More than 1 year</td>
<td>4</td>
<td>355</td>
<td>2.2%</td>
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</table>

**RESERVE CODES:**
- {Don’t know} | -1 | 18 | 0.1% (MISS)
- {Nonrespondent} | -4 | 1164 | 7.2% (MISS)
- {Multiple responses} | -6 | 29 | 0.2% (MISS)
- {Partial interview-breakoff} | -7 | 2 | 0.0% (MISS)
- {Survey component legitimate skip/NA} | -8 | 99 | 0.6% (MISS)
- {Missing} | -9 | 8 | 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

## Years of Trigonometry coursework

17. From the beginning of ninth grade to the end of this school year, how many years of math coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

**Note:** This is one of a series of items, a through i. This item also appears on the abbreviated student (Q17f), transfer (Q21f), homeschool (Q17f), early graduate (Q20f), and dropout (Q28f) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q20f) question stem is in past tense. Question stem wording change: ‘to the end of this school year’ is replaced with ‘until you left high school’.

Dropout (Q28f) - see early graduate.

**Applies to:** All respondents.

**Source:** ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<td>10022</td>
<td>61.7%</td>
</tr>
<tr>
<td>1/2 year</td>
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<td>11.9%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>2574</td>
<td>15.8%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>115</td>
<td>0.7%</td>
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**RESERVE CODES:**
- {Don’t know} | -1 | 10 | 0.1% (MISS)
- {Nonrespondent} | -4 | 1164 | 7.2% (MISS)
- {Multiple responses} | -6 | 12 | 0.1% (MISS)
- {Partial interview-breakoff} | -7 | 2 | 0.0% (MISS)
- {Survey component legitimate skip/NA} | -8 | 99 | 0.6% (MISS)
- {Missing} | -9 | 313 | 1.9% (MISS)

**TOTALS:** 16252 100.0% 100.0%

## Years of Pre-Calculus coursework

17. From the beginning of ninth grade to the end of this school year, how many years of math coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

**Note:** This is one of a series of items, a through i. This item also appears on the abbreviated student (Q17g), transfer (Q21g), homeschool (Q17g), early graduate (Q20g), and dropout (Q28g) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q20g) question stem is in past tense. Question stem wording change: ‘to the end of this school year’ is replaced with ‘until you left high school’.

Dropout (Q28g) - see early graduate.

**Applies to:** All respondents.

**Source:** ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<th>PER</th>
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<td>1/2 year</td>
<td>2</td>
<td>1129</td>
<td>6.9%</td>
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<td>1 year</td>
<td>3</td>
<td>10216</td>
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<td>More than 1 year</td>
<td>4</td>
<td>81</td>
<td>0.5%</td>
</tr>
</tbody>
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**RESERVE CODES:**
- {Don’t know} | -1 | 5 | 0.0% (MISS)
- {Nonrespondent} | -4 | 1164 | 7.2% (MISS)
- {Multiple responses} | -6 | 11 | 0.1% (MISS)
- {Partial interview-breakoff} | -7 | 2 | 0.0% (MISS)
- {Survey component legitimate skip/NA} | -8 | 99 | 0.6% (MISS)
- {Missing} | -9 | 312 | 1.9% (MISS)

**TOTALS:** 16252 100.0% 100.0%

## Years of Calculus coursework

17. From the beginning of ninth grade to the end of this school year, how many years of math coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

**Note:** This is one of a series of items, a through i. This item also appears on the abbreviated student (Q17h), transfer (Q21h), homeschool (Q17h), early graduate (Q20h), and dropout (Q28h) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q20h) question stem is in past tense. Question stem wording change: ‘to the end of this school year’ is replaced with ‘until you left high school’.

Dropout (Q28h) - see early graduate.

**Applies to:** All respondents.

**Source:** ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<td>4</td>
<td>190</td>
<td>1.2%</td>
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**RESERVE CODES:**
- {Don’t know} | -1 | 9 | 0.0% (MISS)
- {Nonrespondent} | -4 | 1164 | 7.2% (MISS)
- {Multiple responses} | -6 | 5 | 0.0% (MISS)
- {Partial interview-breakoff} | -7 | 2 | 0.0% (MISS)
- {Survey component legitimate skip/NA} | -8 | 99 | 0.6% (MISS)
- {Missing} | -9 | 386 | 2.4% (MISS)

**TOTALS:** 16252 100.0% 100.0%
### Years of Math coursework

17. From the beginning of ninth grade to the end of this school year, how many years of math coursework will you have completed in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

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<td>978</td>
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<td>6.7%</td>
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<td>6.5%</td>
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<td>69.2%</td>
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### Years of Consumer/Business Math coursework

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<td>0.9%</td>
<td>1.1%</td>
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<tr>
<td>1 year</td>
<td>3</td>
<td>978</td>
<td>6.0%</td>
<td>6.7%</td>
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</table>

### Source
- ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires
- Applies to: All respondents.

### Applicability
- Dropout (Q28j) - see early graduate.
- Early graduate (Q30j) question stem is identical to the student item. Early graduate (Q30i) question stem is identical to the student item. Early graduate (Q30j) question stem is identical to the student item. Early graduate (Q30j) question stem is identical to the student item.
- Note: This is one of a series of items, a through j. This item also appears on the abbreviated student (Q17i), transfer (Q21i), homeschool (Q17i), early graduate (Q30i), and dropout (Q26i) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q30i) question stem is identical to the student item. Early graduate (Q30j) question stem is identical to the student item. Early graduate (Q30j) question stem is identical to the student item.

### RESERVE CODES
- Missing
- Survey component legitimate skip/NA
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Almost never
- Almost always

### Codebook
- G-117

---

### Can do excellent job on math tests

18. In your current or most recent math class, how often do/did you do the following statements apply to you?

**(MARK ONE RESPONSE ON EACH LINE)**

- I'm confident that I can do an excellent job on my math tests
- Almost Never
- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

### Can understand math texts

18. In your current or most recent math class, how often do/did you do the following statements apply to you?

**(MARK ONE RESPONSE ON EACH LINE)**

- I'm certain I can understand the most difficult material presented in my math textbooks
- Almost Never
- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

### Can understand difficult math texts

18. In your current or most recent math class, how often do/did you do the following statements apply to you?

**(MARK ONE RESPONSE ON EACH LINE)**

- I'm certain I can understand the most difficult material presented in my math textbooks
- Almost Never
- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

### Do a good job on math tests

18. In your current or most recent math class, how often do/did you do the following statements apply to you?

**(MARK ONE RESPONSE ON EACH LINE)**

- I'm confident that I can do an excellent job on my math tests
- Almost Never
- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

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- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

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- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

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- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

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- Often
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**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

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- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

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- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

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- Almost Never
- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

### Do a good job on math tests

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- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

### Can do difficult job on math tests

18. In your current or most recent math class, how often do/did you do the following statements apply to you?

**(MARK ONE RESPONSE ON EACH LINE)**

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- Almost Never
- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

### Can understand math texts

18. In your current or most recent math class, how often do/did you do the following statements apply to you?

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- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire

---

### Can understand difficult math texts

18. In your current or most recent math class, how often do/did you do the following statements apply to you?

**(MARK ONE RESPONSE ON EACH LINE)**

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- Almost Never
- Sometimes
- Often
- Almost Always

**Note:** This is one of a series of items, a through e. This item only appears on the full student questionnaire.

### Applies to:
- All respondents.

### Source
- ELS:2002 first follow-up Student questionnaire
How often uses calculators in math class
18. In your current or most recent math class, how often do/did you... (MARK ONE RESPONSE ON EACH LINE)
   a. use calculators?
      (Never; Rarely; Less than once a week; Once or twice a week; Every day or almost every day)
   b. use graphing calculators?
      (Never; Rarely; Less than once a week; Once or twice a week; Every day or almost every day)

Note: This is one of a series of items, a through e. This item only appears on the full student questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire

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</tr>
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</table>

How often uses computers in math class
20. Please indicate if you used or are using a computer in class for the following subjects over the last two school years.

Note: This is one of a series of items, a through h. This item only appears on the full student questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire

<table>
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</tbody>
</table>

How often uses graphing calculators in math class
19. In your current or most recent mathematics class, how often do/did you... (MARK ONE RESPONSE ON EACH LINE)
   a. use graphing calculators?
      (Never; Rarely; Less than once a week; Once or twice a week; Every day or almost every day)

Note: This is one of a series of items, a through e. This item only appears on the full student questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire

<table>
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</table>
### Uses computer in spring 2004 math

20. Please indicate if you used or are using a computer in class for the following subjects over the last two school years.

This school year (2003-2004 school year)

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No; Did not take this subject that semester/term)

b. 2nd semester/term in math class

Note: This is one of a series of items, a through h. This item only appears on the full student questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student questionnaire

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</tr>
<tr>
<td>N</td>
<td>2</td>
<td>6675</td>
<td>41.1%</td>
</tr>
<tr>
<td>DNTT</td>
<td>3</td>
<td>2567</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-4 1164 7.2% (MISS)
-6 1 0.0% (MISS)
-8 4637 28.5% (MISS)
-9 161 1.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Uses computer in fall 2003 English

20. Please indicate if you used or are using a computer in class for the following subjects over the last two school years.

This school year (2003-2004 school year)

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No; Did not take this subject that semester/term)

c. 1st semester/term in English class

Note: This is one of a series of items, a through h. This item only appears on the full student questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student questionnaire

<table>
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<tr>
<td>Y</td>
<td>1</td>
<td>1047</td>
<td>6.4%</td>
</tr>
<tr>
<td>N</td>
<td>2</td>
<td>6675</td>
<td>41.1%</td>
</tr>
<tr>
<td>DNTT</td>
<td>3</td>
<td>2567</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-4 1164 7.2% (MISS)
-6 1 0.0% (MISS)
-8 4637 28.5% (MISS)
-9 161 1.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Uses computer in spring 2004 English

20. Please indicate if you used or are using a computer in class for the following subjects over the last two school years.

This school year (2003-2004 school year)

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No; Did not take this subject that semester/term)

d. 2nd semester/term in English class

Note: This is one of a series of items, a through h. This item only appears on the full student questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student questionnaire

<table>
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<th>PERCENT</th>
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<td>1</td>
<td>1047</td>
<td>6.4%</td>
</tr>
<tr>
<td>N</td>
<td>2</td>
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<td>41.1%</td>
</tr>
<tr>
<td>DNTT</td>
<td>3</td>
<td>2567</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-4 1164 7.2% (MISS)
-6 1 0.0% (MISS)
-8 4637 28.5% (MISS)
-9 161 1.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

### F1S20H STUDENT.PUB Rec. 2/5
Pos. 285-286 Format: N2

**Used computer in spring 2003 English**

20. Please indicate if you used or are using a computer in class for the following subjects over the last two school years.

- Last school year (2002-2003 school year)
  - MARK ONE RESPONSE ON EACH LINE
  - (You haven’t thought about it; No, you don’t plan to take it; Yes, you’ve already taken it; Yes, you plan to take it)

  **Note:** This is one of a series of items, a through h. This item only appears on the full student questionnaire.

Apply to: All respondents.

### Source: ELS:2002 first follow-up Student questionnaire

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<tr>
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<td>5981</td>
<td>16.7%</td>
<td>43.5%</td>
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<tr>
<td>2</td>
<td>3769</td>
<td>23.2%</td>
<td>34.2%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- [Multiple response] -6 4377 28.5% (MISS)
- [Missing] -9 203 1.2% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### F1S21A STUDENT.PUB Rec. 2/5
Pos. 287-288 Format: N2

**Did not take subject this term**

21. Have you taken or are you planning to take any of the following tests?

- MARK ONE RESPONSE ON EACH LINE
  - (You haven’t thought about it; No, you don’t plan to take it; Yes, you’ve already taken it; Yes, you plan to take it)

  **Note:** This is one of a series of items, a through e. This item also appears on the abbreviated student (Q18a), transfer (Q22a), and homeschool (Q18c) questionnaires. These items are identical to the student item.

Apply to: All respondents.

### Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

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<td>12.9%</td>
<td>17.7%</td>
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<td>2</td>
<td>3027</td>
<td>18.6%</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- [Don’t know] -1 13 0.1% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple response] -6 5 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 23 1.7% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### F1S21B STUDENT.PUB Rec. 2/5
Pos. 289-289 Format: N2

**Took or plans to take the PLAN**

21. Have you taken or are you planning to take any of the following tests?

- MARK ONE RESPONSE ON EACH LINE
  - (You haven’t thought about it; No, you don’t plan to take it; Yes, you’ve already taken it; Yes, you plan to take it)

  **Note:** This is one of a series of items, a through e. This item also appears on the abbreviated student (Q18b), transfer (Q22b), and homeschool (Q18d) questionnaires. These items are identical to the student item.

Apply to: All respondents.

### Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

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<td>42.3%</td>
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<td>3</td>
<td>2501</td>
<td>15.4%</td>
<td>15.9%</td>
</tr>
<tr>
<td>4</td>
<td>439</td>
<td>2.7%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- [Don’t know] -1 17 0.1% (MISS)
- [Refused] -2 2 0.0% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple response] -6 14 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 1145 8.3% (MISS)
- [Missing] -9 556 3.4% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### F1S21C STUDENT.PUB Rec. 2/5
Pos. 291-292 Format: N2

**Took or plans to take SAT or ACT**

21. Have you taken or are you planning to take any of the following tests?

- MARK ONE RESPONSE ON EACH LINE
  - (You haven’t thought about it; No, you don’t plan to take it; Yes, you’ve already taken it; Yes, you plan to take it)

  **Note:** This is one of a series of items, a through e. This item also appears on the abbreviated student (Q18c), transfer (Q22c), and homeschool (Q18e) questionnaires. These items are identical to the student item.

Apply to: All respondents.

### Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

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<td>4</td>
<td>2553</td>
<td>15.4%</td>
<td>17.3%</td>
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</table>

**REVIEW CODES:**

- [Don’t know] -1 2 0.0% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple response] -6 37 0.2% (MISS)
- [Survey component legitimate skip/NA] -8 1145 8.3% (MISS)
- [Missing] -9 149 0.9% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### F1S21D STUDENT.PUB Rec. 2/5
Pos. 293-294 Format: N2

**Took or plans to take Advanced Placement test**

21. Have you taken or are you planning to take any of the following tests?

- MARK ONE RESPONSE ON EACH LINE
  - (You haven’t thought about it; No, you don’t plan to take it; Yes, you’ve already taken it; Yes, you plan to take it)

  **Note:** This is one of a series of items, a through e. This item also appears on the abbreviated student (Q18d), transfer (Q22d), and homeschool (Q18f) questionnaires. These items are identical to the student item.

Apply to: All respondents.

### Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

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<tr>
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<td>1284</td>
<td>20.2%</td>
<td>26.2%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- [Don’t know] -1 10 0.1% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple response] -6 22 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 1145 8.3% (MISS)
- [Missing] -9 534 3.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%
21. Have you taken or are you planning to take any of the following tests?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No; You have not taken and do not plan to take the SAT or ACT)
Note: This is one of a series of items, a through e. This item also appears on the abbreviated student (Q21a, transfer Q22a), and homeschool (Q21e) questionnaires. These items are identical to the student item.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

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<td>Yes, already taken it..........................</td>
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<td>964</td>
<td>5.9%</td>
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<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
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</table>

22. To prepare for the SAT and/or ACT, did you or do you plan to do any of the following?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No; You have not taken and do not plan to take the SAT or ACT)
a. Take a special course at your high school
Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire. If a respondent marked the have not taken and do not plan to take the SAT or ACT indicator (see questionnaire) and skipped this item as instructed, then this item was coded as have not taken and do not plan to take the SAT or ACT.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire

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<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Appendix G: Base-Year to First Follow-up Electronic Codebook
Appendix G:
Base-Year to First Follow-up Electronic Codebook

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**P1S22D**

**STUDENT.PUB** Rec. 2/5

Pos. 303-304

Format: E2

**Used or plans to study from SAT/ACT preparation books**

22. **To prepare for the SAT and/or ACT, did you or do you plan to do any of the following?**

(ENTER ONLY ONE RESPONSE ON EACH LINE)

Yes; No; You have not taken and do not plan to take the SAT or ACT

**d.** Study from test preparation books

Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire. If a respondent marked the have not taken and do not plan to take the SAT or ACT indicator (see questionnaire) and skipped this item as instructed, then this item was coded as have not taken and do not plan to take the SAT or ACT.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student questionnaire

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**P1S22E**

**STUDENT.PUB** Rec. 2/5

Pos. 303-304

Format: E2

**Used or plans to use SAT/ACT preparation video tape**

22. **To prepare for the SAT and/or ACT, did you or do you plan to do any of the following?**

(ENTER ONLY ONE RESPONSE ON EACH LINE)

Yes; No; You have not taken and do not plan to take the SAT or ACT

e. **Use a test preparation video tape**

Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire. If a respondent marked the have not taken and do not plan to take the SAT or ACT indicator (see questionnaire) and skipped this item as instructed, then this item was coded as have not taken and do not plan to take the SAT or ACT.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student questionnaire

---

**P1S22F**

**STUDENT.PUB** Rec. 2/5

Pos. 303-304

Format: E2

**Used or plans to use SAT/ACT preparation computer program**

22. **To prepare for the SAT and/or ACT, did you or do you plan to do any of the following?**

(ENTER ONLY ONE RESPONSE ON EACH LINE)

Yes; No; You have not taken and do not plan to take the SAT or ACT

f. **Use a test preparation computer program**

Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire. If a respondent marked the have not taken and do not plan to take the SAT or ACT indicator (see questionnaire) and skipped this item as instructed, then this item was coded as have not taken and do not plan to take the SAT or ACT.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student questionnaire

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## Appendix G: Base-Year to First Follow-up Electronic Codebook

### F1S24AA

**Rec. 2/5**

**Pos. 313-314**

**Format: N2**

**Participated in Talent Search in 9th grade**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>374</td>
<td>2.3%</td>
<td>72.1%</td>
</tr>
<tr>
<td>1</td>
<td>120</td>
<td>0.7%</td>
<td>27.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- [Nonrespondent]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTALS:**

16252 100.0% 100.0%

### F1S24AB

**Rec. 2/5**

**Pos. 315-316**

**Format: N2**

**Participated in Talent Search in 10th grade**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>368</td>
<td>2.2%</td>
<td>72.4%</td>
</tr>
<tr>
<td>1</td>
<td>126</td>
<td>0.8%</td>
<td>27.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- [Nonrespondent]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTALS:**

16252 100.0% 100.0%

### F1S24AC

**Rec. 2/5**

**Pos. 317-318**

**Format: N2**

**Participated in Talent Search in 11th grade**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>357</td>
<td>2.2%</td>
<td>68.9%</td>
</tr>
<tr>
<td>1</td>
<td>137</td>
<td>0.8%</td>
<td>31.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- [Nonrespondent]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTALS:**

16252 100.0% 100.0%

### F1S24AD

**Rec. 2/5**

**Pos. 319-320**

**Format: N2**

**Participated in Talent Search in 12th grade**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>336</td>
<td>2.1%</td>
<td>65.7%</td>
</tr>
<tr>
<td>1</td>
<td>158</td>
<td>0.9%</td>
<td>34.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- [Nonrespondent]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTALS:**

16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

<table>
<thead>
<tr>
<th>F1S24AE</th>
<th>STUDENT.PUB Rec. 2/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. 321-322</td>
<td>Format: N2</td>
</tr>
</tbody>
</table>

**Did not participate in Talent Search**

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

- a. Talent Search
  - F1S24AA 9th grade
  - F1S24AB 10th grade
  - F1S24AC 11th grade
  - F1S24AD 12th grade

- b. Upward Bound
  - F1S24BE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in Talent Search/Upward Bound/etc.

Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
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<tr>
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<tr>
<td>Yes</td>
<td>1</td>
<td>248</td>
<td>1.5%</td>
</tr>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALES:**

16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>F1S24BB</th>
<th>STUDENT.PUB Rec. 2/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. 327-328</td>
<td>Format: N2</td>
</tr>
</tbody>
</table>

**Did not participate in Talent Search**

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

- a. Talent Search
  - F1S24BA 9th grade
  - F1S24BB 10th grade
  - F1S24BC 11th grade
  - F1S24BD 12th grade

- b. Upward Bound
  - F1S24BE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in Talent Search/Upward Bound/etc.

Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>68</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALES:**

16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>F1S24BC</th>
<th>STUDENT.PUB Rec. 2/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. 323-324</td>
<td>Format: N2</td>
</tr>
</tbody>
</table>

**Highest grade of participation in Upward Bound**

If F1S24BC = 1 Then F1S24BD=1;
If F1S24BD = 1 Then F1S24BE=1;
If F1S24BE = 1 Then F1S24BC=1;
If F1S24BB = 1 Then F1S24BC=1;
If F1S24BD = 1 And F1S24BC=1 Then F1S24AC=1;
If F1S24AC = 1 And F1S24AB=1 Then F1S24AA=1;
If F1S24AB = 1 And F1S24AC=1 Then F1S24BB=1;
If F1S24AA = 1 And F1S24AB=1 Then F1S24BB=1;

Applies to: Respondents who were in Upward Bound.

Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>129</td>
<td>0.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4637</td>
<td>28.5%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>F1S24BA</th>
<th>STUDENT.PUB Rec. 2/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. 325-326</td>
<td>Format: N2</td>
</tr>
</tbody>
</table>

**Participated in Upward Bound in 9th grade**

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

- a. Talent Search
  - F1S24AA 9th grade
  - F1S24AB 10th grade
  - F1S24AC 11th grade
  - F1S24AD 12th grade

- b. Upward Bound
  - F1S24BE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in Upward Bound.

Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>68</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALES:**

16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>F1S24BB</th>
<th>STUDENT.PUB Rec. 2/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. 329-330</td>
<td>Format: N2</td>
</tr>
</tbody>
</table>

**Participated in Upward Bound in 10th grade**

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

- a. Talent Search
  - F1S24BA 9th grade
  - F1S24BB 10th grade
  - F1S24BC 11th grade
  - F1S24BD 12th grade

- b. Upward Bound
  - F1S24BE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in Upward Bound.

Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>403</td>
<td>2.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>129</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>F1S24BC</th>
<th>STUDENT.PUB Rec. 2/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. 332-333</td>
<td>Format: N2</td>
</tr>
</tbody>
</table>

**Participated in Upward Bound in 11th grade**

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

- a. Talent Search
  - F1S24BA 9th grade
  - F1S24BB 10th grade
  - F1S24BC 11th grade
  - F1S24BD 12th grade

- b. Upward Bound
  - F1S24BE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in Upward Bound.

Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
<tr>
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<td>0</td>
<td>403</td>
<td>2.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>92</td>
<td>0.6%</td>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%
**Appendix G: Base-Year to First Follow-up Electronic Codebook**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>MWTD</th>
<th>PCT</th>
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<tbody>
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<td>86.6%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>71</td>
<td>0.4%</td>
<td>13.4%</td>
<td></td>
</tr>
</tbody>
</table>

**F1S24BD**

Participated in Upward Bound in 12th grade

**F1S24BE**

Did not participate

**F1S24BB**

11th grade

**F1S24BA**

9th grade

**F1S24CA**

12th grade

**F1S24CB**

10th grade

**F1S24CC**

11th grade

**F1S24CD**

9th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CA**

Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.

**F1S24CB**

Talent Search

**F1S24CC**

Upward Bound

**F1S24CD**

Other similar program (including Gear Up)

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CD**

Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.

**F1S24CE**

Did not participate

**F1S24CC**

11th grade

**F1S24CB**

10th grade

**F1S24CA**

9th grade

**F1S24CD**

12th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CB**

Please mark the school years during which you participated in Talent Search/Upward Bound/etc.

**F1S24CC**

11th grade

**F1S24CD**

9th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CB**

Please mark the school years during which you participated in Talent Search/Upward Bound/etc.

**F1S24CC**

11th grade

**F1S24CD**

9th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CB**

Please mark the school years during which you participated in Talent Search/Upward Bound/etc.

**F1S24CC**

11th grade

**F1S24CD**

9th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CB**

Please mark the school years during which you participated in Talent Search/Upward Bound/etc.

**F1S24CC**

11th grade

**F1S24CD**

9th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CB**

Please mark the school years during which you participated in Talent Search/Upward Bound/etc.

**F1S24CC**

11th grade

**F1S24CD**

9th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CB**

Please mark the school years during which you participated in Talent Search/Upward Bound/etc.

**F1S24CC**

11th grade

**F1S24CD**

9th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CB**

Please mark the school years during which you participated in Talent Search/Upward Bound/etc.

**F1S24CC**

11th grade

**F1S24CD**

9th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

**F1S24CB**

Please mark the school years during which you participated in Talent Search/Upward Bound/etc.

**F1S24CC**

11th grade

**F1S24CD**

9th grade

**F1S24CE**

Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

-------
F1S24CC STUDENT.PUB Rec. 2/5
-------
Pos. 341-342

Participated in Gear Up/other similar program in 12th grade

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

c. Other similar program (including Gear Up)
F1S24CA 9th grade
F1S24CB 10th grade
F1S24CC 11th grade
F1S24CD 12th grade
F1S24CE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in similar program to Talent Search/Upward Bound/etc.
Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
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<tbody>
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<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>-3</td>
<td>9827</td>
<td>60.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
<td>MISS</td>
</tr>
<tr>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-9</td>
<td>141</td>
<td>0.9%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

-------
F1S24CD STUDENT.PUB Rec. 2/5
-------
Pos. 343-344

Participated in Gear Up/other similar program in 11th grade

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

c. Other similar program (including Gear Up)
F1S24CA 9th grade
F1S24CB 10th grade
F1S24CC 11th grade
F1S24CD 12th grade
F1S24CE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in similar program to Talent Search/Upward Bound/etc.
Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
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<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>-3</td>
<td>9827</td>
<td>60.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
<td>MISS</td>
</tr>
<tr>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-9</td>
<td>141</td>
<td>0.9%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

-------
F1S24CB STUDENT.PUB Rec. 2/5
-------
Pos. 345-346

Participated in Gear Up/other similar program in 10th grade

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

c. Other similar program (including Gear Up)
F1S24CA 9th grade
F1S24CB 10th grade
F1S24CC 11th grade
F1S24CD 12th grade
F1S24CE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in similar program to Talent Search/Upward Bound/etc.
Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>-3</td>
<td>9827</td>
<td>60.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
<td>MISS</td>
</tr>
<tr>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-9</td>
<td>141</td>
<td>0.9%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

-------
F1S24CA STUDENT.PUB Rec. 2/5
-------
Pos. 347-348

Participated in Gear Up/other similar program in 9th grade

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

c. Other similar program (including Gear Up)
F1S24CA 9th grade
F1S24CB 10th grade
F1S24CC 11th grade
F1S24CD 12th grade
F1S24CE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in similar program to Talent Search/Upward Bound/etc.
Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>-3</td>
<td>9827</td>
<td>60.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
<td>MISS</td>
</tr>
<tr>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-9</td>
<td>141</td>
<td>0.9%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

-------
F1S24CE STUDENT.PUB Rec. 2/5
-------
Pos. 349-350

Did not participate in Gear Up/other similar program

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

24. Please mark the school years during which you participated in Talent Search, Upward Bound, or a similar program.
(MARK ALL THAT APPLY ON EACH LINE)

c. Other similar program (including Gear Up)
F1S24CA 9th grade
F1S24CB 10th grade
F1S24CC 11th grade
F1S24CD 12th grade
F1S24CE Did not participate

Note: This is one of a series of items, a through c. This item only appears on the full student questionnaire.

Applies to: Respondents who were in similar program to Talent Search/Upward Bound/etc.
Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>-3</td>
<td>9827</td>
<td>60.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
<td>MISS</td>
</tr>
<tr>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-9</td>
<td>141</td>
<td>0.9%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

25. In the first semester or term of this school year, how many times did any of the following happen?
   (MARK ONE RESPONSE ON EACH LINE)
   (Never; Once or twice; More than twice)
   c. Someone threatened to hurt you at school
   Note: This is one of a series of items, a through d. This item only appears on the full student questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

26. Have you participated in the following school-sponsored activities this school year?
   (MARK ONE RESPONSE ON EACH LINE)
   (Did not participate; Participated as an officer, leader, or captain)

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

26. Have you participated in the following school-sponsored activities this school year?
   (MARK ONE RESPONSE ON EACH LINE)
   (Did not participate; Participated as an officer, leader, or captain)
   b. Interscholastic sports (competition with teams from other schools)
   Note: This is one of a series of items, a through k. This item also appears on the abbreviated student (Q19b), transfer (Q23b), homeschool (Q23b), and early graduate (Q31b) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q31b) question stem is in past tense. Question stem wording change: 'Did you participate in the following school-sponsored activities in your last year of high school?'. Homeschool (Q23b) series of items is introduced by a gate question (Q19): 'Have you participated in any school-sponsored activities this school year?'
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### P1S26D STUDENT.PUB Rec. 2/5

*Pos. 361-362 Format: N2*

**Participated in school play or musical**

26. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE) (Did not participate; Participated as an officer, leader, or captain)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>N2 PER-</th>
<th>N2 WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate</td>
<td>1</td>
<td>12070</td>
<td>74.3%</td>
</tr>
<tr>
<td>Participated</td>
<td>2</td>
<td>1627</td>
<td>10.0%</td>
</tr>
<tr>
<td>Participated as officer/leader/captain</td>
<td>3</td>
<td>397</td>
<td>2.3%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>{Item legitimate skip/NA}</td>
<td>-3</td>
<td>93</td>
<td>0.6%</td>
</tr>
<tr>
<td>{Nonrespondent}</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>{Missing}</td>
<td>-9</td>
<td>133</td>
<td>0.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

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#### P1S26F STUDENT.PUB Rec. 2/5

*Pos. 363-366 Format: N2*

**Participated in academic honor society**

26. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE) (Did not participate; Participated as an officer, leader, or captain)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>N2 PER-</th>
<th>N2 WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate</td>
<td>1</td>
<td>10734</td>
<td>66.0%</td>
</tr>
<tr>
<td>Participated</td>
<td>2</td>
<td>2810</td>
<td>17.3%</td>
</tr>
<tr>
<td>Participated as officer/leader/captain</td>
<td>3</td>
<td>489</td>
<td>3.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>{Don't know}</td>
<td>-1</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>{Item legitimate skip/NA}</td>
<td>-3</td>
<td>93</td>
<td>0.6%</td>
</tr>
<tr>
<td>{Nonrespondent}</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>{Missing}</td>
<td>-9</td>
<td>173</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

---

#### P1S26G STUDENT.PUB Rec. 2/5

*Pos. 363-368 Format: N2*

**Participated in student government**

26. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE) (Did not participate; Participated as an officer, leader, or captain)

a. Student government

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>N2 PER-</th>
<th>N2 WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate</td>
<td>1</td>
<td>12110</td>
<td>74.0%</td>
</tr>
<tr>
<td>Participated</td>
<td>2</td>
<td>1162</td>
<td>7.1%</td>
</tr>
<tr>
<td>Participated as officer/leader/captain</td>
<td>3</td>
<td>755</td>
<td>4.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>{Don't know}</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>{Item legitimate skip/NA}</td>
<td>-3</td>
<td>93</td>
<td>0.6%</td>
</tr>
<tr>
<td>{Nonrespondent}</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>{Missing}</td>
<td>-9</td>
<td>181</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

---

#### P1S26E STUDENT.PUB Rec. 2/5

*Pos. 361-362 Format: N2*

**Participated in school yearbook, newspaper, literary magazine**

26. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE) (Did not participate; Participated as an officer, leader, or captain)

e. Student government

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>N2 PER-</th>
<th>N2 WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate</td>
<td>1</td>
<td>11498</td>
<td>70.7%</td>
</tr>
<tr>
<td>Participated</td>
<td>2</td>
<td>1947</td>
<td>12.0%</td>
</tr>
<tr>
<td>Participated as officer/leader/captain</td>
<td>3</td>
<td>597</td>
<td>3.7%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>{Item legitimate skip/NA}</td>
<td>-3</td>
<td>93</td>
<td>0.6%</td>
</tr>
<tr>
<td>{Nonrespondent}</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>{Missing}</td>
<td>-9</td>
<td>167</td>
<td>1.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

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#### P1S26H STUDENT.PUB Rec. 2/5

*Pos. 363-364 Format: N2*

**Participated in extracurricular activities**

26. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE) (Did not participate; Participated as an officer, leader, or captain)

f. National Honor Society (NHS) or other academic honor society

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>N2 PER-</th>
<th>N2 WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate</td>
<td>1</td>
<td>10784</td>
<td>66.6%</td>
</tr>
<tr>
<td>Participated</td>
<td>2</td>
<td>2810</td>
<td>17.3%</td>
</tr>
<tr>
<td>Participated as officer/leader/captain</td>
<td>3</td>
<td>489</td>
<td>3.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>{Don't know}</td>
<td>-1</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>{Item legitimate skip/NA}</td>
<td>-3</td>
<td>93</td>
<td>0.6%</td>
</tr>
<tr>
<td>{Nonrespondent}</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>{Missing}</td>
<td>-9</td>
<td>133</td>
<td>0.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires
26. Have you participated in the following school-sponsored activities this school year?
   (MARK ONE RESPONSE ON EACH LINE)
   (Did not participate; Participated; Participated as an officer, leader, or captain)
   a. Academic club (such as Key Club, Big Brother or Big Sister)
   b. Service club (such as Key Club, Big Brother or Big Sister)
Note: This is one of a series of items, a through k. This item also appears on the abbreviated student (Q19k), transfer (Q23k), homeschooled (Q25h), and early graduate (Q31k) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q13k) question stem is in past tense. Question stem wording change: "Did you participate in the following school-sponsored activities in your last year of high school?". Homeschool (Q25h) series of items is introduced by a gate question (Q19): "Have you participated in any school-sponsored activities this school year?"

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>did not participate</td>
<td>1</td>
<td>11222</td>
<td>69.0%</td>
</tr>
<tr>
<td>participated</td>
<td>2</td>
<td>2253</td>
<td>13.9%</td>
</tr>
<tr>
<td>participated as officer/leader/captain</td>
<td>3</td>
<td>558</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA (-3) 93 0.6% (MISS)
- Nonrespondent (-4) 1164 7.2% (MISS)
- Partial interview-breakoff (-7) 1 0.0% (MISS)
- Survey component legitimate skip/NA (-8) 785 4.8% (MISS)
- Missing (-9) 176 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

Participated in school service clubs

26. Have you participated in the following school-sponsored activities this school year?
   (MARK ONE RESPONSE ON EACH LINE)
   (Did not participate; Participated; Participated as an officer, leader, or captain)
   j. Hobby club (such as photography, chess)
Note: This is one of a series of items, a through k. This item also appears on the abbreviated student (Q19j), transfer (Q23j), homeschooled (Q25j), and early graduate (Q31j) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q13j) question stem is in past tense. Question stem wording change: "Did you participate in the following school-sponsored activities in your last year of high school?". Homeschool (Q25j) series of items is introduced by a gate question (Q19): "Have you participated in any school-sponsored activities this school year?"

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>did not participate</td>
<td>1</td>
<td>12225</td>
<td>75.3%</td>
</tr>
<tr>
<td>participated</td>
<td>2</td>
<td>1444</td>
<td>8.9%</td>
</tr>
<tr>
<td>participated as officer/leader/captain</td>
<td>3</td>
<td>339</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA (-3) 93 0.6% (MISS)
- Nonrespondent (-4) 1164 7.2% (MISS)
- Partial interview-breakoff (-7) 1 0.0% (MISS)
- Survey component legitimate skip/NA (-8) 785 4.8% (MISS)
- Missing (-9) 201 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WDPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>4018</td>
<td>24.7%</td>
<td>31.6%</td>
</tr>
<tr>
<td>&lt;=1 hour/week</td>
<td>1527</td>
<td>9.4%</td>
<td>10.4%</td>
</tr>
<tr>
<td>1-4 hours/week</td>
<td>3016</td>
<td>18.6%</td>
<td>20.6%</td>
</tr>
<tr>
<td>5-9 hours/week</td>
<td>1876</td>
<td>11.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>10-14 hours/week</td>
<td>1848</td>
<td>11.4%</td>
<td>12.5%</td>
</tr>
<tr>
<td>15-19 hours/week</td>
<td>1096</td>
<td>6.7%</td>
<td>7.5%</td>
</tr>
<tr>
<td>20-24 hours/week</td>
<td>473</td>
<td>2.9%</td>
<td>3.3%</td>
</tr>
<tr>
<td>25 or more hours/week</td>
<td>283</td>
<td>1.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Don't know</td>
<td>-1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>Refused</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>93</td>
<td>0.6%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>64</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

**School has library media/resource center**

28. Does your school have a library or library media resource center?  
Yes (GO TO QUESTION 29)  
No (SKIP TO QUESTION 30 ON PAGE 10)  
Note: This item also appears on the abbreviated student (Q21) and transfer (Q25) questionnaires.

**Applies to: All respondents.**  
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

<table>
<thead>
<tr>
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<th>FREQ</th>
<th>PERCENT</th>
<th>WDPT</th>
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<td>0.0%</td>
<td></td>
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<tr>
<td>Yes</td>
<td>356</td>
<td>2.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Reserve</td>
<td>13015</td>
<td>81.9%</td>
<td>97.7%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

**Use of school library for assignments**

29. How often do you use your school library media resource center for any of the following activities?  
[MAKE ONE RESPONSE ON EACH LINE]  
Never  
Rarely  
Sometimes  
Often

**Applies to: Respondents whose school has a library media center.**  
Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

<table>
<thead>
<tr>
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<tr>
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<td>14.7%</td>
<td>18.3%</td>
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<tr>
<td>Rarely</td>
<td>2</td>
<td>23.9%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5077</td>
<td>30.9%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>11.9%</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**

- [Don’t know] -1 2 0.0% (MISS)
- [Item legitimate skip/NA] -3 356 2.2% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple responses] -6 3 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 1386 8.5% (MISS)
- [Missing] -9 110 0.7% (MISS)

**TOTALS:** 16252 100.0% 100.0%
Use of school library for research papers

29. How often do you use your school library media resource center for any of the following activities?

(MARK ONE RESPONSE ON EACH LINE)
[Never; Rarely; Sometimes; Often]
d. Research papers
Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q22d) and transfer (Q26d) questionnaires. These items are identical to the student item.

Apply to: Respondents whose school has a library media center.
Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

<table>
<thead>
<tr>
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<th>FREQ</th>
<th>CENT</th>
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<th>PER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>1821</td>
<td>11.1%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>2668</td>
<td>16.4%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>4590</td>
<td>28.2%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>4109</td>
<td>25.8%</td>
<td>13.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES
[Don't know].......................... 1 2 0.0% (MISS)
[Item legitimate skip/NA]............ 2 356 2.2% (MISS)
[Nonrespondent]........................ 4 1164 7.2% (MISS)
[Multiple responses].................. 6 15 0.1% (MISS)
[Survey component legitimate skip/NA] 9 1366 8.5% (MISS)
[Missing]............................. 9 151 0.9% (MISS)

TOTALS: 16252 100.0% 100.0%

Use of school library for leisure reading

29. How often do you use your school library media resource center for any of the following activities?

(MARK ONE RESPONSE ON EACH LINE)
[Never; Rarely; Sometimes; Often]
e. Leisure reading
Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q22e) and transfer (Q26e) questionnaires. These items are identical to the student item.

Apply to: Respondents whose school has a library media center.
Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>PER</th>
</tr>
</thead>
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<td>7776</td>
<td>47.9%</td>
<td>60.6%</td>
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<tr>
<td>Rarely</td>
<td>2</td>
<td>2936</td>
<td>18.1%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>1635</td>
<td>10.1%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>795</td>
<td>5.0%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES
[Don't know].......................... 1 2 0.0% (MISS)
[Item legitimate skip/NA]............ 3 356 2.2% (MISS)
[Nonrespondent]........................ 4 1164 7.2% (MISS)
[Multiple responses].................. 6 3 0.0% (MISS)
[Survey component legitimate skip/NA] 8 1366 8.5% (MISS)
[Missing]............................. 9 197 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Use of school library to read magazines/newspapers

29. How often do you use your school library media resource center for any of the following activities?

(MARK ONE RESPONSE ON EACH LINE)
[Never; Rarely; Sometimes; Often]
f. Read magazines/newspapers
Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q22f) and transfer (Q26f) questionnaires. These items are identical to the student item.

Apply to: Respondents whose school has a library media center.
Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>PER</th>
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</thead>
<tbody>
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<td>Never</td>
<td>1</td>
<td>3112</td>
<td>19.1%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3013</td>
<td>14.5%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>2012</td>
<td>12.4%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>924</td>
<td>5.7%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES
[Don't know].......................... 1 0 0.0% (MISS)
[Item legitimate skip/NA]............ 3 356 2.2% (MISS)
[Nonrespondent]........................ 4 1164 7.2% (MISS)
[Multiple responses].................. 6 10 0.1% (MISS)
[Survey component legitimate skip/NA] -8 1366 8.5% (MISS)
[Missing]............................. -9 151 0.9% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

Use of school library for Internet access

29. How often do you use your school library media resource center for any of the following activities? (MARK ONE RESPONSE ON EACH LINE) (Never; Rarely; Sometimes; Often)

i. Use the Internet

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q22i) and transfer (Q26i) questionnaires. These items are identical to the student item. Apply to: Respondents whose school has a library media center.

Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

Applies to: All respondents.

RESERVE CODES:

TOTALS: 16252 100.0% 100.0%

Use of school library for research papers

29. How often do you use your school library media resource center for any of the following activities? (MARK ONE RESPONSE ON EACH LINE) (Never; Rarely; Sometimes; Often)

i. Use the Internet

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q22i) and transfer (Q26i) questionnaires. These items are identical to the student item. Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

Applies to: All respondents.

RESERVE CODES:

TOTALS: 16252 100.0% 100.0%

Use of school library for assignments

30. How often do you use your public library for any of the following activities? (MARK ONE RESPONSE ON EACH LINE) (Never; Rarely; Sometimes; Often)

a. Course assignments

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q22a), transfer (Q27a), and homeschool (Q22c) questionnaires. These items are identical to the student item. Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

Applies to: All respondents.

RESERVE CODES:

TOTALS: 16252 100.0% 100.0%

Use of school library for homework

30. How often do you use your public library for any of the following activities? (MARK ONE RESPONSE ON EACH LINE) (Never; Rarely; Sometimes; Often)

c. Homework (assignments to be completed outside of class time)

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q23a), transfer (Q27a), and homeschool (Q23c) questionnaires. These items are identical to the student item. Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

Applies to: All respondents.

RESERVE CODES:

TOTALS: 16252 100.0% 100.0%

Use of school library for research papers

30. How often do you use your public library for any of the following activities? (MARK ONE RESPONSE ON EACH LINE) (Never; Rarely; Sometimes; Often)

d. Research papers

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q23b), transfer (Q27b), and homeschool (Q23d) questionnaires. These items are identical to the student item. Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

Applies to: All respondents.

RESERVE CODES:

TOTALS: 16252 100.0% 100.0%

Use of school library for in-school projects

30. How often do you use your public library for any of the following activities? (MARK ONE RESPONSE ON EACH LINE) (Never; Rarely; Sometimes; Often)

b. In-school projects

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q23b), transfer (Q27b), and homeschool (Q23c) questionnaires. These items are identical to the student item. Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

Applies to: All respondents.

RESERVE CODES:

TOTALS: 16252 100.0% 100.0%
### Use of public library for leisure reading

30. How often do you use your public library for any of the following activities?

- **(MARK ONE RESPONSE ON EACH LINE)**
- **(Never; Rarely; Sometimes; Often)**
- e. Leisure reading

Note: This is one of a series of items, a through i (for early graduate and dropout, a through e). This item also appears on the abbreviated student (Q23f), transfer (Q27f), homeschool (Q22f), early graduate (Q33f), and dropout (Q49f) questionnaires. These items are identical to the student item.

**Applies to:** All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

#### RESERVE CODES:

- **{Multiple response}**
- **{Nonrespondent}**
- **{Survey component legitimate skip/NA}**

**TOTALS:** 16252 100.0% 100.0%

### Use of public library to read magazines/newspaper

30. How often do you use your public library for any of the following activities?

- **(MARK ONE RESPONSE ON EACH LINE)**
- **(Never; Rarely; Sometimes; Often)**
- f. Read magazines or newspapers

Note: This is one of a series of items, a through i (for early graduate and dropout, a through e). This item also appears on the abbreviated student (Q23f), transfer (Q27f), homeschool (Q22f), early graduate (Q33f), and dropout (Q49f) questionnaires. These items are identical to the student item.

**Applies to:** All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

#### RESERVE CODES:

- **{Multiple response}**
- **{Nonrespondent}**
- **{Survey component legitimate skip/NA}**

**TOTALS:** 16252 100.0% 100.0%

### Use of public library to read books for fun

30. How often do you use your public library for any of the following activities?

- **(MARK ONE RESPONSE ON EACH LINE)**
- **(Never; Rarely; Sometimes; Often)**
- g. Read books for fun

Note: This is one of a series of items, a through i (for early graduate and dropout, a through e). This item also appears on the abbreviated student (Q23g), transfer (Q27g), homeschool (Q22g), early graduate (Q33g), and dropout (Q49g) questionnaires. These items are identical to the student item.

**Applies to:** All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

#### RESERVE CODES:

- **{Multiple response}**
- **{Nonrespondent}**
- **{Survey component legitimate skip/NA}**

**TOTALS:** 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 31. Hours/week spent on homework both in and out of school

<table>
<thead>
<tr>
<th>Over 20 hours/week</th>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
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</thead>
<tbody>
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<td>None</td>
<td>-8</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Less than 1 hour each week</td>
<td>-6</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>1-3 hours</td>
<td>-7</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>4-6 hours</td>
<td>-8</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>7-9 hours</td>
<td>-9</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>10-12 hours</td>
<td>-10</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
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<td>13-15 hours</td>
<td>-11</td>
<td>1345</td>
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<td>8.3%</td>
</tr>
<tr>
<td>16-20 hours</td>
<td>-12</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

Applies to: All respondents.

Note: This item only appears on the full student questionnaire.

#### 32. In your current math course, about how many hours do you spend on homework each week, both in and out of school? BE SURE TO ANSWER BOTH A AND B BELOW.

<table>
<thead>
<tr>
<th>More than 20 hours/week</th>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
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<td>-1</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Less than 1 hour/week</td>
<td>-2</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>1-3 hours</td>
<td>-3</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
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<tr>
<td>4-6 hours</td>
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<td>1345</td>
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<td>8.3%</td>
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<td>7-9 hours</td>
<td>-5</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>10-12 hours</td>
<td>-6</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>13-15 hours</td>
<td>-7</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>16-20 hours</td>
<td>-8</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool (Q25), Early Graduate (Q34), and Dropout (Q50) questionnaires. Unless otherwise noted below, these items are identical to the student item.

Applies to: All respondents.

Note: This item also appears on the abbreviated student (Q24), transfer (Q29), and homeschool (Q23) questionnaires.

#### 33. How many hours of additional reading do you do each week on your own outside of school - not in connection with schoolwork? (Do not count any school-assigned reading.)

<table>
<thead>
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<th>More than 10 hours/week</th>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
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</thead>
<tbody>
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<td>-1</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Less than 1 hour/week</td>
<td>-2</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>1-3 hours</td>
<td>-3</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
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<tr>
<td>4-6 hours</td>
<td>-4</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>7-9 hours</td>
<td>-5</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>10-12 hours</td>
<td>-6</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
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<td>13-15 hours</td>
<td>-7</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>16-20 hours</td>
<td>-8</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>10 or more hours/week</td>
<td>-9</td>
<td>1345</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires.

Applies to: All respondents.

Note: This item also appears on the abbreviated student (Q24), transfer (Q29), homeschool (Q24), early graduate (Q34), and dropout (Q50) questionnaires. Unless otherwise noted below, these items are identical to the student item. Dropout (Q50) question stem wording change: "How many hours of reading do you do each week?"
34. During the school year, how many hours a day do you usually watch TV, videotapes, or DVDs? BE SURE TO ANSWER BOTH A AND B BELOW.

On weekdays (MARK ONE)

Don’t watch TV, videotapes, or DVDs

Less than 1 hour a day

1 hour or more, but less than 2

2 hours or more, but less than 3

3 hours or more, but less than 5

5 hours or more a day

Note: This item also appears on the abbreviated student (Q26a), transfer (Q31a), homeschool (Q26b), early graduate (Q31a), and dropout (Q26a) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q31a) question stem wording change: ‘How many hours a day do you usually watch TV, videotapes, or DVDs?’

Dropout (Q26a) - see early graduate.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeshool, Early Graduate, and Dropout questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>WTD</th>
<th>PER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t watch TV, videotapes, or DVDs on weekdays:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour a day</td>
<td>1</td>
<td>789</td>
<td>4.9%</td>
</tr>
<tr>
<td>1 hour or more, but less than 2</td>
<td>2</td>
<td>2840</td>
<td>16.6%</td>
</tr>
<tr>
<td>2 hours or more, but less than 3</td>
<td>3</td>
<td>3413</td>
<td>21.0%</td>
</tr>
<tr>
<td>3 hours or more, but less than 5</td>
<td>5</td>
<td>2756</td>
<td>17.0%</td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>6</td>
<td>1531</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Don’t know} | -1 | 2 | 0.0% |

TOTALS: 16252 100.0% 100.0%

---

35. During the school year, how many hours a day do you usually play video or computer games such as Nintendo, Play Station, or XBOX? BE SURE TO ANSWER A AND B BELOW.

On weekdays (MARK ONE)

Don’t play video or computer games

Less than 1 hour a day

1 hour or more, but less than 2

2 hours or more, but less than 3

3 hours or more, but less than 5

5 hours or more a day

Note: This item also appears on the abbreviated student (Q27a), transfer (Q32a), homeschool (Q27b), early graduate (Q32a), and dropout (Q27a) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q32a) question stem wording change: ‘How many hours a day do you usually play video or computer games such as Nintendo, Play Station, or XBOX?’

Dropout (Q27a) - see early graduate.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>WTD</th>
<th>PER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t play video/computer games weekdays</td>
<td>1</td>
<td>7837</td>
<td>48.2%</td>
</tr>
<tr>
<td>Less than 1 hour a day</td>
<td>2</td>
<td>2976</td>
<td>16.2%</td>
</tr>
<tr>
<td>1 hour or more, but less than 2</td>
<td>3</td>
<td>1670</td>
<td>9.5%</td>
</tr>
<tr>
<td>2 hours or more, but less than 3</td>
<td>4</td>
<td>1076</td>
<td>6.4%</td>
</tr>
<tr>
<td>3 hours or more, but less than 5</td>
<td>5</td>
<td>559</td>
<td>3.4%</td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>6</td>
<td>309</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Nonrespondent} | -4 | 1164 | 7.2% |

TOTALS: 16252 100.0% 100.0%

---

Appendix G: Base-Year to First Follow-up Electronic Codebook
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**PLS36A** STUDENT.PUB Rec. 2/5
Pos. 433-434
Format: N2

Hours/day on computer for school work

36. How many hours a day do you usually use a computer for
schoolwork and other than for schoolwork? BE SURE TO ANSWER A AND B
BELOW.

For schoolwork

(MAKE ONE)

None

Less than 1 hour a day

1 hour or more, but less than 2

2 hours or more, but less than 3

3 hours or more, but less than 5

5 hours or more a day

Note: This item also appears on the abbreviated student (Q28a),
transfer (Q31a), and homeschool (Q37a) questionnaires. These items are
identical to the student item.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student,
Transfer, and Homeschool questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>1843</td>
<td>11.3%</td>
</tr>
<tr>
<td>Less than 1 hour a day</td>
<td>2</td>
<td>4995</td>
<td>30.7%</td>
</tr>
<tr>
<td>1 hour or more, but less than 2 hours</td>
<td>5</td>
<td>3732</td>
<td>23.0%</td>
</tr>
<tr>
<td>2 hours or more, but less than 3 hours</td>
<td>4</td>
<td>1976</td>
<td>12.2%</td>
</tr>
<tr>
<td>3 hours or more, but less than 5 hours</td>
<td>5</td>
<td>751</td>
<td>4.6%</td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>6</td>
<td>259</td>
<td>1.6%</td>
</tr>
<tr>
<td>RESERVE CODES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Missing) | 9 | 116 | 0.7% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---

**PLS37B** STUDENT.PUB Rec. 2/5
Pos. 433-436
Format: N2

How often uses computer at school library

37. How often do you use a computer...

a. at home?

b. at your school library?

Note: This is one of a series of items, a through f. This item also
appears on the abbreviated student (Q29b), transfer (Q33b), and
homeschool (Q38b) questionnaires. These items are identical to the
student item.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student,
Transfer, Homeschool, Early Graduate, and Dropout questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>1102</td>
<td>8.0%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>550</td>
<td>3.4%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>1236</td>
<td>7.6%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>3571</td>
<td>22.0%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>5</td>
<td>8232</td>
<td>50.7%</td>
</tr>
<tr>
<td>RESERVE CODES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Missing) | 9 | 76 | 0.5% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---

**PLS37** STUDENT.PUB Rec. 2/5
Pos. 439-440
Format: N2

How often uses computer at school library

37. How often do you use a computer...

a. at home?

b. at your school library?

Note: This is one of a series of items, a through f. This item also
appears on the abbreviated student (Q29a), transfer (Q33a), homeschool
(Q28a), early graduate (Q38a), and dropout (Q44a) questionnaires. These items are identical to the
student item.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student,
Transfer, Homeschool, Early Graduate, and Dropout questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>238</td>
<td>1.5%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>4107</td>
<td>25.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>5194</td>
<td>32.0%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>2785</td>
<td>17.1%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>5</td>
<td>1216</td>
<td>7.4%</td>
</tr>
<tr>
<td>RESERVE CODES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Missing) | 9 | 129 | 0.8% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---

G-136
### How often uses computer at another place at school

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Don't know: -1 3 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA: -8 136 8.5% (MISS)
- Missing: -9 214 1.3% (MISS)

#### TOTALS:

- 16252 100.0% 100.0%

### How often uses computer at public library

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Don't know: -1 2 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Multiple responses: -6 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 99 0.6% (MISS)
- Missing: -9 9 0.1% (MISS)

#### TOTALS:

- 16252 100.0% 100.0%

### How often uses computer at friend’s house

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Nonrespondent: -4 1164 7.2% (MISS)
- Multiple responses: -6 2 0.0% (MISS)
- Survey component legitimate skip/NA: -8 56 0.1% (MISS)

#### TOTALS:

- 16252 100.0% 100.0%

### How often uses computer for fun

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Nonrespondent: -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA: -8 56 0.1% (MISS)
- Missing: -9 9 0.1% (MISS)

#### TOTALS:

- 16252 100.0% 100.0%

---

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires.

Note: This is one of a series of items, a through f. This item also appears on the abbreviated student (Q33e), transfer (Q33f), homeschool (Q34e), early graduate (Q38f), and dropout (Q44f) questionnaires. These items are identical to the student item.
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### RESERVE CODES:

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>{Multiple response}</td>
<td>-6</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>{Nonrespondent}</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>{Missing}</td>
<td>-9</td>
<td>66</td>
<td>0.4%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>89</td>
<td>0.5%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
</tr>
<tr>
<td>{Partial interview-breakoff}</td>
<td>-7</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>{Partial interview-breakoff}</td>
<td>-7</td>
<td>3</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### TOTALS:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

### F1S39B

#### STUDENT.PUB Rec. 2/5

**Pos. 457-458**

**Format: R2**

**How often does your school assign homework?**

**Note:** This is one of a series of items, a through i. This item also appears on the full student questionnaire.

#### RESERVE CODES:

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>{Don't know}</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>{Multiple response}</td>
<td>-6</td>
<td>7</td>
<td>0.0%</td>
</tr>
<tr>
<td>{Nonrespondent}</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>{Partial interview-breakoff}</td>
<td>-7</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>89</td>
<td>0.6%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
</tr>
<tr>
<td>{Partial interview-breakoff}</td>
<td>-7</td>
<td>3</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### TOTALS:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
### 39. How often do you spend time on the following activities, outside of school?

**a. Driving or riding around with friends or in your own car**

Mark one response on each line.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1</td>
<td>8511</td>
<td>52.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>3385</td>
<td>20.8%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>2796</td>
<td>17.8%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>474</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 6 | 0.0% | [MISS] |
- [Nonrespondent] | -4 | 1154 | 7.2% | [MISS] |
- [Multiple responses] | -6 | 22 | 0.1% | [MISS] |
- [Partial interview-breakoff] | -7 | 15 | 0.1% | [MISS] |
- [Survey component legitimate skip/NA] | -8 | 99 | 0.6% | [MISS] |
- [Missing] | -9 | 180 | 1.1% | [MISS] |

**TOTALS:** | 16252 | 100.0% | 100.0% |

### 40. How often do you spend time on the following activities, outside of school?

**c. Volunteering or performing community service**

Mark one response on each line.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1</td>
<td>1258</td>
<td>7.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>1366</td>
<td>8.4%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>11298</td>
<td>69.5%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>2347</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 4 | 0.0% | [MISS] |
- [Nonrespondent] | -4 | 1164 | 7.2% | [MISS] |
- [Multiple responses] | -6 | 13 | 0.1% | [MISS] |
- [Partial interview-breakoff] | -7 | 15 | 0.1% | [MISS] |
- [Survey component legitimate skip/NA] | -8 | 99 | 0.6% | [MISS] |
- [Missing] | -9 | 216 | 1.3% | [MISS] |

**TOTALS:** | 16252 | 100.0% | 100.0% |
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

39. How often do you spend time on the following activities outside of school?

(a) How often does your friend or relative visit your home?

(b) How often do you spend time on the following activities outside of school?

(Not important; Somewhat important; Very important)

40. How important is each of the following to you in your life?

(a) How often do you spend time on the following activities outside of school?

(b) How often do you participate in the following activities?

(c) How often do you do the following activities outside of school?

(Not important; Somewhat important; Very important)

---

39. How often do you spend time on the following activities outside of school?

(a) Playing non-school sports

(i) Communicating with friends or relatives via the Internet

(j) How often do you talk with friends/relatives via the Internet

(k) How often do you play sports?

(l) How often do you participate in sports?

(m) How often do you do sports?

(n) How often do you play sports outside of school?

(o) How often do you participate in sports outside of school?

(p) How often do you do sports outside of school?

(q) How often do you play sports outside of school?

---

39. How often do you spend time on the following activities outside of school?

(Not important; Somewhat important; Very important)

40. How important is each of the following to you in your life?

(Not important; Somewhat important; Very important)

---

39. How often do you spend time on the following activities outside of school?

(a) How often does your friend or relative visit your home?

(b) How often do you spend time on the following activities outside of school?

(Not important; Somewhat important; Very important)

40. How important is each of the following to you in your life?

(Not important; Somewhat important; Very important)

---

39. How often do you spend time on the following activities outside of school?

(a) Playing non-school sports

(i) Communicating with friends or relatives via the Internet

(j) How often do you talk with friends/relatives via the Internet

(k) How often do you play sports?

(l) How often do you participate in sports?

(m) How often do you do sports?

(n) How often do you play sports outside of school?

(o) How often do you participate in sports outside of school?

(p) How often do you do sports outside of school?

(q) How often do you play sports outside of school?

---

39. How often do you spend time on the following activities outside of school?

(a) How often does your friend or relative visit your home?

(b) How often do you spend time on the following activities outside of school?

(Not important; Somewhat important; Very important)

40. How important is each of the following to you in your life?

(Not important; Somewhat important; Very important)

---

39. How often do you spend time on the following activities outside of school?

(a) Playing non-school sports

(i) Communicating with friends or relatives via the Internet

(j) How often do you talk with friends/relatives via the Internet

(k) How often do you play sports?

(l) How often do you participate in sports?

(m) How often do you do sports?

(n) How often do you play sports outside of school?

(o) How often do you participate in sports outside of school?

(p) How often do you do sports outside of school?

(q) How often do you play sports outside of school?

---

39. How often do you spend time on the following activities outside of school?

(a) Playing non-school sports

(i) Communicating with friends or relatives via the Internet

(j) How often do you talk with friends/relatives via the Internet

(k) How often do you play sports?

(l) How often do you participate in sports?

(m) How often do you do sports?

(n) How often do you play sports outside of school?

(o) How often do you participate in sports outside of school?

(p) How often do you do sports outside of school?

(q) How often do you play sports outside of school?

---

39. How often do you spend time on the following activities outside of school?

(a) Playing non-school sports

(i) Communicating with friends or relatives via the Internet

(j) How often do you talk with friends/relatives via the Internet

(k) How often do you play sports?

(l) How often do you participate in sports?

(m) How often do you do sports?

(n) How often do you play sports outside of school?

(o) How often do you participate in sports outside of school?

(p) How often do you do sports outside of school?

(q) How often do you play sports outside of school?
### Importance of marrying right person/having happy family

**40. How important is each of the following to you in your life?**

- **(Mark one response on each line)**
- **(Not important; Somewhat important; Very important)**

**b. Finding the right person to marry and having a happy family**

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31b), transfer (Q35b), homeschool (Q30b), early graduate (Q40b), and dropout (Q56b) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>591</td>
<td>3.6%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>2257</td>
<td>13.9%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>12037</td>
<td>74.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] | -1 | 1 | 0.0% | (MISS) |
- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS) |
- [Multiple responses] | -6 | 5 | 0.3% | (MISS) |
- [Partial interview-breakoff] | -7 | 16 | 0.1% | (MISS) |
- [Survey component legitimate skip/NA] | -8 | 99 | 0.6% | (MISS) |
- [Missing] | -9 | 82 | 0.5% | (MISS) |

**TOTALS:**

16252 100.0% 100.0%

### Importance of having strong friendships

**40. How important is each of the following to you in your life?**

- **(Mark one response on each line)**
- **(Not important; Somewhat important; Very important)**

**d. Having strong friendships**

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31d), transfer (Q35d), homeschool (Q30d), early graduate (Q40d), and dropout (Q56d) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>264</td>
<td>1.6%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>1297</td>
<td>8.1%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>12604</td>
<td>77.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Refused] | -2 | 1 | 0.0% | (MISS) |
- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS) |
- [Multiple responses] | -6 | 4 | 0.3% | (MISS) |
- [Partial interview-breakoff] | -7 | 16 | 0.1% | (MISS) |
- [Survey component legitimate skip/NA] | -8 | 99 | 0.6% | (MISS) |
- [Missing] | -9 | 103 | 0.6% | (MISS) |

**TOTALS:**

16252 100.0% 100.0%

### Importance of having lots of money

**40. How important is each of the following to you in your life?**

- **(Mark one response on each line)**
- **(Not important; Somewhat important; Very important)**

**c. Having lots of money**

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31c), transfer (Q35c), homeschool (Q30c), early graduate (Q40c), and dropout (Q56c) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires.

<table>
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<th>WTDT</th>
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<td>10.9%</td>
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<tr>
<td>Somewhat important</td>
<td>2</td>
<td>7913</td>
<td>48.7%</td>
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<tr>
<td>Very important</td>
<td>3</td>
<td>5262</td>
<td>32.4%</td>
</tr>
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**RESERVE CODES:**

- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS) |
- [Multiple responses] | -6 | 2 | 0.3% | (MISS) |
- [Partial interview-breakoff] | -7 | 16 | 0.1% | (MISS) |
- [Survey component legitimate skip/NA] | -8 | 99 | 0.6% | (MISS) |
- [Missing] | -9 | 80 | 0.5% | (MISS) |

**TOTALS:**

16252 100.0% 100.0%

### Importance of being able to find steady work

**40. How important is each of the following to you in your life?**

- **(Mark one response on each line)**
- **(Not important; Somewhat important; Very important)**

**e. Being able to find steady work**

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31e), transfer (Q35e), homeschool (Q30e), early graduate (Q40e), and dropout (Q56e) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires.

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<td>Somewhat important</td>
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<td>Very important</td>
<td>3</td>
<td>12887</td>
<td>79.3%</td>
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**RESERVE CODES:**

- [Refused] | -2 | 1 | 0.0% | (MISS) |
- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS) |
- [Multiple responses] | -6 | 9 | 0.6% | (MISS) |
- [Partial interview-breakoff] | -7 | 17 | 0.1% | (MISS) |
- [Survey component legitimate skip/NA] | -8 | 99 | 0.6% | (MISS) |
- [Missing] | -9 | 124 | 0.8% | (MISS) |

**TOTALS:**

16252 100.0% 100.0%
Appendix G:

Base-Year to First Follow-up Electronic Codebook

40. How important is each of the following to you in your life?

(Not important; Somewhat important; Very important)

f. Helping other people in your community

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q30f), transfer (Q35f), homeschool (Q30h), early graduate (Q40h), and dropout (Q56h) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<td>Very important</td>
<td>3</td>
<td>6296</td>
<td>38.7%</td>
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RESERVE CODES:

- [Don't know] -1 1 0.0% (MISS)
- [Multiple response] -6 1 0.0% (MISS)
- [Partial interview-breakoff] -7 17 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 99 0.6% (MISS)
- [Missing] -9 146 0.9% (MISS)

TOTALS: 16252 100.0% 100.0%

---

40. How important is each of the following to you in your life?

(Not important; Somewhat important; Very important)

g. Getting away from this area of the country

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q30g), transfer (Q35g), homeschool (Q30h), early graduate (Q40h), and dropout (Q56h) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<tr>
<td>Very important</td>
<td>3</td>
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<td>16.5%</td>
</tr>
</tbody>
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RESERVE CODES:

- [Don't know] -1 -1 0.0% (MISS)
- [Nonrespondent] -4 1 0.0% (MISS)
- [Multiple response] -6 12 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 99 0.6% (MISS)
- [Partial interview-breakoff] -7 17 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 99 0.6% (MISS)
- [Missing] -9 146 0.9% (MISS)

TOTALS: 16252 100.0% 100.0%

---

40. How important is each of the following to you in your life?

(Not important; Somewhat important; Very important)

h. Living close to parents and relatives

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q30h), transfer (Q35h), homeschool (Q30i), early graduate (Q40i), and dropout (Q56i) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<td>16.9%</td>
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<tr>
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<tr>
<td>Very important</td>
<td>3</td>
<td>2745</td>
<td>16.5%</td>
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RESERVE CODES:

- [Don't know] -1 -1 0.0% (MISS)
- [Nonrespondent] -4 1 0.0% (MISS)
- [Multiple response] -6 12 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 99 0.6% (MISS)
- [Partial interview-breakoff] -7 17 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 99 0.6% (MISS)
- [Missing] -9 146 0.9% (MISS)

TOTALS: 16252 100.0% 100.0%

---

40. How important is each of the following to you in your life?

(Not important; Somewhat important; Very important)

i. Giving children better opportunities

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q30i), transfer (Q35i), homeschool (Q30j), early graduate (Q40j), and dropout (Q56j) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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RESERVE CODES:

- [Don't know] -1 -1 0.0% (MISS)
- [Nonrespondent] -4 1 0.0% (MISS)
- [Multiple response] -6 12 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 99 0.6% (MISS)
- [Partial interview-breakoff] -7 17 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 99 0.6% (MISS)
- [Missing] -9 173 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%
### 40. Importance of leisure time

**Not important; Somewhat important; Very important**

- **MARK ONE RESPONSE ON EACH LINE**

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**RESERVE CODES:**
- Don't know: -1 11 0.1% (MISS)
- Refused: -2 1 0.0% (MISS)
- Missing: -9 123 0.8% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### 40. Importance of working to correct social and economic inequalities

**Not important; Somewhat important; Very important**

- **MARK ONE RESPONSE ON EACH LINE**

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<tr>
<td>Very important</td>
<td>3</td>
<td>3049</td>
<td>20.8%</td>
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**RESERVE CODES:**
- Don't know: -1 2 0.0% (MISS)
- Refused: -2 1 0.0% (MISS)
- Missing: -9 123 0.8% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### 40. Importance of having children

**Not important; Somewhat important; Very important**

- **MARK ONE RESPONSE ON EACH LINE**

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<tr>
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<td>2</td>
<td>7696</td>
<td>47.3%</td>
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<tr>
<td>Very important</td>
<td>3</td>
<td>3049</td>
<td>20.8%</td>
</tr>
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**RESERVE CODES:**
- Don't know: -1 11 0.0% (MISS)
- Refused: -2 1 0.0% (MISS)
- Missing: -9 123 0.8% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### 40. Importance of being expert in field of work

**Not important; Somewhat important; Very important**

- **MARK ONE RESPONSE ON EACH LINE**

<table>
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<tr>
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<td>2</td>
<td>7696</td>
<td>47.3%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>3049</td>
<td>20.8%</td>
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**RESERVE CODES:**
- Don't know: -1 2 0.0% (MISS)
- Refused: -2 1 0.0% (MISS)
- Missing: -9 123 0.8% (MISS)

**TOTALS:** 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

--------
F1S40H STUDENT.PUB Rec. 2/5
--------
Pos. 499-500
Format: N2
Importance of getting good education

40. How important is each of the following to you in your life?
(MARK ONE RESPONSE ON EACH LINE)
(Not important; Somewhat important; Very important)

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q30n), transfer (Q35n), homeschool (Q39n), early graduate (Q40n), and dropout (Q56n) questionnaires. These items are identical to the student item.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<td>1541</td>
<td>9.5%</td>
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<td>3</td>
<td>13194</td>
<td>81.2%</td>
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RESERVE CODES:
[Nonrespondent] -4 1164 7.2% [MISS]
[Multiple response] -6 3 0.0% [MISS]
[Partial interview-breakoff] -7 18 0.1% [MISS]
[Survey component legitimate skip/NA] -8 99 0.6% [MISS]
[Missing] -9 317 1.9% [MISS]

TOTALES: 16252 100.0% 100.0%

--------
F1S40Q STUDENT.PUB Rec. 2/5
--------
Pos. 501-502
Format: N2
Importance of getting good job

40. How important is each of the following to you in your life?
(MARK ONE RESPONSE ON EACH LINE)
(Not important; Somewhat important; Very important)

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q30q), transfer (Q35q), homeschool (Q39q), early graduate (Q40q), and dropout (Q56q) questionnaires. These items are identical to the student item.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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RESERVE CODES:
[Refused] -2 1 0.0% [MISS]
[Multiple response] -6 3 0.0% [MISS]
[Partial interview-breakoff] -7 18 0.1% [MISS]
[Survey component legitimate skip/NA] -8 99 0.6% [MISS]
[Missing] -9 151 0.9% [MISS]

TOTALES: 16252 100.0% 100.0%

--------
F1S40P STUDENT.PUB Rec. 2/5
--------
Pos. 503-504
Format: N2
Importance of being an active/informed citizen

40. How important is each of the following to you in your life?
(MARK ONE RESPONSE ON EACH LINE)
(Not important; Somewhat important; Very important)

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31p), transfer (Q35p), homeschool (Q39p), early graduate (Q40p), and dropout (Q56p) questionnaires. These items are identical to the student item.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<td>Very important</td>
<td>3</td>
<td>7036</td>
<td>43.3%</td>
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RESERVE CODES:
[Nonrespondent] -4 1164 7.2% [MISS]
[Multiple response] -6 1 0.0% [MISS]
[Partial interview-breakoff] -7 18 0.1% [MISS]
[Survey component legitimate skip/NA] -8 99 0.6% [MISS]
[Missing] -9 157 1.0% [MISS]

TOTALES: 16252 100.0% 100.0%

--------
F1S40Q STUDENT.PUB Rec. 2/5
--------
Pos. 505-506
Format: N2
Importance of supporting environmental causes

40. How important is each of the following to you in your life?
(MARK ONE RESPONSE ON EACH LINE)
(Not important; Somewhat important; Very important)

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31q), transfer (Q35q), homeschool (Q39q), early graduate (Q40q), and dropout (Q56q) questionnaires. These items are identical to the student item.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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<td>8135</td>
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<td>Very important</td>
<td>3</td>
<td>3506</td>
<td>21.3%</td>
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RESERVE CODES:
[Don't know] -1 2 0.0% [MISS]
[Refused] -2 2 0.0% [MISS]
[Nonrespondent] -4 1164 7.2% [MISS]
[Multiple response] -6 3 0.0% [MISS]
[Partial interview-breakoff] -7 18 0.1% [MISS]
[Survey component legitimate skip/NA] -8 99 0.6% [MISS]
[Missing] -9 157 1.0% [MISS]

TOTALES: 16252 100.0% 100.0%

--------
F1S40G STUDENT.PUB Rec. 2/5
--------
Pos. 507-508
Format: N2
40. How important is each of the following to you in your life? (Mark one response on each line)

(a) being patriotic

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31r), transfer (Q35r), homeschool (Q30r), early graduate (Q40r), and dropout (Q56r) questionnaires. These items are identical to the student item.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.
Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire.

41. How will you spend this summer (2004)? Will you...

(a) work part-time?

(b) work full-time?

(c) volunteer or provide community service?

(d) take some college courses?

Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31r), transfer (Q35r), homeschool (Q30r), early graduate (Q40r), and dropout (Q56r) questionnaires. These items are identical to the student item.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires
Applies to: All respondents.

Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire.

41. How will you spend this summer (2004)? Will you... (Mark one response on each line)

a. work part-time?

b. work full-time?

c. volunteer or provide community service?

d. take some college courses?

Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31r), transfer (Q35r), homeschool (Q30r), early graduate (Q40r), and dropout (Q56r) questionnaires. These items are identical to the student item.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31r), transfer (Q35r), homeschool (Q30r), early graduate (Q40r), and dropout (Q56r) questionnaires. These items are identical to the student item.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.

Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire.

41. How will you spend this summer (2004)? Will you...

a. work part-time?

b. work full-time?

c. volunteer or provide community service?

d. take some college courses?

Note: This is one of a series of items, a through f. This item only appears on the full student questionnaire.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31r), transfer (Q35r), homeschool (Q30r), early graduate (Q40r), and dropout (Q56r) questionnaires. These items are identical to the student item.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31r), transfer (Q35r), homeschool (Q30r), early graduate (Q40r), and dropout (Q56r) questionnaires. These items are identical to the student item.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31r), transfer (Q35r), homeschool (Q30r), early graduate (Q40r), and dropout (Q56r) questionnaires. These items are identical to the student item.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire
Applies to: All respondents.

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31r), transfer (Q35r), homeschool (Q30r), early graduate (Q40r), and dropout (Q56r) questionnaires. These items are identical to the student item.
### Base-Year to First Follow-up Electronic Codebook

#### Appendix G:

### How far in school respondent thinks will get

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<td>3.5%</td>
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<td>812</td>
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#### How far in school father wants respondent to go

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#### How far in school mother wants respondent to go

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#### Codes

**1** Less than high school graduation

**2** Graduate from college

**3** Attend college, 4-year degree incomplete

**4** Attend or complete 2-year college/school

**5** Obtain a Master's degree or equivalent

**6** Obtain a Ph.D., M.D., or other advanced degree

**7** Don't know

**8** Survey component legitimate skip/NA

**9** Missing

### Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Unless otherwise noted below, these items are identical to the student item. All respondents. Source: ELS:2002 first follow-up Student questionnaire. Note: This item also appears on the abbreviated student (Q33a), transfer (Q37a), homeschool (Q32a), early graduate (Q42a), and dropout (Q58a) questionnaires. These items are identical to the student item.

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</table>

### Codes

**1** Less than high school graduation

**2** Graduate from college

**3** Attend college, 4-year degree incomplete

**4** Attend or complete 2-year college/school

**5** Obtain a Master's degree or equivalent

**6** Obtain a Ph.D., M.D., or other advanced degree

**7** Don't know

**8** Survey component legitimate skip/NA

**9** Missing

### Table

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<td>94.6%</td>
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### Notes

Transfer (Q36), homeschool (Q31), early graduate (Q41), and dropout (Q42) questionnaires. These items are different: 'Less than high school graduation' is not included.
Appendix G: Base-Year to First Follow-up Electronic Codebook

44. What do the following people think is the most important thing for you to do right after high school? (MARK ONE RESPONSE ON EACH LINE)

(Does not apply; Go to college; Get a full-time job; Vocational-technical or apprenticeship program; Enter military; Get married; He/she thinks you should do what you want; You don’t know)

a. Your mother (or female guardian)

Note: This is one of a series of items, a through g. This item also appears on the abbreviated student (Q34a), transfer (Q34b), and homeschool (Q31a) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

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<td>WGTD</td>
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<td>-------</td>
<td>------</td>
<td>---------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Go to college..................................</td>
<td>1</td>
<td>10997</td>
<td>62.6%</td>
<td>73.3%</td>
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<tr>
<td>Get a full-time job................................</td>
<td>2</td>
<td>104</td>
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<td>4.2%</td>
</tr>
<tr>
<td>Enter voc/tech or apprenticeship..............</td>
<td>3</td>
<td>285</td>
<td>1.4%</td>
<td>2.4%</td>
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<tr>
<td>Enter military service........................</td>
<td>4</td>
<td>191</td>
<td>1.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Get married......................................</td>
<td>5</td>
<td>63</td>
<td>0.4%</td>
<td>0.4%</td>
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<tr>
<td>They think I should do what I want..............</td>
<td>6</td>
<td>1637</td>
<td>8.6%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Don’t know......................................</td>
<td>7</td>
<td>358</td>
<td>2.2%</td>
<td>2.8%</td>
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</table>

RESERVE CODES:
[Refused]................................. [46] | 3 | 0.0% (MISS) |
[Item legitimate skip/NA].................. [48] | -3 | 239 | 1.3% (MISS) |
[Nonrespondent]............................. [50] | -4 | 1164 | 7.2% (MISS) |
[Multiple responses]....................... [52] | -6 | 62 | 0.4% (MISS) |
[Partial interview-breakoff]............. [54] | -7 | 6 | 0.0% (MISS) |
[Survey component legitimate skip/NA]... [56] | -8 | 1145 | 6.9% (MISS) |
[Missing]................................. [58] | -9 | 98 | 0.6% (MISS) |

TOTALS: 16252 100.0% 100.0%

44. Close relative’s desire for respondent after high school

(Does not apply; Go to college; Get a full-time job; Vocational-technical or apprenticeship program; Enter military; Get married; He/she thinks you should do what you want; You don’t know)

c. A close relative

Note: This is one of a series of items, a through g. This item also appears on the abbreviated student (Q34d), transfer (Q34d), and homeschool (Q33d) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

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<td>------</td>
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<td>Go to college..................................</td>
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<td>9572</td>
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<td>71.2%</td>
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<td>Get a full-time job................................</td>
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<td>2.6%</td>
<td>3.6%</td>
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<td>Enter military service........................</td>
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<td>1.4%</td>
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<tr>
<td>Get married......................................</td>
<td>5</td>
<td>84</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>They think I should do what I want..............</td>
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<td>1787</td>
<td>11.0%</td>
<td>14.6%</td>
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<tr>
<td>Don’t know......................................</td>
<td>7</td>
<td>904</td>
<td>5.6%</td>
<td>6.9%</td>
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RESERVE CODES:
[Refused]................................. [46] | -2 | 4 | 0.0% (MISS) |
[Item legitimate skip/NA].................. [48] | -3 | 393 | 2.4% (MISS) |
[Nonrespondent]............................. [50] | -4 | 1164 | 7.2% (MISS) |
[Multiple responses]....................... [52] | -6 | 41 | 0.3% (MISS) |
[Partial interview-breakoff]............. [54] | -7 | 7 | 0.0% (MISS) |
[Survey component legitimate skip/NA]... [56] | -8 | 1145 | 8.3% (MISS) |
[Missing]................................. [58] | -9 | 149 | 0.9% (MISS) |

TOTALS: 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Favorite teacher’s desire for respondent after high school

44. What do the following people think is the most important thing for you to do right after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Does not apply; Go to college; Get a full-time job; Vocational-technical or apprenticeship program; Enter military; Get married; He/she thinks you should do what you want; You don’t know)  
e. Your favorite teacher  

Note: This is one of a series of items, a through g. This item only appears on the student questionnaire.

Applies to: All respondents.  
Source: ELS:2002 first follow-up Student questionnaire

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<td>1.0%</td>
</tr>
<tr>
<td></td>
<td>3 143</td>
<td>0.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td></td>
<td>4 69</td>
<td>0.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td></td>
<td>5 20</td>
<td>0.1%</td>
<td>0.2%</td>
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<tr>
<td></td>
<td>6 859</td>
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<tr>
<td></td>
<td>7 985</td>
<td>6.1%</td>
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**RESERVE CODES:**  
- Item legitimate skip/NA  
- Nonrespondent  
- Multiple responses  
- Survey component legitimate skip/NA  
- Missing  

**TOTALS:** 16252 100.0% 100.0%

#### Favorite coach’s desire for respondent after high school

44. What do the following people think is the most important thing for you to do right after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Does not apply; Go to college; Get a full-time job; Vocational-technical or apprenticeship program; Enter military; Get married; He/she thinks you should do what you want; You don’t know)  
g. Your favorite coach or activity leader  

Note: This is one of a series of items, a through g. This item only appears on the student questionnaire.

Applies to: All respondents.  
Source: ELS:2002 first follow-up Student questionnaire

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<td>79.0%</td>
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<td>2 1608</td>
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</tr>
<tr>
<td></td>
<td>3 930</td>
<td>5.7%</td>
<td>7.6%</td>
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**RESERVE CODES:**  
- Refused  
- Nonrespondent  
- Partial interview-breakoff  
- Survey component legitimate skip/NA  
- Missing  

**TOTALS:** 16252 100.0% 100.0%

#### School counselor’s desire for respondent after high school

44. What do the following people think is the most important thing for you to do right after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Does not apply; Go to college; Get a full-time job; Vocational-technical or apprenticeship program; Enter military; Get married; He/she thinks you should do what you want; You don’t know)  
d. Your school guidance counselor  

Note: This is one of a series of items, a through g. This item only appears on the student questionnaire.

Applies to: All respondents.  
Source: ELS:2002 first follow-up Student questionnaire

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<td></td>
<td>2 68</td>
<td>0.4%</td>
<td>0.8%</td>
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<td></td>
<td>3 141</td>
<td>0.9%</td>
<td>1.6%</td>
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<tr>
<td></td>
<td>4 58</td>
<td>0.4%</td>
<td>0.7%</td>
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<td></td>
<td>5 11</td>
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<td></td>
<td>6 584</td>
<td>3.6%</td>
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<td></td>
<td>7 1181</td>
<td>7.3%</td>
<td>13.1%</td>
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**RESERVE CODES:**  
- Item legitimate skip/NA  
- Nonrespondent  
- Multiple responses  
- Survey component legitimate skip/NA  
- Missing  

**TOTALS:** 16252 100.0% 100.0%

#### Plans to go on to school right after high school

45. Do you plan to go on to school right after high school?  
(MARK ONE RESPONSE)  
(Does not apply; Go to college; Get a full-time job; Vocational-technical or apprenticeship program; Enter military; Get married; He/she thinks you should do what you want; You don’t know)  

Note: This is one of a series of items, a through g. This item only appears on the student questionnaire.

Applies to: All respondents.  
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

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<td>71.8%</td>
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<td></td>
<td>2 82</td>
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<td>1.1%</td>
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<tr>
<td></td>
<td>3 81</td>
<td>0.5%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>4 88</td>
<td>0.5%</td>
<td>1.1%</td>
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<tr>
<td></td>
<td>5 27</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
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<td></td>
<td>6 850</td>
<td>5.3%</td>
<td>10.4%</td>
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<td></td>
<td>7 1182</td>
<td>7.3%</td>
<td>14.3%</td>
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</table>

**RESERVE CODES:**  
- Item legitimate skip/NA  
- Nonrespondent  
- Multiple responses  
- Missing  

**TOTALS:** 16252 100.0% 100.0%
46. Which of the following are reasons why you have decided NOT to continue your education right after high school? (MARK ONE RESPONSE ON EACH LINE)
   a. You don't like school
   b. Your grades aren't high enough
   c. Your college admission scores weren't high enough
   d. You won't need more education for the career you want

Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36a), transfer (Q40a), and homeschool (Q35b) questionnaires. These items are identical to the student item.

Apply to: Respondents who don’t plan to go to school right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

---

46. Which of the following are reasons why you have decided NOT to continue your education right after high school? (MARK ONE RESPONSE ON EACH LINE)

---

Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

G-149
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

No school right after high school since plan to join military (Yes; No)

f. You haven't taken the right courses

Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36f), transfer (Q40f), and homeschool (Q35f) questionnaires. These items are identical to the student item.

Applies to: Respondents who don't plan to go to school right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

---

No school right after high school since no one in family has gone to school (Yes; No)

g. No one in your family has ever gone on to school after high school

Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36g), transfer (Q40g), and homeschool (Q35g) questionnaires. These items are identical to the student item.

Applies to: Respondents who don't plan to go to school right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

---

No school right after high school since cannot afford school (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)

e. You can't afford to go on to school

Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36e), transfer (Q40e), and homeschool (Q35e) questionnaires. These items are identical to the student item.

Applies to: Respondents who don't plan to go to school right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

---

No school right after high school since has not taken right courses (Yes; No)

d. You haven't taken the right courses

Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36d), transfer (Q40d), and homeschool (Q35d) questionnaires. These items are identical to the student item.

Applies to: Respondents who don't plan to go to school right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

---

No school right after high school since has not taken right courses (Yes; No)

c. You don't plan to go to school right after high school

Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36c), transfer (Q40c), and homeschool (Q35c) questionnaires. These items are identical to the student item.

Applies to: Respondents who don't plan to go to school right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

---

No school right after high school since no one in family has gone to school (Yes; No)

b. You plan to join the military

Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36b), transfer (Q40b), and homeschool (Q35b) questionnaires. These items are identical to the student item.

Applies to: Respondents who don't plan to go to school right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

---

No school right after high school since cannot afford school (Yes; No)

a. You can't afford to go on to school

Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36a), transfer (Q40a), and homeschool (Q35a) questionnaires. These items are identical to the student item.

Applies to: Respondents who don't plan to go to school right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

---

No school right after high school since has not taken right courses (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)

---

No school right after high school since has not taken right courses (Yes; No)
46. Which of the following are reasons why you have decided NOT to continue your education right after high school? (MARK ONE RESPONSE ON EACH LINE)

- You’d rather work and make money than go to school
- Your counselor or teachers recommend you work rather than continue your education.
- You need to help support your family
- You’d rather work and earn money.

Apply to: Respondents who don’t plan to go to school right after high school.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires.

### RESERVE CODES:

- {Refused}............................ -2 1 0.0% (MISS)
- {Don’t know}......................... -1 2 0.0% (MISS)
- {Missing}............................ -9 90 0.6% (MISS)
- {Survey component legitimate skip/NA} -8 1345 8.3% (MISS)
- {Partial interview-breakoff}......... -7 7 0.0% (MISS)
- {Item legitimate skip/NA}............ -3 12063 74.4% (MISS)
- {Refused}............................ -2 1 0.0% (MISS)
- {Nonrespondent}...................... -4 1164 7.2% (MISS)
- {Item legitimate skip/NA}............ -3 12063 74.2% (MISS)
- {Nonrespondent}...................... -4 1164 7.2% (MISS)
- {Item legitimate skip/NA}............ -3 12063 74.2% (MISS)
- {Nonrespondent}...................... -4 1164 7.2% (MISS)
- {Item legitimate skip/NA}............ -3 12063 74.2% (MISS)
- {Nonrespondent}...................... -4 1164 7.2% (MISS)
- {Item legitimate skip/NA}............ -3 12063 74.2% (MISS)
- {Nonrespondent}...................... -4 1164 7.2% (MISS)
- {Item legitimate skip/NA}............ -3 12063 74.2% (MISS)
- {Nonrespondent}...................... -4 1164 7.2% (MISS)
- {Item legitimate skip/NA}............ -3 12063 74.2% (MISS)
- {Nonrespondent}...................... -4 1164 7.2% (MISS)
- {Item legitimate skip/NA}............ -3 12063 74.2% (MISS)
- {Nonrespondent}...................... -4 1164 7.2% (MISS)
- {Item legitimate skip/NA}............ -3 12063 74.2% (MISS)
- {Nonrespondent}...................... -4 1164 7.2% (MISS)

TOTALS: 16252 100.0% 100.0%
## Appendix G:

### Base-Year to First Follow-up Electronic Codebook

#### F1S48A

**STUDENT.PUB** Rec. 2/5

**Pos. 567-568**

Format: R2

---

Plans to continue education some time in future

47. Do you plan to continue your education at some time in the future?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>207</td>
<td>1.3%</td>
<td>1.7%</td>
</tr>
<tr>
<td>2</td>
<td>1116</td>
<td>68.7%</td>
<td>77.9%</td>
</tr>
<tr>
<td>3</td>
<td>1274</td>
<td>8.0%</td>
<td>10.8%</td>
</tr>
<tr>
<td>4</td>
<td>428</td>
<td>2.6%</td>
<td>3.7%</td>
</tr>
<tr>
<td>5</td>
<td>728</td>
<td>4.5%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

**Note:** This item also appears on the abbreviated student (Q27), transfer (Q41), homeschool (Q56), and early graduate (Q44) questionnaires. These items are identical to the student item.

Applies to: Respondents who don’t know/don’t plan to go to school right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

---

#### F1S48B

**STUDENT.PUB** Rec. 2/5

**Pos. 571-572**

Format: R2

---

Has gone to counselor for college entrance information

48. Where have you gone for information about the entrance requirements of various colleges?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4302</td>
<td>26.5%</td>
<td>28.7%</td>
</tr>
<tr>
<td>2</td>
<td>5434</td>
<td>33.4%</td>
<td>33.4%</td>
</tr>
</tbody>
</table>

**Note:** This item only appears on the full student questionnaire.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire

---

#### F1S48F

**STUDENT.PUB** Rec. 2/5

**Pos. 573-574**

Format: R2

---

Has gone to teacher for college entrance information

49. Where have you gone for information about the entrance requirements of various colleges?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5434</td>
<td>33.4%</td>
<td>33.4%</td>
</tr>
</tbody>
</table>

**Note:** This item also appears on the abbreviated student (Q27), transfer (Q41), homeschool (Q56), and early graduate (Q44) questionnaires.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire

---
48. Where have you gone for information about the entrance requirements of various colleges?

(MARK ALL THAT APPLY)

F1S48A Guidance counselor
F1S48B Teacher
F1S48C Coach
F1S48D Parent
F1S48E Brother or sister
F1S48F Other relative
F1S48G Friend
F1S48H College representatives
F1S48I A college’s publication or website
F1S48J College search guides, publications, or websites
F1S48K School library
F1S48L Public library
F1S48M College or university library
F1S48N None of the above

Note: This item only appears on the full student questionnaire.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire

48. Where have you gone for information about the entrance requirements of various colleges?

(MARK ALL THAT APPLY)

F1S48A Guidance counselor
F1S48B Teacher
F1S48C Coach
F1S48D Parent
F1S48E Brother or sister
F1S48F Other relative
F1S48G Friend
F1S48H College representatives
F1S48I A college’s publication or website
F1S48J College search guides, publications, or websites
F1S48K School library
F1S48L Public library
F1S48M College or university library
F1S48N None of the above

Note: This item only appears on the full student questionnaire.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire

---

Has gone to sibling for college entrance information

---

Has gone to parent for college entrance information

---

Has gone to other relative for college entrance information

---

Has gone to friend for college entrance information

---

Appendix G:

Base-Year to First Follow-up Electronic Codebook
Has gone to college representatives for entrance information

48. Where have you gone for information about the entrance requirements of various colleges?

[MARK ALL THAT APPLY]

F1S48A Guidance counselor
F1S48B Teacher
F1S48C Coach
F1S48D Parent
F1S48E Brother or sister
F1S48F Other relative
F1S48G Friend
F1S48H College representatives
F1S48I A college’s publication or website
F1S48J College search guides, publications, or websites
F1S48K School library
F1S48L Public library
F1S48M College or university library
F1S48N None of the above

Note: This item only appears on the full student questionnaire.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire

---

Has gone to college publications/websites for entrance information

48. Where have you gone for information about the entrance requirements of various colleges?

[MARK ALL THAT APPLY]

F1S48A Guidance counselor
F1S48B Teacher
F1S48C Coach
F1S48D Parent
F1S48E Brother or sister
F1S48F Other relative
F1S48G Friend
F1S48H College representatives
F1S48I A college’s publication or website
F1S48J College search guides, publications, or websites
F1S48K School library
F1S48L Public library
F1S48M College or university library
F1S48N None of the above

Note: This item only appears on the full student questionnaire.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire

---

Has gone to college search guides for entrance information

48. Where have you gone for information about the entrance requirements of various colleges?

[MARK ALL THAT APPLY]

F1S48A Guidance counselor
F1S48B Teacher
F1S48C Coach
F1S48D Parent
F1S48E Brother or sister
F1S48F Other relative
F1S48G Friend
F1S48H College representatives
F1S48I A college’s publication or website
F1S48J College search guides, publications, or websites
F1S48K School library
F1S48L Public library
F1S48M College or university library
F1S48N None of the above

Note: This item only appears on the full student questionnaire.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire

---

Has gone to school library for college entrance information

48. Where have you gone for information about the entrance requirements of various colleges?

[MARK ALL THAT APPLY]

F1S48A Guidance counselor
F1S48B Teacher
F1S48C Coach
F1S48D Parent
F1S48E Brother or sister
F1S48F Other relative
F1S48G Friend
F1S48H College representatives
F1S48I A college’s publication or website
F1S48J College search guides, publications, or websites
F1S48K School library
F1S48L Public library
F1S48M College or university library
F1S48N None of the above

Note: This item only appears on the full student questionnaire.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire
48. Where have you gone for information about the entrance requirements of various colleges?

<table>
<thead>
<tr>
<th>F1S48A</th>
<th>Guidance counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1S48B</td>
<td>Teacher</td>
</tr>
<tr>
<td>F1S48C</td>
<td>Coach</td>
</tr>
<tr>
<td>F1S48D</td>
<td>Parent</td>
</tr>
<tr>
<td>F1S48E</td>
<td>Brother or sister</td>
</tr>
<tr>
<td>F1S48F</td>
<td>Other relative</td>
</tr>
<tr>
<td>F1S48G</td>
<td>Friend</td>
</tr>
<tr>
<td>F1S48H</td>
<td>College representatives</td>
</tr>
<tr>
<td>F1S48J</td>
<td>College search guides, publications, or websites</td>
</tr>
<tr>
<td>F1S48K</td>
<td>School library</td>
</tr>
<tr>
<td>F1S48L</td>
<td>Public library</td>
</tr>
<tr>
<td>F1S48M</td>
<td>College or university library</td>
</tr>
<tr>
<td>F1S48N</td>
<td>None of the above</td>
</tr>
</tbody>
</table>

Note: This item only appears on the full student questionnaire.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire

49. Where have you gone for information about the entrance requirements of various colleges?

<table>
<thead>
<tr>
<th>F1S48A</th>
<th>Guidance counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1S48B</td>
<td>Teacher</td>
</tr>
<tr>
<td>F1S48C</td>
<td>Coach</td>
</tr>
<tr>
<td>F1S48D</td>
<td>Parent</td>
</tr>
<tr>
<td>F1S48E</td>
<td>Brother or sister</td>
</tr>
<tr>
<td>F1S48F</td>
<td>Other relative</td>
</tr>
<tr>
<td>F1S48G</td>
<td>Friend</td>
</tr>
<tr>
<td>F1S48H</td>
<td>College representatives</td>
</tr>
<tr>
<td>F1S48I</td>
<td>A college's publication or website</td>
</tr>
<tr>
<td>F1S48J</td>
<td>College search guides, publications, or websites</td>
</tr>
<tr>
<td>F1S48K</td>
<td>School library</td>
</tr>
<tr>
<td>F1S48L</td>
<td>Public library</td>
</tr>
<tr>
<td>F1S48M</td>
<td>College or university library</td>
</tr>
<tr>
<td>F1S48N</td>
<td>None of the above</td>
</tr>
</tbody>
</table>

Note: This item only appears on the full student questionnaire.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student questionnaire

Appendix G: Base-Year to First Follow-up Electronic Codebook

G-155
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Post-sec school's low expenses important to respondent

50. To how many schools have you applied?

(MARK ONE RESPONSE)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3091</td>
<td>19.3%</td>
<td>27.4%</td>
</tr>
<tr>
<td>1 school</td>
<td>2743</td>
<td>16.9%</td>
<td>21.6%</td>
</tr>
<tr>
<td>2-4 schools</td>
<td>5017</td>
<td>30.9%</td>
<td>37.9%</td>
</tr>
<tr>
<td>5 or more schools</td>
<td>2083</td>
<td>12.8%</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don't know...
- Refused...
- Item legitimate skip/NA...
- Nonrespondent...
- Partial interview-breakoff...
- Survey component legitimate skip/NA...
- Missing...

**TOTALS:** 16252 100.0% 100.0%

#### Availability of post-sec financial aid important to respondent

52. How important is or was each of the following in choosing a school you would like to attend?

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1770</td>
<td>10.9%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>3873</td>
<td>23.8%</td>
<td>29.3%</td>
</tr>
<tr>
<td>Very important</td>
<td>7488</td>
<td>46.1%</td>
<td>57.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Refused...
- Item legitimate skip/NA...
- Nonrespondent...
- Multiple response...
- Survey component legitimate skip/NA...
- Missing...

**TOTALS:** 16252 100.0% 100.0%

#### Post-sec school's courses/curriculum important to respondent

52. How important is or was each of the following in choosing a school you would like to attend?

(MARK ONE RESPONSE ON EACH LINE)

a. Low expenses (tuition, books, room and board)

b. Availability of financial aid, such as a school loan, scholarship or grant

c. Availability of specific courses or curriculum

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41c), transfer (Q45c), homeschool (Q40b), and early graduate (Q48b) questionnaires. These items are identical to the student item.

#### Application to Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1770</td>
<td>10.9%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>3873</td>
<td>23.8%</td>
<td>29.3%</td>
</tr>
<tr>
<td>Very important</td>
<td>7488</td>
<td>46.1%</td>
<td>57.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Refused...
- Item legitimate skip/NA...
- Nonrespondent...
- Multiple response...
- Survey component legitimate skip/NA...
- Missing...

**TOTALS:** 16252 100.0% 100.0%

---

G-156
Post-sec school's athletic program important to respondent

52. How important is or was each of the following in choosing a school you would like to attend?

(MARK ONE RESPONSE ON EACH LINE)
d. Strong reputation of the school's athletic program

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41d), transfer (Q45d), homeschool (Q46d), and early graduate (Q48d) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>10</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>253</td>
<td>1.6%</td>
</tr>
</tbody>
</table>
| TOTALS:   | 16252| 100.0%| 100.0%

---

Post-sec school's active social life important to respondent

52. How important is or was each of the following in choosing a school you would like to attend?

(MARK ONE RESPONSE ON EACH LINE)
e. Active social life at the school

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41e), transfer (Q45e), homeschool (Q46e), and early graduate (Q48e) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>949</td>
<td>5.8%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>261</td>
<td>1.6%</td>
</tr>
</tbody>
</table>
| TOTALS:   | 16252| 100.0%| 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---
F1S52E STUDENT.PUB Rec. 2/5
Pos. 615-616
Format: N2

Post-sec school’s low crime important to respondent

52. How important is or was each of the following in choosing a school you would like to attend?
(MARK ONE RESPONSE ON EACH LINE)

i. A good record for placing graduates in graduate school

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41h), transfer (Q45h), homeschool (Q40h), and early graduate (Q48h) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

RESERVE CODES:

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TOTALS: 16252 100.0% 100.0%

---
F1S52J STUDENT.PUB Rec. 2/5
Pos. 619-620
Format: N2

Post-sec school’s grad school placement important to respondent

52. How important is or was each of the following in choosing a school you would like to attend?
(MARK ONE RESPONSE ON EACH LINE)

j. A good record for placing graduates in graduate school

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41j), transfer (Q45j), homeschool (Q40j), and early graduate (Q48j) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

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<td>[Partial interview-breakoff]</td>
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TOTALS: 16252 100.0% 100.0%

---
F1S52K STUDENT.PUB Rec. 2/5
Pos. 617-618
Format: N2

Post-sec school’s academic reputation important to respondent

52. How important is or was each of the following in choosing a school you would like to attend?
(MARK ONE RESPONSE ON EACH LINE)

k. A strong reputation of the school’s academic programs

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41k), transfer (Q45k), homeschool (Q40k), and early graduate (Q48k) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

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TOTALS: 16252 100.0% 100.0%

---
F1S52L STUDENT.PUB Rec. 2/5
Pos. 615-616
Format: N2

Post-sec school’s low crime important to respondent

52. How important is or was each of the following in choosing a school you would like to attend?
(MARK ONE RESPONSE ON EACH LINE)

h. A low-crime environment

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41h), transfer (Q45h), homeschool (Q40h), and early graduate (Q48h) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

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<td>[Multiple responses]</td>
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<td>[MISS]</td>
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TOTALS: 16252 100.0% 100.0%

G-158
Post-sec school's easy admission important to respondent

52. How important is or was each of the following in choosing a school you would like to attend? (MARK ONE RESPONSE ON EACH LINE)
    (Not important; Somewhat important; Very important)

1. Easy admission standards
   Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41l), transfer (Q41l), homeschool (Q40l), and early graduate (Q48l) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

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<td>5672</td>
<td>34.9%</td>
<td>43.7%</td>
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<tr>
<td>Very important</td>
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<td>2091</td>
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<td>14.5%</td>
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RESERVE CODES:
- Refused: -2 2 0.0% (MISS)
- Item legitimate skip/NA: -3 949 5.8% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Multiple responses: -6 2 0.0% (MISS)
- Partial interview-breakoff: -7 15 0.1% (MISS)
- Survey component legitimate skip/NA: -8 785 4.8% (MISS)
- Missing: -9 276 1.7% (MISS)

TOTALS: 16252 100.0% 100.0%

Appendix G: Base-Year to First follow-up Electronic Codebook

Post-sec school has size important to respondent

52. How important is or was each of the following in choosing a school you would like to attend? (MARK ONE RESPONSE ON EACH LINE)
    (Not important; Somewhat important; Very important)

2. Size of the school
   Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41n), transfer (Q41n), homeschool (Q40n), and early graduate (Q48n) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

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<td>4868</td>
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<td>Very important</td>
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<td>1945</td>
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<td>14.5%</td>
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RESERVE CODES:
- Refused: -2 5 0.0% (MISS)
- Item legitimate skip/NA: -3 949 5.8% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Multiple responses: -6 3 0.0% (MISS)
- Partial interview-breakoff: -7 15 0.1% (MISS)
- Survey component legitimate skip/NA: -8 785 4.8% (MISS)
- Missing: -9 276 1.7% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

POST-SEC SCHOOL'S GEOGRAPHIC LOCATION IMPORTANT TO RESPONDENT

52. How important is or was each of the following in choosing a school you would like to attend?
(MARK ONE RESPONSE ON EACH LINE)

p. Geographic location of the school

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41p), transfer (Q45p), homeschool (Q40p), and early graduate (Q48p) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

---

PLS52Q STUDENT.PUB Rec. 2/5
Pos. 631-632 Format: R2

CODES FREQ CENT PCT
Not important.......................... 1 3702 22.8% 30.0%
Somewhat important...................... 2 6243 38.4% 46.9%
Very important........................... 3 3075 18.9% 23.0%
RESERVE CODES:
[Don't know].......................... -1 1 0.0% (MISS)
[Refused]............................... -2 1 0.0% (MISS)
[Item legitimate skip/NA]............... -3 949 5.8% (MISS)
[Nonrespondent]........................ -4 1164 7.2% (MISS)
[Multiple response]..................... -6 15 0.1% (MISS)
[Survey component legitimate skip/NA] -8 785 4.8% (MISS)
[Missing]................................... -9 113 1.9% (MISS)

TOTALS: 16252 100.0% 100.0%

---

POST-SEC SCHOOL'S ACCEPTANCE OF COLLEGE CREDIT IMPORTANT TO RESPONDENT

52. How important is or was each of the following in choosing a school you would like to attend?
(MARK ONE RESPONSE ON EACH LINE)

r. Being able to apply college credits earned while you were in high school

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41r), transfer (Q45r), homeschool (Q40r), and early graduate (Q48r) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to continue education at some time in the future.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

---

PLS53R STUDENT.PUB Rec. 2/5
Pos. 631-636 Format: R2

CODES FREQ CENT PCT
Not important.......................... 1 5745 35.3% 43.1%
Somewhat important...................... 2 4314 26.5% 32.8%
Very important........................... 3 3007 18.5% 24.1%
RESERVE CODES:
[Refused]............................... -2 1 0.0% (MISS)
[Item legitimate skip/NA]............... -3 949 5.8% (MISS)
[Nonrespondent]........................ -4 1164 7.2% (MISS)
[Multiple response]..................... -6 15 0.1% (MISS)
[Survey component legitimate skip/NA] -8 785 4.8% (MISS)
[Missing]................................... -9 269 1.7% (MISS)

TOTALS: 16252 100.0% 100.0%

---

PLS53 STUDENT.PUB Rec. 2/5
Pos. 633-638 Format: R2

53. Do you plan to work right after high school?
(MARK ONE RESPONSE)

No, you don’t plan to work right after high school (SKIP TO QUESTION 56)
Yes, part-time (SKIP TO QUESTION 57)
Yes, full-time (GO TO QUESTION 54)

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

---

PLS54 STUDENT.PUB Rec. 2/5
Pos. 631-632 Format: R2

CODES FREQ CENT PCT
No, don't plan to work.......................... 1 3287 20.2% 26.5%
Yes, full-time.................................. 2 6811 41.9% 49.8%
Yes, part-time.................................. 3 3587 22.1% 23.7%

RESERVE CODES:
[Don't know].......................... -1 10 0.1% (MISS)
[Refused]............................... -2 1 0.0% (MISS)
[Item legitimate skip/NA]............... -3 949 5.8% (MISS)
[Nonrespondent]........................ -4 1164 7.2% (MISS)
[Multiple response]..................... -6 15 0.1% (MISS)
[Survey component legitimate skip/NA] -8 785 4.8% (MISS)
[Missing]................................... -9 33 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%

---

PLS55 STUDENT.PUB Rec. 2/5
Pos. 633-636 Format: R2

5. How important is or was each of the following in choosing a school you would like to attend?
(MARK ONE RESPONSE ON EACH LINE)

q. Ability to attend the same school your parents attended

No, you don't plan to work right after high school (SKIP TO QUESTION 56)

Note: This item also appears on the abbreviated student (Q42), transfer (Q46), and homeschool (Q41) questionnaires. These items are identical to the student item.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool questionnaires

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G-160
Has regular full-time job lined up

54. Do you have a regular, full-time job lined up after high school graduation?

- (MARK ONE RESPONSE)
  - Yes, you’ll continue the job you have now (GO TO QUESTION 55)
  - Yes, you have a new job lined up (GO TO QUESTION 55)
  - No, but you are looking for a job (GO TO QUESTION 55)
  - No, you haven’t done anything yet to get a job (SKIP TO QUESTION 56)

Note: This item also appears on the abbreviated student (Q43), transfer (Q47), and homeschool (Q42) questionnaires. These items are identical to the student item.

Applies to: Respondents who plan to work full-time right after high school.

Source: ELS:2002 first follow-up Student questionnaire after high school.

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<td>0.6%</td>
<td>MISS</td>
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TOTALS: 16252 100.0% 100.0%

Guidance counselor helped select possible jobs

55. Please indicate which of the following people at your school helped you to select the jobs you will seek after graduation.

- (MARK ONE RESPONSE ON EACH LINE)
  - a. School guidance counselor
  - b. Vocational-technical teacher
  - c. Other teacher

Note: This is one of a series of items, a through e. This item only appears on the full student questionnaire.

Applies to: Respondents who have or are looking for a full-time job after high school.

Source: ELS:2002 first follow-up Student questionnaire

<table>
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<td>-9</td>
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<td>0.6%</td>
<td>MISS</td>
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</table>

TOTALS: 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

**How much education respondent thinks will be needed for job at age 30**

Mark ONE RESPONSE

- Professional degree (such as J.D. or M.D.)
- Ph.D
- Master's degree
- Attend college, but not complete a 4- or 5-year degree
- Less than 2 years in a community college or vocational school
- High school diploma or GED
- Some high school

**Apply to:** Respondents who have or are looking for a full-time job after high school.

Source: ELS:2002 first follow-up Student questionnaire

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<td>9.1%</td>
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<td>8</td>
<td>Ph.D</td>
<td>4.3%</td>
<td>6.2%</td>
</tr>
<tr>
<td>7</td>
<td>Master's degree</td>
<td>13.6%</td>
<td>20.5%</td>
</tr>
<tr>
<td>5</td>
<td>Attend college, but not complete a 4- or 5-year degree</td>
<td>2.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>4</td>
<td>Complete 2-year college/school</td>
<td>8.1%</td>
<td>14.8%</td>
</tr>
<tr>
<td>3</td>
<td>Less than 2 years in a community college or vocational school</td>
<td>2.9%</td>
<td>4.5%</td>
</tr>
<tr>
<td>2</td>
<td>High school diploma or GED</td>
<td>12.6%</td>
<td>18.6%</td>
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<tr>
<td>1</td>
<td>Some high school</td>
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<td>1.2%</td>
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**Reservation Codes:**

- Refused
- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA

**TOTALS:**

16252 100.0% 100.0%

---

**How many hours usually works a week during school year**

Mark ONE RESPONSE

- Over 40 hours/week
- 31-35 hours
- 26-30 hours
- 21-25 hours
- 16-20 hours
- 11-15 hours
- 6-10 hours
- 1-5 hours/week

**Apply to:** Respondents who have worked for pay.

Source: ELS:2002 first follow-up Student questionnaire

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<td>2.5%</td>
</tr>
<tr>
<td>8</td>
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<td>4.5%</td>
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<td>7</td>
<td>26-30 hours</td>
<td>5.7%</td>
<td>8.9%</td>
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<tr>
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<td>21-25 hours</td>
<td>13.6%</td>
<td>20.5%</td>
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<td>12.6%</td>
<td>18.6%</td>
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<td>4</td>
<td>11-15 hours</td>
<td>21.2%</td>
<td>34.1%</td>
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<tr>
<td>3</td>
<td>6-10 hours</td>
<td>2.9%</td>
<td>4.5%</td>
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<tr>
<td>2</td>
<td>1-5 hours/week</td>
<td>6.6%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

**Reservation Codes:**

- Refused
- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA

**TOTALS:**

16252 100.0% 100.0%

---

**Have you ever worked for pay, not counting work around the house?**

Mark ONE RESPONSE

- Yes, currently employed
- Yes, but not currently employed
- No

**Apply to:** All respondents.

**TOTALS:**

16252 100.0% 100.0%

---

**How many hours usually worked a week during school year**

Mark ONE RESPONSE

- Over 40 hours/week
- 31-35 hours
- 26-30 hours
- 21-25 hours
- 16-20 hours
- 11-15 hours
- 6-10 hours
- 1-5 hours/week

**Apply to:** Respondents who have worked for pay.

Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>Code</th>
<th>Hours/Week</th>
<th>Per-Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Over 40 hours/week</td>
<td>1.6%</td>
<td>2.5%</td>
</tr>
<tr>
<td>8</td>
<td>31-35 hours</td>
<td>2.9%</td>
<td>4.5%</td>
</tr>
<tr>
<td>7</td>
<td>26-30 hours</td>
<td>5.7%</td>
<td>8.9%</td>
</tr>
<tr>
<td>6</td>
<td>21-25 hours</td>
<td>13.6%</td>
<td>20.5%</td>
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<td>5</td>
<td>16-20 hours</td>
<td>12.6%</td>
<td>18.6%</td>
</tr>
<tr>
<td>4</td>
<td>11-15 hours</td>
<td>21.2%</td>
<td>34.1%</td>
</tr>
<tr>
<td>3</td>
<td>6-10 hours</td>
<td>2.9%</td>
<td>4.5%</td>
</tr>
<tr>
<td>2</td>
<td>1-5 hours/week</td>
<td>6.6%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

**Reservation Codes:**

- Refused
- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA

**TOTALS:**

16252 100.0% 100.0%
61. How many hours works on the weekend during school year?

   [MARK ONE RESPONSE]
   0 hours on weekends
   1-5 hours on weekends
   6-10 hours on weekends
   11-15 hours on weekends
   16-20 hours on weekends
   Over 20 hours on weekends

Note: This item only appears on the full student questionnaire.

Applies to: Respondents who have worked for pay during 2003-2004 school year.
Source: ELS:2002 first follow-up Student questionnaire

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<td>1</td>
<td>1165</td>
<td>7.3%</td>
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<td>1</td>
<td>2</td>
<td>1992</td>
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</tr>
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<td>2</td>
<td>3</td>
<td>2619</td>
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<td>3</td>
<td>4</td>
<td>1155</td>
<td>8.3%</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>512</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

More than 20 hours on weekends

6. How many of those hours each week are/were on the weekend (Saturday or Sunday)?

   [MARK ONE RESPONSE]
   No
   Yes

Note: This item also appears on the abbreviated student questionnaire.

Applies to: Respondents who have performed volunteer work in past two years.
Source: ELS:2002 first follow-up Student questionnaire

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<td>1</td>
<td>1786</td>
<td>11.0%</td>
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</tbody>
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RESERVE CODES:
{Don't know}......................... -1 4 0.0% (MISS)
{Multiple response}.................. -6 3 0.0% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Item legitimate skip/NA}............ -3 2596 16.0% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)
{Missing}............................ -9 121 0.7% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Refused}............................ -2 1 0.0% (MISS)
{Missing}............................ -9 158 1.0% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)
{Item legitimate skip/NA}............ -3 3616 22.2% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)
{Multiple response}.................. -6 1 0.0% (MISS)
{Missing}............................ -9 158 1.0% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)

TOTALES: 16252 100.0% 100.0%

63. Which of the following types of organizations are/were you involved with in your unpaid volunteer or community service work? (MARK ONE RESPONSE ON EACH LINE)

   (A) a. A youth organization, such as coaching Little League or helping out with scouts
   (B) b. School or community service organizations, such as Big Brother or Sister or Key Club
   (C) c. Political clubs or organizations

Note: This is one of a series of items, a through h. This item only appears on the full student questionnaire.

Applies to: Respondents who have performed volunteer work in past two years.
Source: ELS:2002 first follow-up Student questionnaire

<table>
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<th>FREQ</th>
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<th>PCT</th>
</tr>
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<td>5664</td>
<td>34.9%</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2597</td>
<td>16.0%</td>
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RESERVE CODES:
{Item legitimate skip/NA}............ -3 3616 22.2% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Multiple response}.................. -6 1 0.0% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)
{Missing}............................ -9 158 1.0% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Refused}............................ -2 1 0.0% (MISS)
{Missing}............................ -9 121 0.7% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)
{Item legitimate skip/NA}............ -3 3616 22.2% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)
{Multiple response}.................. -6 1 0.0% (MISS)
{Missing}............................ -9 158 1.0% (MISS)
{Survey component legitimate skip/NA} -8 4637 28.5% (MISS)

TOTALES: 16252 100.0% 100.0%
63. Which of the following types of organizations are/were you involved with in your unpaid volunteer or community service work? (MARK ONE RESPONSE ON EACH LINE)

a. Selecting courses or programs at school
   (Never; Sometimes; Often)
Note: This is one of a series of items, a through j. This item only appears on the full student questionnaire.

b. A conservation, recycling, or environmental group such as the Sierra Club or the Nature Conservancy
Note: This is one of a series of items, a through h. This item only appears on the full student questionnaire.

c. In your unpaid volunteer or community service work?

64. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians? (MARK ONE RESPONSE ON EACH LINE)

a. Selecting courses or program at school
b. Your goals for college or career plans

Note: This is one of a series of items, a through h. This item also appears on the abbreviated student (Q5a), transfer (Q4a), and homeschool (Q4a) questionnaires. These items are identical to the student item.

Note: This is one of a series of items, a through j. This item also appears on the abbreviated student (Q5a), transfer (Q4a), and homeschool (Q4a) questionnaires. These items are identical to the student item.
### How often discussed school activities with parents

64. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

- **(Never; Sometimes; Often)**
- **(MARK ONE RESPONSE ON EACH LINE)**
- **Note:** This is one of a series of items, through j. This item also appears on the abbreviated student (Q50b), transfer (Q54b), and homeschool (Q49b) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires.

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</tr>
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<td>3</td>
<td>4365</td>
<td>26.9%</td>
<td>25.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- **Nonrespondent**: -4 1164 7.2% (MISS)
- **Partial interview-breakoff**: -7 11 0.1% (MISS)
- **Survey component legitimate skip/NA**: -8 34 8.3% (MISS)
- **Missing**: -9 242 14.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### How often discussed things studied in class with parents

64. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

- **(Never; Sometimes; Often)**
- **(MARK ONE RESPONSE ON EACH LINE)**
- **Note:** This is one of a series of items, through j. This item also appears on the abbreviated student (Q50c), transfer (Q54c), and homeschool (Q49c) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires.

<table>
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<td>2777</td>
<td>14.6%</td>
<td>17.6%</td>
</tr>
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<td>2</td>
<td>7474</td>
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</tr>
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<td>3</td>
<td>3641</td>
<td>22.4%</td>
<td>27.2%</td>
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**RESERVE CODES:**
- **Nonrespondent**: -4 1164 7.2% (MISS)
- **Partial interview-breakoff**: -7 11 0.1% (MISS)
- **Survey component legitimate skip/NA**: -8 34 8.3% (MISS)
- **Missing**: -9 242 14.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

64. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

[MAKE ONE RESPONSE ON EACH LINE]

(a) Your plans and preparation for ACT or SAT tests (Never; Sometimes; Often)
(b) Going to college
(c) Specific jobs you might apply for after high school
(d) Going to college
(e) Community, national, and world events
(f) Community, national, and world events
(g) Plans and preparation for ACT or SAT tests
(h) Going to college
(i) Going to college
(j) Community, national, and world events

How often discussed going to college with parents:

<table>
<thead>
<tr>
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<th>FREQ</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>Often</td>
<td>-7</td>
<td>12</td>
<td>0.8%</td>
</tr>
<tr>
<td>Missing</td>
<td>-8</td>
<td>1345</td>
<td>8.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
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</table>

How often discussed plans for ACT/SAT with parents:

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<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>Often</td>
<td>-7</td>
<td>12</td>
<td>0.8%</td>
</tr>
<tr>
<td>Missing</td>
<td>-8</td>
<td>1345</td>
<td>8.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
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</table>

How often discussed plans for college with parents:

<table>
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<th>FREQ</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>Often</td>
<td>-7</td>
<td>12</td>
<td>0.8%</td>
</tr>
<tr>
<td>Missing</td>
<td>-8</td>
<td>1345</td>
<td>8.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

How often discussed current events with parents:

<table>
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<th>PCT</th>
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<tbody>
<tr>
<td>Never</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>Often</td>
<td>-7</td>
<td>12</td>
<td>0.8%</td>
</tr>
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<td>Missing</td>
<td>-8</td>
<td>1345</td>
<td>8.3%</td>
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<td>TOTALS:</td>
<td>16252</td>
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<td>100.0%</td>
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Data Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires.
64. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians? (MARK ONE RESPONSE ON EACH LINE) (Never; Sometimes; Often; Sometimes; Often)

Note: This is one of a series of items, a through j. This item also appears on the abbreviated student (Q55a), transfer (Q55a), homeschool (Q55b), early graduate (Q55b), and dropout (Q69a) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires.

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<td>2981</td>
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<tr>
<td>Sometimes</td>
<td>2</td>
<td>6771</td>
<td>41.7%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>1373</td>
<td>23.0%</td>
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</table>

RESERVE CODES:
[None of them] -4 1164 7.2% (MISS)
[Partial interview-breakoff] -7 12 0.1% (MISS)
[Survey component legitimate skip/NA] -8 1746 8.3% (MISS)
[Missing] -9 246 1.5% (MISS)

TOTSALS: 16552 100.0% 100.0%

How many friends dropped out of high school

65. How many of your friends... (MARK ONE RESPONSE ON EACH LINE) (None of them; A few of them; Some of them; Most of them; All of them)

a. dropped out of high school without graduating?

Note: This is one of a series of items, a through d. This item also appears on the abbreviated student (Q51a), transfer (Q51a), homeschool (Q50a), early graduate (Q50a), and dropout (Q69a) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires.

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<td>7774</td>
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<td>A few</td>
<td>2</td>
<td>3210</td>
<td>18.6%</td>
</tr>
<tr>
<td>Some</td>
<td>3</td>
<td>1209</td>
<td>7.0%</td>
</tr>
<tr>
<td>Most</td>
<td>4</td>
<td>422</td>
<td>2.4%</td>
</tr>
<tr>
<td>All</td>
<td>5</td>
<td>59</td>
<td>0.4%</td>
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</table>

RESERVE CODES:
[Don't know] -1 9 0.1% (MISS)
[Refused] -3 1 0.0% (MISS)
[Nonrespondent] -4 1164 7.2% (MISS)
[Multiple responses] -6 4 0.0% (MISS)
[Partial interview-breakoff] -7 27 0.2% (MISS)
[Survey component legitimate skip/NA] -8 99 0.6% (MISS)
[Missing] -9 194 1.2% (MISS)

TOTSALS: 16552 100.0% 100.0%

How many friends plan to have full-time job after high school

65. How many of your friends... (MARK ONE RESPONSE ON EACH LINE) (None of them; A few of them; Some of them; Most of them; All of them)

b. plan to have a regular full-time job after high school?

Note: This is one of a series of items, a through d. This item also appears on the abbreviated student (Q51b), transfer (Q51b), homeschool (Q50b), early graduate (Q50b), and dropout (Q69b) questionnaires. These items are identical to the student item.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires.

<table>
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<td>A few</td>
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<td>Some</td>
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<td>2304</td>
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<tr>
<td>All</td>
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<td>836</td>
<td>5.1%</td>
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RESERVE CODES:
[Don't know] -1 70 0.4% (MISS)
[Refused] -2 5 0.0% (MISS)
[Nonrespondent] -4 1164 7.2% (MISS)
[Multiple responses] -6 4 0.0% (MISS)
[Partial interview-breakoff] -7 27 0.2% (MISS)
[Survey component legitimate skip/NA] -8 99 0.6% (MISS)
[Missing] -9 246 1.5% (MISS)

TOTSALS: 16552 100.0% 100.0%
### Appendix G:
Base-Year to First Follow-up Electronic Codebook

#### F1 Dropout Questionnaire

**Month and year last attended school (DO)**

19. When did you last attend high school?

- Month
  - January
  - February
  - March
  - April
  - May
  - June
  - July
  - August
  - September
  - October
  - November
  - December
- Year
  - 2002
  - 2003
  - 2004

Note: This item also appears on the early graduate (F1E20) questionnaire, which is identical. However, the variable F1D19 contains only data collected from dropouts. Data provided in a single (yyyym) format.

**Grade when last attended school (DO)**

- 20. What grade were you in then?
  - [MARK ONE RESPONSE]
    - 10th grade (GO TO QUESTION 21)
    - 11th grade (GO TO QUESTION 21)
    - 12th grade (GO TO QUESTION 21)
  - No grade system used (SKIP TO QUESTION 25 ON PAGE 7)

Note: This item also appears on the early graduate (F1E21) questionnaire, which is identical. However, the variable F1D20 contains only data collected from dropouts.

Applies to: All respondents.

**Reserve Codes**

```
RESERVE CODES:
[36x287]-------- Pos. 713-714
F1D21 STUDENT.PUB Rec. 2/5
-------- Pos. 711-712
F1D20 STUDENT.PUB Rec. 2/5
-------- Pos. 711-712
F1D20 STUDENT.PUB Rec. 2/5
-------- Pos. 711-712
F1D21 STUDENT.PUB Rec. 2/5
-------- Pos. 713-714
```

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<td>1164</td>
<td>7.2%</td>
<td></td>
</tr>
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<td>-5</td>
<td>Out of range</td>
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<td>0.1%</td>
<td></td>
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<td></td>
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<tr>
<td>-9</td>
<td>Missing</td>
<td>1</td>
<td>0.1%</td>
<td></td>
</tr>
</tbody>
</table>

Note: The following reserve codes are used throughout the ECB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.

**Multiple response** represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.

**Partial interview-breakoff** is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes partial items that are not included on an abbreviated version questionnaire.

**Survey component legitimate skip/NA** is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey); 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).

**Nonrespondent** is filled for questionnaire respondents who did not receive certain items on the in-school survey, or 3) the sample member due to a language barrier definition not eligible for the(base-year survey), or 3) the sample member did not receive certain items on the in-school survey, or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).

**Don't know** represents respondents who indicated that they didn't know the answer to the question.

**Refused** represents respondents who indicated that they refused to answer the question.

**Item legitimate skip/NA** is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.

**Survey component legitimate skip/NA** is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey); 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).

**Missing** is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.

<table>
<thead>
<tr>
<th>Reserve Code</th>
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<th>Percent</th>
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<td></td>
</tr>
<tr>
<td>-3</td>
<td>Item legitimate skip/NA</td>
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<td>Multiple response</td>
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<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>Survey component legitimate skip/NA</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>Missing</td>
<td>1</td>
<td>0.1%</td>
<td></td>
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Note: This item only appears on the dropout questionnaire.

Applies to: All respondents.

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<td>7.2%</td>
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<tr>
<td>-6</td>
<td>Multiple response</td>
<td>2</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>Survey component legitimate skip/NA</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>Missing</td>
<td>1</td>
<td>0.1%</td>
<td></td>
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Note: This item appears on the dropout questionnaire.

Applies to: All respondents.

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<th>Weight</th>
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</thead>
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<td>0.7%</td>
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</tr>
<tr>
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<td>Nonrespondent</td>
<td>1164</td>
<td>7.2%</td>
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</tr>
<tr>
<td>-8</td>
<td>Survey component legitimate skip/NA</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
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<tr>
<td>-9</td>
<td>Missing</td>
<td>3</td>
<td>0.2%</td>
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Note: This item only appears on the dropout questionnaire.

Applies to: All respondents.

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<th>Percent</th>
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<td>0.1%</td>
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<tr>
<td>-4</td>
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<td>1164</td>
<td>7.2%</td>
<td></td>
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<tr>
<td>-8</td>
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<td>88.6%</td>
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<td>Missing</td>
<td>1</td>
<td>0.1%</td>
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Note: This item appears on the dropout questionnaire.

Applies to: All respondents.

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<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
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</thead>
<tbody>
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<td>Don't know</td>
<td>109</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>Nonrespondent</td>
<td>1164</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>Survey component legitimate skip/NA</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>Missing</td>
<td>3</td>
<td>0.2%</td>
<td></td>
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Note: This item appears on the dropout questionnaire.

Applies to: All respondents.

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<th>Percent</th>
<th>Weight</th>
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<tr>
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<td>Don't know</td>
<td>15</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>Nonrespondent</td>
<td>1164</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>Survey component legitimate skip/NA</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>Missing</td>
<td>1</td>
<td>0.1%</td>
<td></td>
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Note: This item appears on the dropout questionnaire.

Applies to: All respondents.

<table>
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<th>Percent</th>
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<td>109</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>Nonrespondent</td>
<td>1164</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>Survey component legitimate skip/NA</td>
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<td>88.6%</td>
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<td>Missing</td>
<td>3</td>
<td>0.2%</td>
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Note: This item appears on the dropout questionnaire.

Applies to: All respondents.

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<th>Percent</th>
<th>Weight</th>
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<td>-1</td>
<td>Don't know</td>
<td>15</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
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<td></td>
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<tr>
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<td>Missing</td>
<td>1</td>
<td>0.1%</td>
<td></td>
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Note: This item appears on the dropout questionnaire.

Applies to: All respondents.

<table>
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<tr>
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<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>-1</td>
<td>Don't know</td>
<td>109</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>Nonrespondent</td>
<td>1164</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>Survey component legitimate skip/NA</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>Missing</td>
<td>3</td>
<td>0.2%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This item appears on the dropout questionnaire.

Applies to: All respondents.

<table>
<thead>
<tr>
<th>Reserve Code</th>
<th>Description</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>Don't know</td>
<td>15</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>Nonrespondent</td>
<td>1164</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>Survey component legitimate skip/NA</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>Missing</td>
<td>1</td>
<td>0.1%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This item appears on the dropout questionnaire.

Applies to: All respondents.
Month and year first left school for more than a month

23. When was the very first time you left school for more than a month?
Month
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December
Year
- 1999 or before
- 2000
- 2001
- 2002
- 2003
- 2004
Note: This item only appears on the dropout questionnaire. Data provided in a single (yyyyymm) format.

Applies to: Respondents who left school for more than a month before last left.
Source:ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
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<tbody>
<tr>
<td>[199901-200403]</td>
<td>c</td>
<td>89</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don't know] -1 6 0.0% (MISS)
- [Item legitimate skip/NA] -3 571 3.0% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Out of range] -5 9 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
- [Missing] -9 11 0.1% (MISS)

TOTALS: 16252 100.0% 100.0%

----- ----- ------ ------
PER- WGTD

----- ----- ------ ------
RESERVE CODES:
- [Don't know] -1 58 0.4% (MISS)
- [Refused] -2 11 0.1% (MISS)
- [Item legitimate skip/NA] -3 124 0.8% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
- [Missing] -9 27 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Month and year returned to school

24. When did you return to school?
Month
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December
Year
- 1999 or before
- 2000
- 2001
- 2002
- 2003
- 2004
Note: This item only appears on the dropout questionnaire. Data provided in a single (yyyyymm) format.

Applies to: Respondents who left school for more than a month before last left.
Source:ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
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<th>PCT</th>
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<tbody>
<tr>
<td>[200005-200402]</td>
<td>c</td>
<td>82</td>
<td>0.5%</td>
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RESERVE CODES:
- [Don't know] -1 9 0.1% (MISS)
- [Item legitimate skip/NA] -3 571 3.0% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Out of range] -5 10 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
- [Missing] -9 14 0.1% (MISS)

TOTALS: 16252 100.0% 100.0%

----- ----- ------ ------
PER- WGTD

----- ----- ------ ------
RESERVE CODES:
- [Don't know] -1 15 0.1% (MISS)
- [Refused] -2 1 0.0% (MISS)
- [Multiple response] -6 1 0.0% (MISS)
- [Partial interview-breakoff] -7 2 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
- [Missing] -9 11 0.1% (MISS)

TOTALS: 16252 100.0% 100.0%
27. From the beginning of ninth grade until you left high school, how many years of science coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(a) General physical science

Note: This is one of a series of items, a through i. This is the dropout version of F1S16C. Unless otherwise noted below, F1S16C is identical to F1D27C. However, the variable F1D27C contains only data collected from dropouts. F1S16C is in present tense. Question stem wording change: 'until you left high school' is replaced with 'to the end of this school year'; 'did you complete' is replaced with 'will you have completed'; 'met' is replaced with 'meet'.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

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<tr>
<td>Half year</td>
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<td>121</td>
</tr>
<tr>
<td>1 year</td>
<td>1.0%</td>
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</tr>
<tr>
<td>More than 1 year</td>
<td>2.3%</td>
<td>423</td>
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RESERVE CODES:
- Don't know: 1 -1 1.0% (MISS)
- Nonrespondent: 4 -114 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 10 0.1% (MISS)

TOTALS: 16252 100.0% 100.0%

27. From the beginning of ninth grade until you left high school, how many years of science coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(b) Botany or zoology

Note: This is one of a series of items, a through i. This is the dropout version of F1S16D. Unless otherwise noted below, F1S16D is identical to F1D27D. However, the variable F1D27D contains only data collected from dropouts. F1S16D is in present tense. Question stem wording change: 'until you left high school' is replaced with 'to the end of this school year'; 'did you complete' is replaced with 'will you have completed'; 'met' is replaced with 'meet'.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

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<tr>
<td>Half year</td>
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<tr>
<td>1 year</td>
<td>2.9%</td>
<td>26</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>1.9%</td>
<td>15</td>
</tr>
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</table>

RESERVE CODES:
- Don't know: -1 9 0.1% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -6 1 0.0% (MISS)
- Survey component legitimate skip/NA: -7 2 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 13 0.1% (MISS)

TOTALS: 16252 100.0% 100.0%

27. From the beginning of ninth grade until you left high school, how many years of science coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(c) Earth science

Note: This is one of a series of items, a through i. This is the dropout version of F1S16E. Unless otherwise noted below, F1S16E is identical to F1D27E. However, the variable F1D27E contains only data collected from dropouts. F1S16E is in present tense. Question stem wording change: 'until you left high school' is replaced with 'to the end of this school year'; 'did you complete' is replaced with 'will you have completed'; 'met' is replaced with 'meet'.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

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<td>256</td>
</tr>
<tr>
<td>Half year</td>
<td>0.8%</td>
<td>12</td>
</tr>
<tr>
<td>1 year</td>
<td>1.4%</td>
<td>232</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>3.7%</td>
<td>52</td>
</tr>
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</table>

RESERVE CODES:
- Don't know: -1 10 0.1% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 2 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 11 0.1% (MISS)

TOTALS: 16252 100.0% 100.0%
27. From the beginning of ninth grade until you left high school, how many years of science coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes. (MARK ONE RESPONSE ON EACH LINE)

(More than 1 year)........................ 4 9 0.1% 1.5%
1 year.................................. 3 33 0.2% 4.0%
None.................................... 1 584 3.6% 88.3%

Applies to: All respondents.
Source:ELS:2002 first follow-up Dropout questionnaire

Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

FID27F STUDENT: PUB Rec. 2/5 Pos. 744-745 Format: H2

Years of Principles of Technology coursework (DO)

27. From the beginning of ninth grade until you left high school, how many years of science coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes. (MARK ONE RESPONSE ON EACH LINE)

(More than 1 year)........................ 4 9 0.1% 1.5%
1 year.................................. 3 33 0.2% 4.0%
None.................................... 1 584 3.6% 88.3%

Applies to: All respondents.
Source:ELS:2002 first follow-up Dropout questionnaire
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Base-Year to First Follow-up Electronic Codebook

**Appendix G:**

**Years of Pre-Algebra coursework (DO)**

28. From the beginning of ninth grade until you left high school, how many years of math coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(MARK ONE RESPONSE ON EACH LINE)

(Non or less than half a year; Half year; 1 year; More than 1 year)

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<th>FREQ</th>
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<th>WTD</th>
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<tbody>
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<td>1</td>
<td>175</td>
<td>1.1%</td>
</tr>
<tr>
<td>Half year</td>
<td>2</td>
<td>128</td>
<td>0.8%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>109</td>
<td>0.8%</td>
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<tr>
<td>More than 1 year</td>
<td>4</td>
<td>60</td>
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**RESERVE CODES:**

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<th>FREQ</th>
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</thead>
<tbody>
<tr>
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<td>4</td>
<td>0.3%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>10</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

**Years of Geometry coursework (DO)**

28. From the beginning of ninth grade until you left high school, how many years of math coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(MARK ONE RESPONSE ON EACH LINE)

(Non or less than half a year; Half year; 1 year; More than 1 year)

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
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<td>175</td>
<td>1.1%</td>
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<tr>
<td>Half year</td>
<td>2</td>
<td>128</td>
<td>0.8%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>109</td>
<td>0.8%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>60</td>
<td>0.4%</td>
</tr>
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**RESERVE CODES:**

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<th>PER-</th>
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</thead>
<tbody>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>4</td>
<td>0.3%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
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<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>10</td>
<td>0.1%</td>
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</table>

**TOTALS:**

16252 100.0% 100.0%

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

**Years of Algebra I coursework (DO)**

28. From the beginning of ninth grade until you left high school, how many years of math coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(MARK ONE RESPONSE ON EACH LINE)

(Non or less than half a year; Half year; 1 year; More than 1 year)

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<thead>
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<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>175</td>
<td>1.1%</td>
</tr>
<tr>
<td>Half year</td>
<td>2</td>
<td>128</td>
<td>0.8%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>109</td>
<td>0.8%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>60</td>
<td>0.4%</td>
</tr>
</tbody>
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**RESERVE CODES:**

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<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
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<tbody>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>4</td>
<td>0.3%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
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<td>0.1%</td>
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<td>88.6%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>10</td>
<td>0.1%</td>
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</table>

**TOTALS:**

16252 100.0% 100.0%

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

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**Base-Year to First Follow-up Electronic Codebook**

**F1D28A**

- **STUDENT.PUB**
- **Rec. 2/5**
- **Pos. 752-753**
- **Format: N2**

**F1D28C**

- **STUDENT.PUB**
- **Rec. 2/5**
- **Pos. 756-757**
- **Format: N2**

**F1D28D**

- **STUDENT.PUB**
- **Rec. 2/5**
- **Pos. 758-759**
- **Format: N2**

---

**Appendix G:**

**Base-Year to First Follow-up Electronic Codebook**

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G-172
28. From the beginning of ninth grade until you left high school, how many years of math coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

<table>
<thead>
<tr>
<th>Subject</th>
<th>None or less than half a year</th>
<th>Half year</th>
<th>1 year</th>
<th>More than 1 year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra II</td>
<td>1 436 2.7% 15.4%</td>
<td>2 110 0.7% 15.5%</td>
<td>3 115 0.7% 15.5%</td>
<td>4 5 0.0% 0.8%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through j. This is the dropout version of F1S17E. Unless otherwise noted below, F1S17E is identical to F1D28E. However, the variable F1D28E contains only data collected from dropouts. F1S17E is in present tense. Question stem wording change: 'until you left high school' is replaced with 'to the end of this school year'; 'did you complete' is replaced with 'will you have completed'; 'met' is replaced with 'will have completed'.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

Appendix G:
Base-Year to First Follow-up Electronic Codebook
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Years of Consumer/Business Math coursework (DO)

28. From the beginning of ninth grade until you left high school, how many years of math coursework did you complete in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school and AP (advanced placement) classes.

(MARK ONE RESPONSE ON EACH LINE)

- None or less than half a year
- Half year
- 1 year
- More than 1 year

Note: This is one of a series of items, a through j. This is the dropout version of F1S17J. Unless otherwise noted below, F1S17J is identical to F1D28I. However, the variable F1D28I contains only data collected from dropouts. F1S17J is in present tense. Question stem wording change: 'until you left high school' is replaced with 'to the end of this school year'; 'did you complete' is replaced with 'will you have completed'; 'met' is replaced with 'will meet'.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3</td>
<td>48</td>
<td>0.3%</td>
</tr>
<tr>
<td>Half year</td>
<td>3</td>
<td>44</td>
<td>0.3%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>44</td>
<td>0.3%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>4</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 4 0.0% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Partial interview-breakoff] -7 2 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
- [Missing] -9 12 0.1% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### Left school because could not get along with teachers (DO)

29. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

a. You got a job

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22B) questionnaire, which is identical. However, the variable F1D29A contains only data collected from dropouts.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

**RESERVE CODES:**

- [Refused] -2 2 0.0% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Partial interview-breakoff] -7 3 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
- [Missing] -9 2 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**G-174**
### Left school because could not get along with other students (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>3.8%</td>
<td>93.1%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.0%</td>
<td>96.9%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22) questionnaire, which is identical. However, the variable F1D29 contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

### Left school because you were pregnant (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>3.8%</td>
<td>96.2%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.0%</td>
<td>97.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22) questionnaire, which is identical. However, the variable F1D29 contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

### Left school because you had to support family (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>3.8%</td>
<td>86.2%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.0%</td>
<td>97.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22) questionnaire, which is identical. However, the variable F1D29 contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

### Left school because you were suspended from school (DO)

<table>
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<th>MTD</th>
<th>PCT</th>
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<td>86.2%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.0%</td>
<td>97.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22) questionnaire, which is identical. However, the variable F1D29 contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

### Left school because you did not feel safe (DO)

<table>
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<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>3.8%</td>
<td>96.2%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.0%</td>
<td>97.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22) questionnaire, which is identical. However, the variable F1D29 contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

### Left school because you were the father/mother of a baby (DO)

<table>
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<th>MTD</th>
<th>PCT</th>
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<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>3.8%</td>
<td>96.2%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.0%</td>
<td>97.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22) questionnaire, which is identical. However, the variable F1D29 contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

### Left school because you were pregnant (DO)

<table>
<thead>
<tr>
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<th>FREQ</th>
<th>PER-CENT</th>
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</tr>
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<td>0.0%</td>
<td>97.0%</td>
<td></td>
</tr>
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Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22) questionnaire, which is identical. However, the variable F1D29 contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

### Left school because you were suspended from school (DO)

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<th>PCT</th>
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<td>3.8%</td>
<td>96.2%</td>
<td></td>
</tr>
<tr>
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<td>1</td>
<td>0.0%</td>
<td>97.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22) questionnaire, which is identical. However, the variable F1D29 contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

### Left school because you did not feel safe (DO)

<table>
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<th>MTD</th>
<th>PCT</th>
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<tbody>
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<td>3.8%</td>
<td>96.2%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.0%</td>
<td>97.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22) questionnaire, which is identical. However, the variable F1D29 contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire
29. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)
(Mark: Yes; No)

a. You had to care for a member of your family
Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22J) questionnaire, which is identical. However, the variable F1D29K contains only data collected from dropouts.
Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

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<td>------</td>
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<td>630</td>
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</tr>
<tr>
<td>1</td>
<td>269</td>
<td>1.6%</td>
<td>38.0%</td>
</tr>
</tbody>
</table>

29. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)
(Mark: Yes; No)

k. You were expelled from school
Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22O) questionnaire, which is identical. However, the variable F1D29N contains only data collected from dropouts.
Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

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<tr>
<td>1</td>
<td>221</td>
<td>1.4%</td>
<td>32.1%</td>
</tr>
</tbody>
</table>

29. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)
(Mark: Yes; No)

o. You got married or planned to get married
Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22Q) questionnaire, which is identical. However, the variable F1D29O contains only data collected from dropouts.
Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

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Appendix G: Base-Year to First Follow-up Electronic Codebook

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<tr>
<td>1</td>
<td>221</td>
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<table>
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<td>1</td>
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<th>PER-</th>
<th>WGT</th>
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<tr>
<td>0</td>
<td>630</td>
<td>3.9%</td>
<td>93.2%</td>
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<tr>
<td>1</td>
<td>269</td>
<td>1.6%</td>
<td>38.0%</td>
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</table>
Left school because changed schools and did not like new one (DO) (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

q. You changed schools and didn’t like your new school
Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22P) questionnaire, which is identical. However, the variable F1D29P contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
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<tr>
<td>Yes</td>
<td>1</td>
<td>0.9%</td>
<td>87.5%</td>
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RESERVE CODES:
- Nonrespondent] -4 1164 7.2% (MISS)
- Partial interview-breakoff] -7 3 0.0% (MISS)
- Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
- Missing] -9 3 0.0% (MISS)

TOTALES: 16252 100.0% 100.0%

Left school because could not work at same time (DO) (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

q. You couldn’t work and go to school at the same time
Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22Q) questionnaire, which is identical. However, the variable F1D29Q contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

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RESERVE CODES:
- Partial interview-breakoff] -7 3 0.0% (MISS)
- Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
- Missing] -9 4 0.0% (MISS)

TOTALES: 16252 100.0% 100.0%

Left school because missed too many school days (DO) (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

q. You thought it would be easier to get a GED
Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22S) questionnaire, which is identical. However, the variable F1DS2 contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

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<td>3.7%</td>
<td>89.5%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>0.9%</td>
<td>87.5%</td>
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RESERVE CODES:
- Nonrespondent] -4 1164 7.2% (MISS)
- Partial interview-breakoff] -7 3 0.0% (MISS)
- Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
- Missing] -9 4 0.0% (MISS)

TOTALES: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

10. On the whole, do you feel that leaving school was a good decision for you?
Yes
No
Don’t know
Note: This item also appears on the early graduate (F1E23) questionnaire, which is identical. However, the variable F1D30 contains only data collected from dropouts.

Apply to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

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<td>133</td>
<td>0.8%</td>
<td>21.0%</td>
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<tr>
<td>No</td>
<td>92</td>
<td>0.6%</td>
<td>12.7%</td>
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RESERVE CODES:
[Don’t know] -1 1 0.0% (MISS)
[Nonrespondent] -4 1164 7.2% (MISS)
[Partial interview-breakoff] -7 3 0.0% (MISS)
[Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
[Missing] -9 5 0.0% (MISS)

TOTALES: 16252 100.0% 100.0%

11. Did anyone from your school do any of the following the last time you stopped going to school?
- Offered to put you in special program
- Offered to send you to another school
- Offered to help you with personal problems
- Offered to help you make up work you missed
- Offered to help you make up missed work
- Offered to help you with personal problems

Apply to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

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<td>13.7%</td>
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<tr>
<td>No</td>
<td>624</td>
<td>3.8%</td>
<td>76.3%</td>
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RESERVE CODES:
[Don’t know] -1 1 0.0% (MISS)
[Nonrespondent] -4 1164 7.2% (MISS)
[Partial interview-breakoff] -7 3 0.0% (MISS)
[Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
[Missing] -9 3 0.0% (MISS)

TOTALES: 16252 100.0% 100.0%

12. Did anyone from your school do any of the following the last time you stopped going to school?
- Offered to put you in special program
- Offered to send you to another school
- Offered to help you with personal problems

Apply to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
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<tr>
<td>Yes</td>
<td>103</td>
<td>0.6%</td>
<td>13.7%</td>
</tr>
<tr>
<td>No</td>
<td>624</td>
<td>3.8%</td>
<td>76.3%</td>
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RESERVE CODES:
[Don’t know] -1 1 0.0% (MISS)
[Nonrespondent] -4 1164 7.2% (MISS)
[Partial interview-breakoff] -7 3 0.0% (MISS)
[Survey component legitimate skip/NA] -8 14402 88.6% (MISS)
[Missing] -9 3 0.0% (MISS)

TOTALES: 16252 100.0% 100.0%
### Base-Year to First Follow-up Electronic Codebook

#### Appendix G

**F1D31F**

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<td>3.3%</td>
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<td>1</td>
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<td>15.4%</td>
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**RESERVE CODES**
- Don't know: -1 2 0.0% (MISS)
- [Nonrespondent]: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 2 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31G**

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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31H**

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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31I**

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<td>0.7%</td>
<td>15.4%</td>
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**RESERVE CODES**
- Don't know: -1 2 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 2 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31J**

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<td>86.4%</td>
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<tr>
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<td>1</td>
<td>0.7%</td>
<td>15.4%</td>
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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31K**

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<tr>
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<td>1</td>
<td>0.7%</td>
<td>15.4%</td>
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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31J**

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<tr>
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<td>1</td>
<td>0.7%</td>
<td>15.4%</td>
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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31K**

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<tr>
<td>Yes</td>
<td>1</td>
<td>0.7%</td>
<td>15.4%</td>
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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31L**

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<td>1</td>
<td>0.7%</td>
<td>15.4%</td>
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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31M**

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<td>0.7%</td>
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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**F1D31N**

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<td>0.7%</td>
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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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**F1D31O**

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<td>1</td>
<td>0.7%</td>
<td>15.4%</td>
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**RESERVE CODES**
- Don't know: -1 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%
Parents/guardians offered to put you in special program

31. Did anyone from your school do any of the following the last time you stopped going to school?
(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

a. Offered to put you in a special program

Note: This is one of a series of items, a through l. This item only appears on the dropout questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

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<td>517</td>
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<td>1</td>
<td>358</td>
<td>1.0%</td>
<td>25.3%</td>
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RESERVE CODES:
- Don’t know | -1 | 1 | 0.0% (MISS)
- Nonrespondent | -4 | 1164 | 7.3% (MISS)
- Multiple responses | -6 | 2 | 0.0% (MISS)
- Partial interview-breakoff | -7 | 4 | 0.0% (MISS)
- Survey component legitimate skip/NA | -8 | 14402 | 88.6% (MISS)
- Missing | -9 | 4 | 0.0% (MISS)

TOTALES: 16252 100.0% 100.0%

Appendix G:
Base-Year to First Follow-up Electronic Codebook

32. Did your parents or guardians do any of the following the last time you stopped going to school?
(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

e. Offered to help you with personal problems

Note: This is one of a series of items, a through n. This item only appears on the dropout questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

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<td>522</td>
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<td>458</td>
<td>0.9%</td>
<td>22.2%</td>
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RESERVE CODES:
- Don’t know | -1 | 3 | 0.0% (MISS)
- Nonrespondent | -4 | 1164 | 7.3% (MISS)
- Partial interview-breakoff | -7 | 4 | 0.0% (MISS)
- Survey component legitimate skip/NA | -8 | 14402 | 88.6% (MISS)
- Missing | -9 | 9 | 0.1% (MISS)

TOTALES: 16252 100.0% 100.0%

---

Reserve codes:

{Don’t know} | -1 | 2 | 0.0% (MISS)
{Nonrespondent} | -4 | 1164 | 7.3% (MISS)
{Partial interview-breakoff} | -7 | 4 | 0.0% (MISS)
{Survey component legitimate skip/NA} | -8 | 14402 | 88.6% (MISS)
{Missing} | -9 | 4 | 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---

Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

Reserve codes:

{Don’t know} | -1 | 2 | 0.0% (MISS)
{Nonrespondent} | -4 | 1164 | 7.3% (MISS)
{Partial interview-breakoff} | -7 | 4 | 0.0% (MISS)
{Survey component legitimate skip/NA} | -8 | 14402 | 88.6% (MISS)
{Missing} | -9 | 4 | 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%
### Appendix G: Base-Year to First follow-up Electronic Codebook

#### FID12I
**STUDENT.PUB Rec. 2/5**  
**Pos. 856-857**  
**Format: N2**

**Parents/guardians punished you for leaving school**

32. Did your parents or guardians do any of the following the last time you stopped going to school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Te; No)

- i. Punished you for leaving school  

Note: This is one of a series of items, a through m. This item only appears on the dropout questionnaire.

**Applies to: All respondents.**  
Source: ELS:2002 first follow-up Dropout questionnaire  
Applies to: All respondents.**

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#### FID13J
**STUDENT.PUB Rec. 2/5**  
**Pos. 858-859**  
**Format: N2**

**Parents/guardians told you it was your decision**

32. Did your parents or guardians do any of the following the last time you stopped going to school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Te; No)

- j. Told you it was your decision to make  

Note: This is one of a series of items, a through m. This item only appears on the dropout questionnaire.

**Applies to: All respondents.**  
Source: ELS:2002 first follow-up Dropout questionnaire  
Applies to: All respondents.**

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</table>

#### FID13K
**STUDENT.PUB Rec. 2/5**  
**Pos. 860-861**  
**Format: N2**

**Parents/guardians called principle or teacher**

32. Did your parents or guardians do any of the following the last time you stopped going to school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Te; No)

- k. Called your principal/teacher  

Note: This is one of a series of items, a through m. This item only appears on the dropout questionnaire.

**Applies to: All respondents.**  
Source: ELS:2002 first follow-up Dropout questionnaire  
Applies to: All respondents.**

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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

32. Did your parents or guardians do any of the following the last time you stopped going to school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)  
---  
[parents/guardians called school counselor]  
Note: This is one of a series of items, a through n. This item only appears on the dropout questionnaire.  
Applies to: All respondents.  
Source: ELS:2002 first follow-up Dropout questionnaire

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<th>WTD</th>
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<td>Yes</td>
<td>1</td>
<td>207</td>
<td>1.3%</td>
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RESERVE CODES:  
- [Don't know] -1 4 0.0% (MISS)  
- [Nonrespondent] -4 1164 7.2% (MISS)  
- [Partial interview-breakoff] -7 4 0.0% (MISS)  
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)  
- [Missing] -9 6 0.0% (MISS)  

TOTALS: 16252 100.0% 100.0%

33. In the past 2 years, did any of the following things happen to you?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)  
---  
[a. You saw a counselor or social worker]  
[b. You went to a youth center or outreach program]  
[c. You went to a youth center or outreach program]  
Note: This is one of a series of items, a through j. This item only appears on the dropout questionnaire.  
Applies to: All respondents.  
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
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<tr>
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<td>1</td>
<td>531</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  
- [Don't know] -1 2 0.0% (MISS)  
- [Nonrespondent] -4 1164 7.2% (MISS)  
- [Partial interview-breakoff] -7 4 0.0% (MISS)  
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)  
- [Missing] -9 1 0.0% (MISS)  

TOTALS: 16252 100.0% 100.0%

34. In the past 2 years, did any of the following things happen to you?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)  
---  
[d. You went to family counseling]  
[e. You went to a youth center or outreach program]  
[f. You went to a youth center or outreach program]  
Note: This is one of a series of items, a through j. This item only appears on the dropout questionnaire.  
Applies to: All respondents.  
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
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<td>0.3%</td>
</tr>
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RESERVE CODES:  
- [Don't know] -1 1 0.0% (MISS)  
- [Nonrespondent] -4 1164 7.2% (MISS)  
- [Partial interview-breakoff] -7 4 0.0% (MISS)  
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)  
- [Missing] -9 1 0.0% (MISS)  

TOTALS: 16252 100.0% 100.0%

35. In the past 2 years, did any of the following things happen to you?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)  
---  
[g. You went to a youth center or outreach program]  
[h. You went to a youth center or outreach program]  
[i. You went to a youth center or outreach program]  
Note: This is one of a series of items, a through j. This item only appears on the dropout questionnaire.  
Applies to: All respondents.  
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
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</tr>
</thead>
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<td>631</td>
<td>3.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>48</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  
- [Don't know] -1 1 0.0% (MISS)  
- [Nonrespondent] -4 1164 7.2% (MISS)  
- [Partial interview-breakoff] -7 4 0.0% (MISS)  
- [Survey component legitimate skip/NA] -8 14402 88.6% (MISS)  
- [Missing] -9 2 0.0% (MISS)  

TOTALS: 16252 100.0% 100.0%

G-182
Did you work for religious group in past 2 years?

33. In the past 2 years, did any of the following things happen to you?
(MARK ONE RESPONSE ON EACH LINE)

f. You did work for your religious group
   (Yes; No)

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Failed competency test required for graduation in past 2 years

33. In the past 2 years, did any of the following things happen to you?
(MARK ONE RESPONSE ON EACH LINE)

j. You failed a competency test required for high school graduation
   (Yes; No)

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire
Appendix G: Base-Year to First Follow-up Electronic Codebook

F1D34 STUDENT.PUB Rec. 2/5 Pos. 866-867 Format: N2

Participated in an alternative program

34. Have you ever participated in an alternative program?
   Yes (GO TO QUESTION 35 ON PAGE 12)
   No [SKIP TO QUESTION 41 ON PAGE 13]

   Note: This item only appears on the dropout questionnaire.

   Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
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<th>PCT</th>
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<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>492</td>
<td>3.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>166</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:
  {Don't know} | -1 | 3 | 0.0% (MISS) |
  {Nonrespondent} | -4 | 1164 | 7.2% (MISS) |
  {Partial interview-breakoff} | -7 | 4 | 0.0% (MISS) |
  {Survey component legitimate skip/NA} | -8 | 14402 | 88.6% (MISS) |
  {Missing} | -9 | 1 | 0.0% (MISS) |

| TOTALS: | 16252 | 100.0% | 100.0% |

F1D35 STUDENT.PUB Rec. 2/5 Pos. 888-893 Format: N6

Month and year entered most recent alternative program

35. When did you enter the most recent alternative program in which you have participated?

   Month
   January
   February
   March
   April
   May
   June
   July
   August
   September
   October
   November
   December
   Year
   1999 or before
   2000
   2001
   2002
   2003
   2004

   Note: This item only appears on the dropout questionnaire. Data provided in a single (yyyyMMdd) format.

   Applies to: Respondents who have participated in alternative program.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
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<tr>
<td>199900-200405</td>
<td>c</td>
<td>183</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:
  {Don't know} | -1 | 4 | 0.0% (MISS) |
  {Item legitimate skip/NA} | -3 | 492 | 3.0% (MISS) |
  {Nonrespondent} | -4 | 1164 | 7.2% (MISS) |
  {Out of range} | -5 | 1 | 0.0% (MISS) |
  {Partial interview-breakoff} | -7 | 4 | 0.0% (MISS) |
  {Survey component legitimate skip/NA} | -8 | 14402 | 88.6% (MISS) |
  {Survey component legitimate skip/NA} | -9 | 1 | 0.0% (MISS) |

| TOTALS: | 16252 | 100.0% | 100.0% |

F1D36 STUDENT.PUB Rec. 2/5 Pos. 894-895 Format: N2

Still enrolled in alternative program

36. Are you still enrolled in this program?
   (MARK ONE RESPONSE)
   Yes (GO TO QUESTION 40 ON PAGE 12)
   No, you left before completing the program (GO TO QUESTION 37)
   No, you completed the program (GO TO QUESTION 37)

   Note: This item only appears on the dropout questionnaire.

   Applies to: Respondents who have participated in alternative program.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
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<td>Yes</td>
<td>1</td>
<td>48</td>
<td>0.3%</td>
</tr>
<tr>
<td>No, left before completing the program</td>
<td>2</td>
<td>95</td>
<td>0.6%</td>
</tr>
<tr>
<td>No, completed the program</td>
<td>3</td>
<td>41</td>
<td>0.3%</td>
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</table>
| RESERVE CODES:
  {Don't know} | -1 | 4 | 0.0% (MISS) |
  {Item legitimate skip/NA} | -3 | 492 | 3.0% (MISS) |
  {Nonrespondent} | -4 | 1164 | 7.2% (MISS) |
  {Partial interview-breakoff} | -7 | 4 | 0.0% (MISS) |
  {Survey component legitimate skip/NA} | -8 | 14402 | 88.6% (MISS) |
  {Survey component legitimate skip/NA} | -9 | 2 | 0.0% (MISS) |

| TOTALS: | 16252 | 100.0% | 100.0% |

F1D37 STUDENT.PUB Rec. 2/5 Pos. 896-901 Format: N6

Month and year left/completed most recent alternative program

37. When did you leave or complete the most recent alternative program?

   Month
   January
   February
   March
   April
   May
   June
   July
   August
   September
   October
   November
   December
   Year
   1999 or before
   2000
   2001
   2002
   2003
   2004

   Note: This item only appears on the dropout questionnaire. Data provided in a single (yyyyMMdd) format.

   Applies to: Respondents who are no longer in an alternative program.

Source: ELS:2002 first follow-up Dropout questionnaire

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<td>135</td>
<td>0.8%</td>
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</table>
| RESERVE CODES:
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  {Item legitimate skip/NA} | -3 | 540 | 3.3% (MISS) |
  {Nonrespondent} | -4 | 1164 | 7.2% (MISS) |
  {Partial interview-breakoff} | -7 | 4 | 0.0% (MISS) |
  {Survey component legitimate skip/NA} | -8 | 14402 | 88.6% (MISS) |
  {Survey component legitimate skip/NA} | -9 | 3 | 0.0% (MISS) |

| TOTALS: | 16252 | 100.0% | 100.0% |
### Parents referred you to this alternative program

38. Which of the following people referred you to this alternative program?

- Your parent(s)
- Your brother(s)/sister(s)
- A school counselor
- A school principal
- A teacher
- A friend
- A nonrespondent
- A survey component legitimate skip/NA
- A partial interview-breakoff
- A survey component legitimate skip/NA
- Don't know
- Missing

**Applies to:** Respondents who have participated in alternative program.

**Source:** ELS:2002 first follow-up Dropout questionnaire

**Note:** This is one of a series of items, a through k. This item only appears on the dropout questionnaire.

<table>
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<td>-7</td>
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<td>MISS</td>
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<td>-4</td>
<td>1164</td>
<td>7.2%</td>
<td>MISS</td>
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<tr>
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<td>0.4%</td>
<td>38.7%</td>
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</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

### Siblings referred you to this alternative program

38. Which of the following people referred you to this alternative program?

- Your parent(s)
- Your brother(s)/sister(s)
- A school counselor
- A school principal
- A teacher
- A friend
- A nonrespondent
- A survey component legitimate skip/NA
- A partial interview-breakoff
- A survey component legitimate skip/NA
- Don't know
- Missing

**Applies to:** Respondents who have participated in alternative program.

**Source:** ELS:2002 first follow-up Dropout questionnaire

**Note:** This is one of a series of items, a through k. This item only appears on the dropout questionnaire.

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<td>7.2%</td>
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<td>0.0%</td>
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<td>0.4%</td>
<td>38.7%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

### Teacher referred you to this alternative program

38. Which of the following people referred you to this alternative program?

- Your parent(s)
- Your brother(s)/sister(s)
- A school counselor
- A school principal
- A teacher
- A friend
- A nonrespondent
- A survey component legitimate skip/NA
- A partial interview-breakoff
- A survey component legitimate skip/NA
- Don't know
- Missing

**Applies to:** Respondents who have participated in alternative program.

**Source:** ELS:2002 first follow-up Dropout questionnaire

**Note:** This is one of a series of items, a through k. This item only appears on the dropout questionnaire.

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<td>MISS</td>
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<td>4</td>
<td>0.0%</td>
<td>MISS</td>
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<tr>
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<td>1164</td>
<td>7.2%</td>
<td>MISS</td>
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<td>0.0%</td>
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<td>1</td>
<td>67</td>
<td>0.4%</td>
<td>38.7%</td>
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</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

### Friend referred you to this alternative program

38. Which of the following people referred you to this alternative program?

- Your parent(s)
- Your brother(s)/sister(s)
- A school counselor
- A school principal
- A teacher
- A friend
- A nonrespondent
- A survey component legitimate skip/NA
- A partial interview-breakoff
- A survey component legitimate skip/NA
- Don't know
- Missing

**Applies to:** Respondents who have participated in alternative program.

**Source:** ELS:2002 first follow-up Dropout questionnaire

**Note:** This is one of a series of items, a through k. This item only appears on the dropout questionnaire.

<table>
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<td>3</td>
<td>0.0%</td>
<td>MISS</td>
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<tr>
<td>1</td>
<td>67</td>
<td>0.4%</td>
<td>38.7%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

### Appendix G: Base-Year to First follow-up Electronic Codebook

- **F1D38A**
- **F1D38B**
- **F1D38C**
- **F1D38D**
- **F1D38E**
- **F1D38F**
- **F1D38G**

---

**G-185**
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**F1D38G** STUDENT.PUB Rec. 2/5  
Pos. 914-915  
Format: N2

Relative referred you to this alternative program

---

38. Which of the following people referred you to this alternative program?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

9. A relative

Note: This item appears on the dropout questionnaire.

Applies to: Respondents who have participated in alternative program.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

**F1D39B** STUDENT.PUB Rec. 2/5  
Pos. 916-917  
Format: N2

Received vocational/technical/trade skills training from this program

---

Program did not offer

Applies to: Respondents who have participated in alternative program.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

**F1D38J** STUDENT.PUB Rec. 2/5  
Pos. 924-925  
Format: N2

Received special instructional programs from this program

---

Applies to: Respondents who have participated in alternative program.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

**F1D38K** STUDENT.PUB Rec. 2/5  
Pos. 920-921  
Format: N2

Respondent referred self to this alternative program

---

38. Which of the following people referred you to this alternative program?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

k. Yourself

Note: This item appears on the dropout questionnaire.

Applies to: Respondents who have participated in alternative program.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

**F1D39A** STUDENT.PUB Rec. 2/5  
Pos. 921-923  
Format: N2

Received vocational/technical/trade skills training from this program

---

Program did not offer

Applies to: Respondents who have participated in alternative program.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

**F1D38A** STUDENT.PUB Rec. 2/5  
Pos. 916-918  
Format: N2

Social worker/clergy referred you to this alternative program

---

38. Which of the following people referred you to this alternative program?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

a. A social worker

Note: This item appears on the dropout questionnaire.

Applies to: Respondents who have participated in alternative program.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

**F1D38I** STUDENT.PUB Rec. 2/5  
Pos. 914-915  
Format: N2

Adult friend/acquaintance referred you to this alternative program

---

38. Which of the following people referred you to this alternative program?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

j. An adult friend or acquaintance outside school

Note: This item appears on the dropout questionnaire.

Applies to: Respondents who have participated in alternative program.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

**G-186**
### Appendix G: Base-Year to First-follow-up Electronic Codebook

#### FID39C

**Student: PUB Rec. 2/5**  
**Page: 926-927**  
**Format: N2**

**Received tutoring by teachers from this program**

![Table](https://via.placeholder.com/150)

39. Have you received or did you receive any of the following services from this program?  
**[MARK ONE RESPONSE ON EACH LINE]**  
(Yes; No; Program does/did not offer)

- **c. Tutoring by teachers**
  - This is one of a series of items, a through j. This item only appears on the dropout questionnaire.

**Applies to: Respondents who have participated in alternative program.**

**Source:** ELS:2002 first follow-up Dropout questionnaire  
**Applies to:** Respondents who have participated in alternative program.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>77.0%</td>
<td>40.3%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>99.0%</td>
<td>52.3%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>8.0%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Don't know**
- **Item legitimate skip/NA**
- **Nonrespondent**
- **Partial interview-breakoff**
- **Survey component legitimate skip/NA**
- **Missing**

**TOTALS:** 16252 100.0% 100.0%

---

#### FID39D

**Student: PUB Rec. 2/5**  
**Page: 929-933**  
**Format: N2**

**Received tutoring by other students from this program**

39. Have you received or did you receive any of the following services from this program?  
**[MARK ONE RESPONSE ON EACH LINE]**  
(Yes; No; Program does/did not offer)

- **d. Tutoring by other students**
  - This is one of a series of items, a through j. This item only appears on the dropout questionnaire.

**Applies to: Respondents who have participated in alternative program.**

**Source:** ELS:2002 first follow-up Dropout questionnaire  
**Applies to:** Respondents who have participated in alternative program.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>28.0%</td>
<td>14.9%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>145.0%</td>
<td>79.8%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9.0%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Don't know**
- **Item legitimate skip/NA**
- **Nonrespondent**
- **Partial interview-breakoff**
- **Survey component legitimate skip/NA**
- **Missing**

**TOTALS:** 16252 100.0% 100.0%

---

#### FID39E

**Student: PUB Rec. 2/5**  
**Page: 920-931**  
**Format: N2**

**Received rewards for attendance/class performance from this program**

39. Have you received or did you receive any of the following services from this program?  
**[MARK ONE RESPONSE ON EACH LINE]**  
(Yes; No; Program does/did not offer)

- **e. Incentives or rewards for attendance or classroom performance**
  - This is one of a series of items, a through j. This item only appears on the dropout questionnaire.

**Applies to: Respondents who have participated in alternative program.**

**Source:** ELS:2002 first follow-up Dropout questionnaire  
**Applies to:** Respondents who have participated in alternative program.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>44.0%</td>
<td>22.5%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>124.0%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>14.0%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Don't know**
- **Item legitimate skip/NA**
- **Nonrespondent**
- **Partial interview-breakoff**
- **Survey component legitimate skip/NA**
- **Missing**

**TOTALS:** 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 39. Have you received or did you receive any of the following services from this program?

**Note:** This is one of a series of items, a through j. This item only appears on the dropout questionnaire.  

<table>
<thead>
<tr>
<th>CODES FREQ</th>
<th>PER-CNT</th>
<th>WGTED-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>156</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: -1 3 0.3% (MISS)
- Item legitimate skip/NA: -3 492 3.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 5 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 3 0.0% (MISS)

**TOTALES:** 16252 100.0% 100.0%

#### 39. Have you received health care or referrals from this program?

**Note:** This is one of a series of items, a through j. This item only appears on the dropout questionnaire.  

<table>
<thead>
<tr>
<th>CODES FREQ</th>
<th>PER-CNT</th>
<th>WGTED-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>157</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: -1 3 0.0% (MISS)
- Item legitimate skip/NA: -3 492 3.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 5 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 3 0.0% (MISS)

**TOTALES:** 16252 100.0% 100.0%

#### 40. Altogether, in how many alternative programs have you participated?

**Note:** This item only appears on the dropout questionnaire. Category 4 (participated in 5 or more alternative programs) was combined with category 3 (participated in 3 or 4 alternative programs) for disclosure avoidance purposes.  

<table>
<thead>
<tr>
<th>CODES FREQ</th>
<th>PER-CNT</th>
<th>WGTED-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>137</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>3 or 4</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: -1 2 0.0% (MISS)
- Item legitimate skip/NA: -3 633 3.9% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 5 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 2 0.0% (MISS)

**TOTALES:** 16252 100.0% 100.0%

#### 41. Do you plan to get a GED, high school diploma, or its equivalent?

**Note:** This item only appears on the dropout questionnaire.  

<table>
<thead>
<tr>
<th>CODES FREQ</th>
<th>PER-CNT</th>
<th>WGTED-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>585</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>48</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: -1 2 0.0% (MISS)
- Item legitimate skip/NA: -3 492 3.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Multiple responses: -6 1 0.0% (MISS)
- Partial interview-breakoff: -7 5 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 1 0.0% (MISS)

**TOTALES:** 16252 100.0% 100.0%

#### 43. Why did you decide to complete your GED or equivalency?

**Note:** This item only appears on the dropout questionnaire.  

<table>
<thead>
<tr>
<th>CODES FREQ</th>
<th>PER-CNT</th>
<th>WGTED-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: -1 2 0.0% (MISS)
- Item legitimate skip/NA: -3 633 3.9% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Partial interview-breakoff: -7 5 0.0% (MISS)
- Survey component legitimate skip/NA: -8 14402 88.6% (MISS)
- Missing: -9 2 0.0% (MISS)

**TOTALES:** 16252 100.0% 100.0%
### Completed GED to train for new job/career (DO)

43. Why did you decide to complete your GED or equivalency?

**(MARK ONE RESPONSE ON EACH LINE)**

<table>
<thead>
<tr>
<th>Code</th>
<th>RESPONSE</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1234</td>
<td>54</td>
<td>5.4%</td>
<td>54</td>
<td>5.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>6789</td>
<td>32</td>
<td>3.2%</td>
<td>32</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

### Completed GED to improve basic reading or math skills (DO)

43. Why did you decide to complete your GED or equivalency?

**(MARK ONE RESPONSE ON EACH LINE)**

<table>
<thead>
<tr>
<th>Code</th>
<th>RESPONSE</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1234</td>
<td>54</td>
<td>5.4%</td>
<td>54</td>
<td>5.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>6789</td>
<td>32</td>
<td>3.2%</td>
<td>32</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

### Completed GED because required or encouraged by employer (DO)

43. Why did you decide to complete your GED or equivalency?

**(MARK ONE RESPONSE ON EACH LINE)**

<table>
<thead>
<tr>
<th>Code</th>
<th>RESPONSE</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1234</td>
<td>54</td>
<td>5.4%</td>
<td>54</td>
<td>5.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>6789</td>
<td>32</td>
<td>3.2%</td>
<td>32</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through f. This item also appears on the early graduate (F1E25E) questionnaire, which is identical. However, the variable F1D43E contains only data collected from dropouts.

### Completed GED because of personal/family/social reasons (DO)

43. Why did you decide to complete your GED or equivalency?

**(MARK ONE RESPONSE ON EACH LINE)**

<table>
<thead>
<tr>
<th>Code</th>
<th>RESPONSE</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1234</td>
<td>54</td>
<td>5.4%</td>
<td>54</td>
<td>5.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>6789</td>
<td>32</td>
<td>3.2%</td>
<td>32</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through f. This item also appears on the early graduate (F1E25F) questionnaire, which is identical. However, the variable F1D43F contains only data collected from dropouts.

### Completed GED to meet requirements for additional study (DO)

43. Why did you decide to complete your GED or equivalency?

**(MARK ONE RESPONSE ON EACH LINE)**

<table>
<thead>
<tr>
<th>Code</th>
<th>RESPONSE</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1234</td>
<td>54</td>
<td>5.4%</td>
<td>54</td>
<td>5.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>6789</td>
<td>32</td>
<td>3.2%</td>
<td>32</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through f. This item also appears on the early graduate (F1E25D) questionnaire, which is identical. However, the variable F1D43D contains only data collected from dropouts.

### Completed GED to meet requirements for additional study (DO)

43. Why did you decide to complete your GED or equivalency?

**(MARK ONE RESPONSE ON EACH LINE)**

<table>
<thead>
<tr>
<th>Code</th>
<th>RESPONSE</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1234</td>
<td>54</td>
<td>5.4%</td>
<td>54</td>
<td>5.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>6789</td>
<td>32</td>
<td>3.2%</td>
<td>32</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through f. This item also appears on the early graduate (F1E25B) questionnaire, which is identical. However, the variable F1D43B contains only data collected from dropouts.

### Research Codes

- **RESERVE CODES:**
  - Don't know
  - Item legitimate skip/NA
  - Nonrespondent
  - Partial interview-breakoff
  - Survey component legitimate skip/NA
  - Missing
  - Survey component legitimate skip/NA
  - Nonrespondent
  - Item legitimate skip/NA
  - Missing
  - Survey component legitimate skip/NA
  - Nonrespondent
  - Item legitimate skip/NA
  - Missing
  - Survey component legitimate skip/NA
  - Nonrespondent
  - Item legitimate skip/NA
  - Missing
  - Survey component legitimate skip/NA
  - Nonrespondent
  - Item legitimate skip/NA
  - Missing
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 45. When did you receive your GED, or equivalency?

**Question Stem:** When did you graduate from high school or receive your equivalency (for example, GED)?

<table>
<thead>
<tr>
<th>Month</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>March, 2004</td>
<td>28</td>
<td>0.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>April, 2004</td>
<td>2</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>May, 2004</td>
<td>633</td>
<td>3.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>June, 2004</td>
<td>1164</td>
<td>7.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>July, 2004</td>
<td>5</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>August, 2004</td>
<td>7</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Note:** This item also appears on the early graduate (F1E27) questionnaire. However, the variable F1D45 contains only data collected from dropouts. F1E27 is different from the dropout item in the following way. Early graduate (F1E27) question stem wording change: ‘When did you graduate from high school or receive your equivalency (for example, GED)?’ Responses options are different and specified by month then year: January, February, March, April, May, June, July, August, September, October, November, December, 2003, 2004. Dates beyond 200407 were recoded to 200406.

**Applies to:** Respondents who have GED/equivalency.

**Source:** ELS:2002 first follow-up Dropout questionnaire.

#### 46. Are you currently taking a class to prepare for the GED examination?

**Yes (SKIP TO QUESTION 48)**
**No (GO TO QUESTION 47)**

**Note:** This item only appears on the dropout questionnaire.

**Applies to:** Respondents who are not currently taking a class for GED exam.

**Source:** ELS:2002 first follow-up Dropout questionnaire.

### Plan to go back to school to get high school diploma

**47. Do you plan to do either of the following?**

**Yes; No**

**Note:** This is one of a series of items, a through b. This item only appears on the dropout questionnaire.

**Applies to:** Respondents who are not currently taking a class for GED exam.

**Source:** ELS:2002 first follow-up Dropout questionnaire.
48. About when do you expect to receive a high school diploma or to take the examination for the GED or other high school equivalency exam?

   Month   Year
   20

Note: This item only appears on the dropout questionnaire. Data provided in a single [yyyymm] format. All dates beyond 200512 were recoded as 200600. All dates preceding 200400 were recoded as 200400.

Applies to: Respondents who plan to get GED/high school diploma/equivalent.

Source: ELS:2002 first follow-up Dropout questionnaire

---

49. How often do you use your public library for any of the following activities?

   (MARK ONE RESPONSE ON EACH LINE)

   a. Leisure reading

   b. Read magazines or newspapers

   c. Read books for fun

   (Never; Rarely; Sometimes; Often)

   Note: This is one of a series of items, a through e (for full student, abbreviated student, transfer, and homeschool, a through i). This is the dropout version of F1S30A. Unless otherwise noted below, F1S30B is identical to F1D49A. However, the variable F1D49B contains only data collected from dropouts. F1S30B response options are different: 'Course assignments, in-school projects, homework (assignments to be completed outside of class time), Research papers' are also included.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

### Use of public library for leisure reading (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[200400-200460]</td>
<td>c</td>
<td>464</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 121 | 0.7% | (MISS)
- [Item legitimate skip/NA] | -3 | 91 | 0.6% | (MISS)
- [Nonrespondent] | -4 | 1164 | 7.3% | (MISS)
- [Out of range] | -5 | 1 | 0.0% | (MISS)
- [Partial interview-breakoff] | -7 | 5 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 1 | 0.0% | (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### Use of public library to read magazines/newspaper (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[200400-200460]</td>
<td>c</td>
<td>73</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 121 | 0.7% | (MISS)
- [Item legitimate skip/NA] | -3 | 91 | 0.6% | (MISS)
- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS)
- [Out of range] | -5 | 1 | 0.0% | (MISS)
- [Partial interview-breakoff] | -7 | 5 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 1 | 0.0% | (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### Use of public library to read books for fun (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[200400-200460]</td>
<td>c</td>
<td>141</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 121 | 0.7% | (MISS)
- [Nonrespondent] | -4 | 1164 | 7.3% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)

**TOTALS:** 16252 100.0% 100.0%
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

Use of public library for personal interests (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>319</td>
<td>2.0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>96</td>
<td>0.6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>138</td>
<td>0.9%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>127</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

Use of public library for Internet access (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>319</td>
<td>2.0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>96</td>
<td>0.6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>138</td>
<td>0.9%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>127</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

50. How many hours of reading do you do each week?  
(MARK ONE RESPONSE)  
None  
1 hour or less per week  
2 hours/week  
3 hours/week  
4-5 hours/week  
6-7 hours/week  
8-9 hours/week  
10 hours or more/week

51. How many hours a day do you usually watch TV, videotapes, or DVDs?  
(MARK ONE RESPONSE)  
Don’t watch TV, videotapes, or DVDs  
Less than 1 hour a day  
1 hour or more, but less than 2  
2 hours or more, but less than 3  
3 hours or more, but less than 4  
4 hours or more, but less than 5  
5 hours or more a day
## Appendices

### Base-Year to First Follow-up Electronic Codebook

#### Appendix G:

**F1D52B**

```
<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hours or more a day</td>
<td>6</td>
<td>36</td>
<td>0.2% 5.4%</td>
</tr>
<tr>
<td>3 hours or more, but less than 5 hours/day</td>
<td>5</td>
<td>46</td>
<td>0.3% 7.0%</td>
</tr>
<tr>
<td>2 hours or more, but less than 3 hours/day</td>
<td>4</td>
<td>45</td>
<td>0.3% 7.0%</td>
</tr>
<tr>
<td>1 hour or more, but less than 2 hours/day</td>
<td>3</td>
<td>46</td>
<td>0.3% 7.0%</td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>6</td>
<td>36</td>
<td>0.2% 5.4%</td>
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**F1D53**

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</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>207</td>
<td>1.3% 30.4%</td>
</tr>
<tr>
<td>1 hour or more but less than 2 hours/day</td>
<td>2</td>
<td>159</td>
<td>1.0% 24.0%</td>
</tr>
<tr>
<td>3 hours or more, but less than 5 hours/day</td>
<td>5</td>
<td>62</td>
<td>0.4% 9.7%</td>
</tr>
<tr>
<td>3 hours or more but less than 5 hours/day</td>
<td>5</td>
<td>62</td>
<td>0.4% 9.7%</td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>6</td>
<td>46</td>
<td>0.3% 7.1%</td>
</tr>
</tbody>
</table>
```

---

**F1S34B**

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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>Don’t watch television</td>
<td>1</td>
<td>375</td>
<td>2.3% 55.6%</td>
</tr>
<tr>
<td>1 hour or more but less than 2 hours/day</td>
<td>2</td>
<td>83</td>
<td>0.5% 11.4%</td>
</tr>
<tr>
<td>2 hours or more, but less than 3 hours/day</td>
<td>4</td>
<td>45</td>
<td>0.3% 7.0%</td>
</tr>
<tr>
<td>3 hours or more, but less than 5 hours/day</td>
<td>5</td>
<td>46</td>
<td>0.3% 7.0%</td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>6</td>
<td>36</td>
<td>0.2% 5.4%</td>
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```

**F1S35B**

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<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>207</td>
<td>1.3% 30.4%</td>
</tr>
<tr>
<td>1 hour or more but less than 2 hours/day</td>
<td>2</td>
<td>159</td>
<td>1.0% 24.0%</td>
</tr>
<tr>
<td>3 hours or more, but less than 5 hours/day</td>
<td>5</td>
<td>62</td>
<td>0.4% 9.7%</td>
</tr>
<tr>
<td>3 hours or more but less than 5 hours/day</td>
<td>5</td>
<td>62</td>
<td>0.4% 9.7%</td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>6</td>
<td>46</td>
<td>0.3% 7.1%</td>
</tr>
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</table>
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### Appendix G: Base-Year to First Follow-up Dropout Questionnaire

#### How often uses computer at home (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>204</td>
<td>1.3%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>74</td>
<td>0.5%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>155</td>
<td>1.0%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>189</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS)
- [Partial interview-breakoff] | -7 | 6 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 2 | 0.0% | (MISS)

**TOTALS:**
16252 | 100.0% | 100.0%

---

#### How often uses computer at another place (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>381</td>
<td>2.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>96</td>
<td>0.6%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>113</td>
<td>0.7%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>27</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don’t know] | -1 | 1 | 0.0% | (MISS)
- [Partial interview-breakoff] | -4 | 1164 | 7.2% | (MISS)
- [Partial interview-breakoff] | -7 | 6 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 6 | 0.0% | (MISS)

**TOTALS:**
16252 | 100.0% | 100.0%

---

#### How often uses computer at friend’s house (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>381</td>
<td>2.3%</td>
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<tr>
<td>Less than once a week</td>
<td>3</td>
<td>96</td>
<td>0.6%</td>
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<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>113</td>
<td>0.7%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>27</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don’t know] | -1 | 1 | 0.0% | (MISS)
- [Partial interview-breakoff] | -4 | 1164 | 7.2% | (MISS)
- [Partial interview-breakoff] | -7 | 6 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 6 | 0.0% | (MISS)

**TOTALS:**
16252 | 100.0% | 100.0%

---

#### How often uses computer at public library (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>204</td>
<td>1.3%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>74</td>
<td>0.5%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>155</td>
<td>1.0%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>189</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS)
- [Partial interview-breakoff] | -7 | 6 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 2 | 0.0% | (MISS)

**TOTALS:**
16252 | 100.0% | 100.0%

---

#### How often uses computer at school (DO)

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<th>CENT</th>
<th>PCT</th>
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<tr>
<td>No computer</td>
<td>1</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>381</td>
<td>2.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>96</td>
<td>0.6%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>113</td>
<td>0.7%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>27</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don’t know] | -1 | 1 | 0.0% | (MISS)
- [Partial interview-breakoff] | -4 | 1164 | 7.2% | (MISS)
- [Partial interview-breakoff] | -7 | 6 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 6 | 0.0% | (MISS)

**TOTALS:**
16252 | 100.0% | 100.0%

---

#### How often uses computer at public library (DO)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
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<tr>
<td>No computer</td>
<td>1</td>
<td>204</td>
<td>1.3%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>74</td>
<td>0.5%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>155</td>
<td>1.0%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>189</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS)
- [Partial interview-breakoff] | -7 | 6 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 2 | 0.0% | (MISS)

**TOTALS:**
16252 | 100.0% | 100.0%

---

#### How often uses computer at another place (DO)

<table>
<thead>
<tr>
<th>CODES</th>
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<th>CENT</th>
<th>PCT</th>
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<td>56</td>
<td>0.3%</td>
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<tr>
<td>Never</td>
<td>2</td>
<td>381</td>
<td>2.3%</td>
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<tr>
<td>Less than once a week</td>
<td>3</td>
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<td>0.6%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>113</td>
<td>0.7%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>27</td>
<td>0.2%</td>
</tr>
</tbody>
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**RESERVE CODES:**
- [Don’t know] | -1 | 1 | 0.0% | (MISS)
- [Partial interview-breakoff] | -4 | 1164 | 7.2% | (MISS)
- [Partial interview-breakoff] | -7 | 6 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 6 | 0.0% | (MISS)

**TOTALS:**
16252 | 100.0% | 100.0%

---

#### How often uses computer at friend’s house (DO)

<table>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
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<td>0.3%</td>
</tr>
<tr>
<td>Never</td>
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<td>381</td>
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<tr>
<td>Less than once a week</td>
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<td>96</td>
<td>0.6%</td>
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<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>113</td>
<td>0.7%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>27</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don’t know] | -1 | 1 | 0.0% | (MISS)
- [Partial interview-breakoff] | -4 | 1164 | 7.2% | (MISS)
- [Partial interview-breakoff] | -7 | 6 | 0.0% | (MISS)
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS)
- [Missing] | -9 | 6 | 0.0% | (MISS)

**TOTALS:**
16252 | 100.0% | 100.0%
55. How often do you spend time on the following activities? (MARK ONE RESPONSE ON EACH LINE)

a. Visiting with friends (hanging out)

<table>
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<th>Freq</th>
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<th>PCT</th>
</tr>
</thead>
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<tr>
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</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>55</td>
<td>0.3%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>182</td>
<td>1.1%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>334</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS) |
- [Partial interview-breakoff] | -7 | 7 | 0.0% | (MISS) |
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS) |
- [Multiple responses] | -6 | 1 | 0.0% | (MISS) |
- [Partial interview-breakoff] | -7 | 8 | 0.0% | (MISS) |
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS) |
- [Missing] | -9 | 2 | 0.0% | (MISS) |

TOTALS: 16252 100.0% 100.0%

55. How often do you spend time on the following activities? (MARK ONE RESPONSE ON EACH LINE)

b. Working on hobbies, arts, crafts

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
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<tr>
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</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>138</td>
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</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>379</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Nonrespondent] | -4 | 1164 | 7.2% | (MISS) |
- [Partial interview-breakoff] | -7 | 8 | 0.0% | (MISS) |
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS) |
- [Multiple responses] | -6 | 1 | 0.0% | (MISS) |
- [Partial interview-breakoff] | -7 | 8 | 0.0% | (MISS) |
- [Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS) |
- [Missing] | -9 | 2 | 0.0% | (MISS) |

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

55. How often do you spend time on the following activities?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
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<td>3.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>10</td>
<td>0.1%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>29</td>
<td>0.2%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>32</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

RESEAR CODES:
[Nonrespondent] | -4 | 1164 | 7.2% | (MISS) |
[Partial interview-breakoff] | -7 | 8 | 0.0% | (MISS) |
[Survey component legitimate skip/NA] | -8 | 14402 | 88.6% | (MISS) |
[Missing] | -9 | 1 | 0.0% | (MISS) |

TOTALS: 16252 | 100.0% | 100.0% |
Importance of being successful in line work (DO)

55. How often do you spend time on the following activities? (MARK ONE RESPONSE ON EACH LINE)
   (Rarely or never; Less than once a week; Once or twice a week; Every day or almost every day)
   1. Communicating with friends or relatives via the Internet
      Note: This is one of a series of items, a through i. This is the dropout version of F1S39I. Unless otherwise noted below, F1S39I is identical to F1S53I. However, the variable F1S53I contains only data collected from dropouts. In F1S53I question wording change: 'outside of school' is included at end of question.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
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<th>PER-CNT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
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<td>432</td>
<td>2.7%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>39</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>106</td>
<td>0.7%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>100</td>
<td>0.6%</td>
<td>14.5%</td>
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<tr>
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<td>7.2%</td>
<td>(MISS)</td>
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<td>(MISS)</td>
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<td>88.6%</td>
<td>(MISS)</td>
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<tr>
<td>Missing</td>
<td>-9</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
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<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Appendix G: Base-Year to First follow-up Electronic Codebook

Importance of marrying right person/having happy family (DO)

56. How important is each of the following to you in your life? (MARK ONE RESPONSE ON EACH LINE)
   (Not important; Somewhat important; Very important)
   a. Being successful in your line of work
   b. Finding the right person to marry and having a happy family life
      Note: This is one of a series of items, a through r. This is the dropout version of F1S40A. F1S40A is identical to F1D56B. However, the variable F1D56B contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>122</td>
<td>0.8%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>255</td>
<td>1.6%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>300</td>
<td>1.9%</td>
<td>45.3%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>8</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Appendix G: Base-Year to First follow-up Electronic Codebook
56. How important is each of the following to you in your life? (MARK ONE RESPONSE ON EACH LINE)
   a. Helping your children get a good education
   b. Helping your children get a good education
   c. Helping your children get a good education
   d. Helping your children get a good education
   e. Helping your children get a good education
   f. Helping your children get a good education
   g. Helping your children get a good education
   h. Helping your children get a good education
   i. Helping your children get a good education
   j. Helping your children get a good education
   k. Helping your children get a good education
   l. Helping your children get a good education
   m. Helping your children get a good education
   n. Helping your children get a good education
   o. Helping your children get a good education
   p. Helping your children get a good education
   q. Helping your children get a good education
   r. Helping your children get a good education

   Note: This is one of a series of items, a through r. This is the dropout version of F1S40A. F1S40A is identical to F1D56A. However, the variable F1D56A contains only data collected from dropouts.

   Applies to: All respondents.
   Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
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<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>17</td>
<td>0.1%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>30</td>
<td>0.2%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>625</td>
<td>3.9%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Appendix G: Base-Year to First Follow-up Electronic Codebook
56. How important is each of the following to you in your life?

**MARK ONE RESPONSE ON EACH LINE**

- Not important; Somewhat important; Very important

**K. Having children**

Note: This is one of a series of items, a through r. This is the dropout version of F1S40K. F1S40K is identical to F1D56K. However, the variable F1D56K contains only data collected from dropouts.

**Applies to: All respondents.**

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>-7</td>
<td>8</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>-8</td>
<td>14402</td>
<td>88.4%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

56. How important is each of the following to you in your life?

**MARK ONE RESPONSE ON EACH LINE**

- Not important; Somewhat important; Very important

**L. Having leisure time**

Note: This is one of a series of items, a through r. This is the dropout version of F1S40L. F1S40L is identical to F1D56L. However, the variable F1D56L contains only data collected from dropouts.

**Applies to: All respondents.**

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
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<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>-7</td>
<td>8</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>-8</td>
<td>14402</td>
<td>88.4%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

| 56. How far in school do you think your mother and father want you to go? BE SURE TO ANSWER BOTH A AND B BELOW. (MARK ONE RESPONSE) |
|---|---|---|---|
| Less than high school graduation. | 1 | 11 | 0.1% 2.2% |
| GED or other equivalency only. | 2 | 95 | 0.6% 14.8% |
| High school graduation, 1- or 2-year program in a community college or vocational school. | 3 | 35 | 0.2% 5.5% |
| Attend or complete a 1- or 2-year program in a community college or vocational school. | 4 | 153 | 0.9% 25.1% |
| Attend college, but not complete a 4- or 5-year degree. | 5 | 18 | 0.1% 2.8% |
| Graduate from college (4- or 5-year degree). | 6 | 105 | 0.6% 18.4% |
| Obtain Master’s degree or equivalent. | 7 | 32 | 0.2% 4.9% |
| Obtain a Ph.D., M.D., or other advanced degree. | 8 | 21 | 0.1% 3.5% |
| Don’t know. | 9 | 207 | 1.3% 32.9% |
| **RESERVE CODES:** |
| [Nonrespondent] | -4 | 1164 | 7.2% (MISS) |
| [Survey component legitimate skip/NA] | -7 | 14402 | 88.6% (MISS) |
| [Missing] | -9 | 2 | 0.0% (MISS) |
| **TOTALS:** | 16252 | 100.0% 100.0% |

| 57. As things stand now, how far in school do you think you will get? (MARK ONE RESPONSE) |
|---|---|---|---|
| Less than high school graduation. | 1 | 12 | 0.1% 2.6% |
| GED or other equivalency only. | 2 | 32 | 0.2% 6.6% |
| High school graduation, 1- or 2-year program in a community college or vocational school. | 3 | 64 | 0.4% 9.6% |
| Attend or complete a 1- or 2-year program in a community college or vocational school. | 4 | 76 | 0.5% 14.9% |
| Attend college, but not complete a 4- or 5-year degree. | 5 | 234 | 1.4% 36.7% |
| Graduate from college (4- or 5-year degree). | 6 | 57 | 0.4% 8.6% |
| Obtain Master’s degree or equivalent. | 7 | 54 | 0.3% 9.0% |
| Obtain a Ph.D., M.D., or other advanced degree. | 8 | 9 | 0.1% 0.5% |
| Don’t know. | 9 | 89 | 0.5% 12.7% |
| **RESERVE CODES:** |
| [Refused] | -1 | 1 | 0.0% (MISS) |
| [Item legitimate skip/NA] | -2 | 12 | 0.2% (MISS) |
| [Nonrespondent] | -4 | 1164 | 7.2% (MISS) |
| [Survey component legitimate skip/NA] | -7 | 14402 | 88.6% (MISS) |
| [Missing] | -9 | 2 | 0.0% (MISS) |
| **TOTALS:** | 16252 | 100.0% 100.0% |
58. How far in school do you think your father and/or mother want you to go? BE SURE TO ANSWER BOTH A AND B BELOW.

- Father (or male guardian) (MARK ONE)
  - Less than high school graduation
  - GED or other equivalency only
  - High school graduation only
  - Attend or complete a 1- or 2-year program in a community college or vocational school
  - Attend college, but not complete a 4- or 5-year degree
  - Graduate from college (4- or 5-year degree)
  - Obtain a Master’s degree or equivalent
  - Obtain a Ph.D., M.D., or other advanced degree
  - Don’t know (Do not apply)

Note: This is one of a series of items, a through b. This is the dropout version of F1S43B. F1S43B is identical to F1D58B. However, the variable F1D58B contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTUD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

59. How many jobs have you held since you last left high school? (MARK ONE RESPONSE)

- None (SKIP TO QUESTION 64 ON PAGE 21)
- One (GO TO QUESTION 60)
- Two (GO TO QUESTION 60)
- Three (GO TO QUESTION 60)
- Four (GO TO QUESTION 60)
- Five or more (GO TO QUESTION 60)

Note: This item also appears on the early graduate (F1E51) questionnaire, which is identical. However, the variable F1E51 contains only data collected from dropouts. This item is different from the dropout item in the following way. Early graduate (F1E51) question stem wording change: ‘since you last left’ is replaced with ‘since you left’.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTUD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

60. Do you still have this job? (GO TO QUESTION 64)

- Yes (SKIP TO QUESTION 64 ON PAGE 21)
- No (GO TO QUESTION 64)

Note: This item also appears on the early graduate (F1E52) questionnaire, which is identical. However, the variable F1E52 contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTUD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

62. Do you still have this job? (GO TO QUESTION 64)

- Yes (MARK ONE RESPONSE)
- No (GO TO QUESTION 64)

Note: This item also appears on the early graduate (F1E52) questionnaire, which is identical. However, the variable F1E52 contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTUD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### F1D63

**STUDENT.PUB Rec. 3/5**  
Pos. 41-66  
Format: N6

<table>
<thead>
<tr>
<th>Month and year left most recent job (DO)</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
<td>MISS</td>
</tr>
<tr>
<td>May</td>
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<td>678</td>
<td>4.2%</td>
<td>MISS</td>
</tr>
<tr>
<td>April</td>
<td>-8</td>
<td>63</td>
<td>0.4%</td>
<td>MISS</td>
</tr>
<tr>
<td>March</td>
<td>-7</td>
<td>9</td>
<td>0.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>February</td>
<td>-7</td>
<td>1164</td>
<td>7.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>January</td>
<td>-7</td>
<td>133</td>
<td>0.8%</td>
<td>MISS</td>
</tr>
<tr>
<td>(nonresponse)</td>
<td>-6</td>
<td>2</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>(item legitimate skip/NA)</td>
<td>-6</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>OUT OF RANGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-5</td>
<td>2</td>
<td>0.0%</td>
<td>MISS</td>
<td></td>
</tr>
<tr>
<td>(partial interview-breakoff)</td>
<td>-5</td>
<td>8</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>(survey component legitimate skip/NA)</td>
<td>-4</td>
<td>14402</td>
<td>88.6%</td>
<td>MISS</td>
</tr>
<tr>
<td>(missing)</td>
<td>-4</td>
<td>3</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

**Applies to:** Respondents who have held a job since last leaving high school.

**Source:** ELS:2002 first follow-up Dropout questionnaire

---

#### F1D64

**STUDENT.PUB Rec. 3/5**  
Pos. 67-68  
Format: N2

<table>
<thead>
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<th>Current/most recent pay per hour (DO)</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
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<td>20</td>
<td>1.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>$5.15-$7.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$7.01-$9.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$9.01-$11.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$11.01-$13.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$13.01-$15.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$17.01 or more</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$19.01-$21.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$23.01-$25.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$27.01-$29.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$31.01-$33.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$35.01-$37.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>$39.01-$41.00</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

---

#### F1D65

**STUDENT.PUB Rec. 3/5**  
Pos. 69-70  
Format: N2

<table>
<thead>
<tr>
<th>Number of hours/week usually worked at this job (DO)</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MITHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 40</td>
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<td>14402</td>
<td>88.6%</td>
<td>MISS</td>
</tr>
<tr>
<td>20-41</td>
<td>-8</td>
<td>678</td>
<td>4.2%</td>
<td>MISS</td>
</tr>
<tr>
<td>6-12</td>
<td>-8</td>
<td>63</td>
<td>0.4%</td>
<td>MISS</td>
</tr>
<tr>
<td>0-5</td>
<td>-8</td>
<td>8</td>
<td>0.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>(partial interview-breakoff)</td>
<td>-7</td>
<td>9</td>
<td>0.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>(survey component legitimate skip/NA)</td>
<td>-7</td>
<td>1164</td>
<td>7.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>(missing)</td>
<td>-7</td>
<td>133</td>
<td>0.8%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

**Applies to:** Respondents who have held a job since last leaving high school.

**Source:** ELS:2002 first follow-up Dropout questionnaire

---

#### F1D66

**STUDENT.PUB Rec. 3/5**  
Pos. 71-72  
Format: N2

<p>| Note: This item also appears on the early graduate (F1E56) questionnaire, which is identical. However, the variable F1D66 contains only data collected from dropouts. Categories 7 and 8 contain only data collected from dropouts. Data provided in a single questionnaire, which is identical. However, the variable F1D65 contains only data collected from dropouts. |</p>
<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MITHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(don't know)</td>
<td>-1</td>
<td>5</td>
<td>0.3%</td>
</tr>
<tr>
<td>(item legitimate skip/NA)</td>
<td>-1</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>(nonresponse)</td>
<td>-1</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>(partial interview-breakoff)</td>
<td>-1</td>
<td>9</td>
<td>0.1%</td>
</tr>
<tr>
<td>(survey component legitimate skip/NA)</td>
<td>-1</td>
<td>1164</td>
<td>7.3%</td>
</tr>
<tr>
<td>(missing)</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

---

#### F1D67

**STUDENT.PUB Rec. 3/5**  
Pos. 82-83  
Format: N2

<p>| Note: This item also appears on the early graduate (F1E57) questionnaire, which is identical. However, the variable F1D67 contains only data collected from dropouts. |</p>
<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MITHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional degree (such as J.D. or M.D.)</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
<tr>
<td>Some high school</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
<tr>
<td>High school diploma or GED</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
<tr>
<td>Less than 2 years of 2-year college/school</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
<tr>
<td>Complete 2-year college/school</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
<tr>
<td>Attend college, but not complete a 4- or 5-year degree</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
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<tr>
<td>Master's degree</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
<tr>
<td>College degree</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
<tr>
<td>Attend college, 4-year degree incomplete</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
<tr>
<td>College graduate</td>
<td>-9</td>
<td>11</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

---

#### F1D68

**STUDENT.PUB Rec. 3/5**  
Pos. 7-17  
Format: N2

<p>| Note: This is the dropout version of F1S58. F1S58 is identical to F1D68. However, the variable F1D67 contains only data collected from dropouts. |</p>
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<td>(don't know)</td>
<td>-1</td>
<td>5</td>
<td>0.3%</td>
</tr>
<tr>
<td>(item legitimate skip/NA)</td>
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<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>(nonresponse)</td>
<td>-1</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>(partial interview-breakoff)</td>
<td>-1</td>
<td>9</td>
<td>0.1%</td>
</tr>
<tr>
<td>(survey component legitimate skip/NA)</td>
<td>-1</td>
<td>1164</td>
<td>7.3%</td>
</tr>
<tr>
<td>(missing)</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
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</table>

**TOTALS:**  
16252 100.0% 100.0%
<table>
<thead>
<tr>
<th>CODES</th>
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<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>68.0%</td>
<td>115</td>
</tr>
<tr>
<td>A few of them</td>
<td>73.0%</td>
<td>198</td>
</tr>
<tr>
<td>Most of them</td>
<td>71.0%</td>
<td>204</td>
</tr>
<tr>
<td>All of them</td>
<td>72.0%</td>
<td>217</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Don't know)</td>
<td>-1 0.0% (MISS)</td>
<td></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4 7.2% (MISS)</td>
<td></td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-7 0.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-8 88.6% (MISS)</td>
<td></td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9 0.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252 100.0% 100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, through d. This is the dropout version of F1D69B. F1D69B is identical to F1D69A. However, the variable F1D69B contains only data collected from dropouts.
Appendix G: Base-Year to First Follow-up Electronic Codebook

F1 Transfer Questionnaire

16. When did you begin going to this school?
(MARK ONE RESPONSE)
During 10th grade Beginning or during 11th grade Beginning or during 12th grade
Note: This item only appears on the transfer questionnaire.

Note: The following reserve codes are used throughout the ECB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.
-1: "Don’t know" represents respondents who indicated that they didn’t know the answer to the question.
-2: "Refused" represents respondents who indicated that they refused to answer the question.
-3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.
-4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
-5: "Out of range" represents questionnaire respondents who reported values that are out of range.
-6: "Multiple responses" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
-7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.
-8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).
-9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.
Source: ELS:2002 first follow-up Transfer questionnaire

<table>
<thead>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<td>809</td>
<td>5.0%</td>
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<tr>
<td>-1</td>
<td>1</td>
<td>459</td>
<td>2.6%</td>
</tr>
<tr>
<td>-8</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>-3</td>
<td>-4</td>
<td>1361</td>
<td>8.5%</td>
</tr>
<tr>
<td>0</td>
<td>-9</td>
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</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
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</tbody>
</table>

F1T16A STUDENT.PUB Rec. 3/5
Pos. 83-86
Format: N2

---

F1T16B STUDENT.PUB Rec. 3/5
Pos. 87-88
Format: N2

Transferred for programs/offerings

16. What were your reasons for going to this school?
(MARK ALL THAT APPLY)
F1T16A Your family moved to the area served by this school
F1T16B You transferred to this school to take advantage of its programs or offerings
F1T16C You transferred to this school to take advantage of its quality of instruction
F1T16D You did not feel safe at your other school
F1T16E Other (write in below)

Applies to: All respondents.
Source: ELS:2002 first follow-up Transfer questionnaire

<table>
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<tr>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<tr>
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<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>-3</td>
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<td>8.5%</td>
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<td>7</td>
<td>0.4%</td>
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<tr>
<td>TOTALS:</td>
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<td>100.0%</td>
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</tbody>
</table>

F1T16C STUDENT.PUB Rec. 3/5
Pos. 85-86
Format: N2

---

F1T16D STUDENT.PUB Rec. 3/5
Pos. 89-90
Format: N2

Transferred for quality of instruction

16. What were your reasons for going to this school?
(MARK ALL THAT APPLY)
F1T16A Your family moved to the area served by this school
F1T16B You transferred to this school to take advantage of its programs or offerings
F1T16C You transferred to this school to take advantage of its quality of instruction
F1T16D You did not feel safe at your other school
F1T16E Other (write in below)

Applies to: All respondents.
Source: ELS:2002 first follow-up Transfer questionnaire

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<tr>
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<th>FREQ</th>
<th>CENT</th>
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<tr>
<td>TOTALS:</td>
<td>16252</td>
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<td>100.0%</td>
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</tbody>
</table>

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Transferred because family moved

16. What were your reasons for going to this school?
(MARK ALL THAT APPLY)
F1T16A Your family moved to the area served by this school
F1T16B You transferred to this school to take advantage of its quality of instruction
F1T16C You transferred to this school to take advantage of its programs or offerings
F1T16D You did not feel safe at your other school
F1T16E Other (write in below)

Applies to: All respondents.
Source: ELS:2002 first follow-up Transfer questionnaire

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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<tbody>
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<td>-9</td>
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<td>809</td>
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<tr>
<td>-1</td>
<td>1</td>
<td>459</td>
<td>2.6%</td>
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<td>-8</td>
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<td>-3</td>
<td>1361</td>
<td>8.5%</td>
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<td>-9</td>
<td>7</td>
<td>0.4%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
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---

Transferred because family moved

15. When did you begin going to transfer school?
(MARK ONE RESPONSE)
During 10th grade Beginning or during 11th grade Beginning or during 12th grade

Note: This item only appears on the transfer questionnaire.

Note: All respondents.
Source: ELS:2002 first follow-up Transfer questionnaire

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<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>591</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>675</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
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</table>

G-204
Students get along well with teachers at transfer school.

- Students get along well with teachers at transfer school.

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<td>Strongly agree</td>
<td>1</td>
<td>338</td>
<td>2.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>628</td>
<td>3.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>244</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>TOTALS</td>
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</table>

There is real school spirit at transfer school.

- There is real school spirit at transfer school.

<table>
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<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
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<tr>
<td>Strongly agree</td>
<td>1</td>
<td>338</td>
<td>2.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>628</td>
<td>3.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>244</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Teachers are interested in students at transfer school.

- Teachers are interested in students at transfer school.

<table>
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<td>Agree</td>
<td>2</td>
<td>665</td>
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<td>Disagree</td>
<td>3</td>
<td>119</td>
<td>0.7%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>21</td>
<td>1.3%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
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</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**FIT17H**  
**STUDENT.PUB Rec. 3/5**  
**Pos. 103-112**  
**Format: R2**

Misdrafting students often get away with it at transfer school

17. How much do you agree or disagree with each of the following statements about this school and its teachers?
(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree)

e. Misbehaving students often get away with it

Note: This item only appears on the transfer questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

<table>
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<th>FREQ</th>
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<td>1</td>
<td>68</td>
<td>4.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>341</td>
<td>2.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>627</td>
<td>3.9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>228</td>
<td>1.4%</td>
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</tbody>
</table>

**FIT17H**  
**STUDENT.PUB Rec. 3/5**  
**Pos. 109-110**  
**Format: R2**

Misbehaving students often get away with it at transfer school

17. How much do you agree or disagree with each of the following statements about this school and its teachers?
(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree)

h. Misbehaving students often get away with it

Note: This item only appears on the transfer questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

<table>
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<td>Strongly agree</td>
<td>1</td>
<td>68</td>
<td>4.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>341</td>
<td>2.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>627</td>
<td>3.9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>228</td>
<td>1.4%</td>
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</table>

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**FIT17F**  
**STUDENT.PUB Rec. 3/5**  
**Pos. 103-104**  
**Format: R2**

There are gangs in transfer school

17. How much do you agree or disagree with each of the following statements about this school and its teachers?
(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree)

i. There are gangs in school

Note: This item only appears on the transfer questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
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<td>81</td>
<td>5.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>280</td>
<td>1.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>489</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>409</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

**FIT17F**  
**STUDENT.PUB Rec. 3/5**  
**Pos. 111-112**  
**Format: R2**

There are gangs in transfer school

17. How much do you agree or disagree with each of the following statements about this school and its teachers?
(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree)

i. There are gangs in school

Note: This item only appears on the transfer questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

<table>
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<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
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</thead>
<tbody>
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<td>81</td>
<td>5.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>280</td>
<td>1.7%</td>
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<tr>
<td>Disagree</td>
<td>3</td>
<td>489</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
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<td>409</td>
<td>2.5%</td>
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</table>

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**FIT17G**  
**STUDENT.PUB Rec. 3/5**  
**Pos. 107-108**  
**Format: R2**

Disruptions get in the way of learning at transfer school

17. How much do you agree or disagree with each of the following statements about this school and its teachers?
(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree)

g. Disruptions by other students get in the way of your learning

Note: This item only appears on the transfer questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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</tr>
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<td>68</td>
<td>4.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>326</td>
<td>2.0%</td>
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**FIT17G**  
**STUDENT.PUB Rec. 3/5**  
**Pos. 103-104**  
**Format: R2**

Disruptions get in the way of learning at transfer school

17. How much do you agree or disagree with each of the following statements about this school and its teachers?
(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree)

g. Disruptions by other students get in the way of your learning

Note: This item only appears on the transfer questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

<table>
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<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>68</td>
<td>4.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>326</td>
<td>2.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>662</td>
<td>4.1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>212</td>
<td>1.3%</td>
</tr>
</tbody>
</table>
20. When did you last attend high school?

- Month
  - January
  - February
  - March
  - April
  - May
  - June
  - July
  - August
  - September
  - October
  - November
  - December
- Year
  - 2002
  - 2003

Note: This item also appears on the dropout (FID19) questionnaire, which is identical. However, the variable F1E20 contains only data collected from early graduates. Data provided in a single (yyyy-mm-dd) format.

Note: The following reserve codes are used throughout the ERS. This description is added to the first variable of each section to help users understand the meaning of each reserve code.

- 1: "Don't know" represents respondents who indicated that they didn't know the answer to the question.
- 2: "Refused" represents respondents who indicated that they refused to answer the question.
- 3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.
- 4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
- 5: "Out of range" represents questionnaire respondents who reported values that are out of range.
- 6: "Multiple responses" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
- 7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.
- 8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was a part of a study at the time of administration (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not a part of the study at the time of the survey (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).
- 9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
<thead>
<tr>
<th>PER-</th>
<th>MSTD</th>
<th>CODES</th>
<th>FREQ</th>
<th>CBNT</th>
<th>PCT</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>F1E20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade when last attended school (EG)

21. What grade were you in then?

- MARK ONE RESPONSE
  - 10th grade
  - 11th grade
  - 12th grade

Note: This item also appears on the dropout (F1D20) questionnaire, which is identical. However, the variable F1E21 contains only data collected from early graduates.
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

F1E22C STUDENT.PUB Rec. 3/5
Pos. 125-126
Format: R2

Left school because could not get along with teachers (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

a. You couldn't get along with your teachers

Note: This item also appears on the dropout (F1D29c) questionnaire, which is identical. However, the variable F1E22C contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

Applies to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---

F1E22F STUDENT.PUB Rec. 3/5
Pos. 127-128
Format: R2

Left school because became father/mother of a baby (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

a. You were pregnant

h. You were suspended from school

Note: This item also appears on the dropout (F1D29f) questionnaire, which is identical. However, the variable F1E22F contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---

F1E22G STUDENT.PUB Rec. 3/5
Pos. 131-132
Format: R2

Left school because had to support family (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

d. You couldn't get along with other students

g. You had to support your family

Note: This item also appears on the dropout (F1D29g) questionnaire, which is identical. However, the variable F1E22G contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---

F1E22H STUDENT.PUB Rec. 3/5
Pos. 129-130
Format: R2

Left school because was pregnant (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

a. You couldn't get along with your teachers

c. You became the father/mother of a baby

e. (FOR FEMALES ONLY) You were pregnant

Note: This item also appears on the dropout (F1D29h) questionnaire, which is identical. However, the variable F1E22H contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---

F1E22I STUDENT.PUB Rec. 3/5
Pos. 135-136
Format: R2

Left school because became father/mother of a baby (EG)

---

G-208
Left school because did not feel safe (EG)

<table>
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<th>Cent</th>
<th>Pct</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1164</td>
<td>7.2%</td>
<td>27.0%</td>
</tr>
<tr>
<td>No</td>
<td>14528</td>
<td>89.4%</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29i) questionnaire, which is identical. However, the variable F1E22L contains only data collected from early graduates.

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>154</td>
<td>0.9%</td>
<td>12.1%</td>
</tr>
<tr>
<td>No</td>
<td>16143</td>
<td>99.1%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29j) questionnaire, which is identical. However, the variable F1E22M contains only data collected from early graduates.

Left school because did not feel belonged there (EG)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>154</td>
<td>0.9%</td>
<td>12.1%</td>
</tr>
<tr>
<td>No</td>
<td>16143</td>
<td>99.1%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29l) questionnaire, which is identical. However, the variable F1E22L contains only data collected from early graduates.

Left school because was expelled (EG)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1164</td>
<td>7.2%</td>
<td>27.0%</td>
</tr>
<tr>
<td>No</td>
<td>14528</td>
<td>89.4%</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29m) questionnaire, which is identical. However, the variable F1E22M contains only data collected from early graduates.

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>154</td>
<td>0.9%</td>
<td>12.1%</td>
</tr>
<tr>
<td>No</td>
<td>16143</td>
<td>99.1%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29n) questionnaire, which is identical. However, the variable F1E22N contains only data collected from early graduates.

Left school because was getting poor grades/failing school (EG)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1164</td>
<td>7.2%</td>
<td>27.0%</td>
</tr>
<tr>
<td>No</td>
<td>14528</td>
<td>89.4%</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29o) questionnaire, which is identical. However, the variable F1E22O contains only data collected from early graduates.

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
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<tbody>
<tr>
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<td>154</td>
<td>0.9%</td>
<td>12.1%</td>
</tr>
<tr>
<td>No</td>
<td>16143</td>
<td>99.1%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29p) questionnaire, which is identical. However, the variable F1E22P contains only data collected from early graduates.

Left school because could not keep up with work/schoolwork (EG)

<table>
<thead>
<tr>
<th>Code</th>
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<th>Cent</th>
<th>Pct</th>
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</thead>
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<td>27.0%</td>
</tr>
<tr>
<td>No</td>
<td>14528</td>
<td>89.4%</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29q) questionnaire, which is identical. However, the variable F1E22Q contains only data collected from early graduates.

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0.9%</td>
<td>12.1%</td>
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<tr>
<td>No</td>
<td>16143</td>
<td>99.1%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29r) questionnaire, which is identical. However, the variable F1E22R contains only data collected from early graduates.

Left school because of family reasons (EG)

<table>
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<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1164</td>
<td>7.2%</td>
<td>27.0%</td>
</tr>
<tr>
<td>No</td>
<td>14528</td>
<td>89.4%</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29s) questionnaire, which is identical. However, the variable F1E22S contains only data collected from early graduates.

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>154</td>
<td>0.9%</td>
<td>12.1%</td>
</tr>
<tr>
<td>No</td>
<td>16143</td>
<td>99.1%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29t) questionnaire, which is identical. However, the variable F1E22T contains only data collected from early graduates.

Left school because was getting poor grades/failing school (EG)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
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<th>Pct</th>
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</thead>
<tbody>
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<td>27.0%</td>
</tr>
<tr>
<td>No</td>
<td>14528</td>
<td>89.4%</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29u) questionnaire, which is identical. However, the variable F1E22U contains only data collected from early graduates.

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>154</td>
<td>0.9%</td>
<td>12.1%</td>
</tr>
<tr>
<td>No</td>
<td>16143</td>
<td>99.1%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

Note: This item also appears on the dropout (F1D29v) questionnaire, which is identical. However, the variable F1E22V contains only data collected from early graduates.
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

FIE22O STUDENT.PUB Rec. 3/5
Pos. 149-150
Format: R2

Left school because got married/planned to get married (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

(a) You got married or planned to get married

Note: This item also appears on the dropout (F1D29o) questionnaire, which is identical. However, the variable FIE22O contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
<thead>
<tr>
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<th>FREQ</th>
<th>PERCENT</th>
<th>MWT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>125.0%</td>
<td>-</td>
<td>93.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>8.0%</td>
<td>-</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Don't know}......................... -1 8 0.0% (MISS)

Applies to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---

FIE22P STUDENT.PUB Rec. 3/5
Pos. 151-152
Format: R2

Left school because thought couldn't complete course requirements (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

(a) You thought it would be easier to get a GED

Note: This item also appears on the dropout (F1D29p) questionnaire, which is identical. However, the variable FIE22P contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>122.0%</td>
<td>-</td>
<td>93.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>9.0%</td>
<td>-</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Don't know}......................... -1 9 0.1% (MISS)

Applies to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---

FIE22Q STUDENT.PUB Rec. 3/5
Pos. 153-154
Format: R2

Left school because work interfered with school (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

(a) You couldn't work and go to school at the same time

Note: This item also appears on the dropout (F1D29q) questionnaire, which is identical. However, the variable FIE22Q contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
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<th>MWT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>125.0%</td>
<td>-</td>
<td>93.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>8.0%</td>
<td>-</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Don't know}......................... -1 8 0.0% (MISS)

Applies to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---

FIE22R STUDENT.PUB Rec. 3/5
Pos. 155-156
Format: R2

Left school because thought would fail competency test (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

(a) You thought you would not pass the state competency test

Note: This item also appears on the dropout (F1D29r) questionnaire, which is identical. However, the variable FIE22R contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>122.0%</td>
<td>-</td>
<td>93.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>9.0%</td>
<td>-</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Don't know}......................... -1 9 0.1% (MISS)

Applies to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---

FIE22S STUDENT.PUB Rec. 3/5
Pos. 157-158
Format: R2

Left school because changed schools and did not like new one (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

(a) You changed schools and didn’t like your new school

Note: This item also appears on the dropout (F1D29s) questionnaire, which is identical. However, the variable FIE22S contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
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<th>FREQ</th>
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<th>MWT</th>
<th>PERCENT</th>
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<tbody>
<tr>
<td>No</td>
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<td>125.0%</td>
<td>-</td>
<td>93.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>8.0%</td>
<td>-</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Don't know}......................... -1 8 0.0% (MISS)

Applies to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---

FIE22T STUDENT.PUB Rec. 3/5
Pos. 159-160
Format: R2

Left school because thought it would be easier to get GED (EG)

22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

(MARK ONE RESPONSE ON EACH LINE)

(a) You thought it would be easier to get a GED

Note: This item also appears on the dropout (F1D29t) questionnaire, which is identical. However, the variable FIE22T contains only data collected from early graduates.

Apply to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
<thead>
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<th>PERCENT</th>
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<th>PERCENT</th>
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<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>122.0%</td>
<td>-</td>
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</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>9.0%</td>
<td>-</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Don't know}......................... -1 9 0.1% (MISS)

Applies to: Respondents who received GED/equivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire
22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you? (MARK ONE RESPONSE ON EACH LINE)

Yes..................................... 1 50 0.3% 38.4%
No...................................... 0 78 0.5% 61.6%

Note: This item also appears on the dropout (F1D30a) questionnaire, which is identical. However, the variable F1E23 contains only data collected from early graduates.

Applies to: Respondents who received GED/equivalency certificate.

Note: This is one of a series of items, a through f. This item also appears on the dropout (F1D43b) questionnaire, which is identical. However, the variable F1E25 contains only data collected from early graduates.

Applies to: Respondents who received GED/equivalency certificate.

24. How did you earn the GED or equivalency? What program or school were you enrolled in, if any? (MARK ONE RESPONSE)

Enrolled through adult education........ 3 48 0.3% 40.4%
Part of job training program............ 2 8 0.0% 5.8%
Part of child care program or early childhood program........ 1 19 0.1% 14.7%
No program, just took exam............. 1 47 0.3% 35.0%

Note: This item also appears on the dropout (F1D43a) questionnaire, which is identical. However, the variable F1E24 contains only data collected from early graduates. Values of 5 (Other) were combined with values of 4 (Part of child care program) for disclosure avoidance purposes.

Applies to: Respondents who received GED/equivalency certificate.

Applies to: Respondents who received GED/equivalency certificate.

Applies to: Respondents who received GED/equivalency certificate.
Appendix G: Base-Year to First Follow-up Electronic Codebook

Completed GED to improve basic reading, writing or math skills (EG)

- To improve basic reading, writing or math skills

Note: This is one of a series of items, a through f. This item also appears on the dropout (F1D43c) questionnaire, which is identical. However, the variable F1E25C contains only data collected from early graduates.

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

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RESERVE CODES:
- Don't know [MISS] -1 8 0.0% (MISS)
- Refused [MISS] -2 1 0.0% (MISS)
- Item legitimate skip/NA -3 413 2.5% (MISS)
- Nonrespondent [MISS] -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA -8 14528 89.4% (MISS)
- Missing [MISS] -9 6 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

25. Why did you decide to complete your GED or equivalency?

- To meet requirements for additional study
- To improve basic reading, writing or math skills
- To meet requirements for personal, family or social reasons

Note: This is one of a series of items, a through f. This item also appears on the dropout (F1D43d) questionnaire, which is identical. However, the variable F1E25D contains only data collected from early graduates.

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

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<td>1</td>
<td>74</td>
<td>5.1%</td>
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RESERVE CODES:
- Don't know [MISS] -1 8 0.0% (MISS)
- Refused [MISS] -2 1 0.0% (MISS)
- Item legitimate skip/NA -3 413 2.5% (MISS)
- Nonrespondent [MISS] -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA -8 14528 89.4% (MISS)
- Missing [MISS] -9 5 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

25. Why did you decide to complete your GED or equivalency?

- To meet personal/family/social reasons

Note: This is one of a series of items, a through f. This item also appears on the dropout (F1D43e) questionnaire, which is identical. However, the variable F1E25F contains only data collected from early graduates.

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

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<tr>
<td>Yes</td>
<td>1</td>
<td>74</td>
<td>5.1%</td>
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RESERVE CODES:
- Don't know [MISS] -1 8 0.0% (MISS)
- Refused [MISS] -2 1 0.0% (MISS)
- Item legitimate skip/NA -3 413 2.5% (MISS)
- Nonrespondent [MISS] -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA -8 14528 89.4% (MISS)
- Missing [MISS] -9 5 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

25. Why did you decide to complete your GED or equivalency?

- To meet requirements for personal, family or social reasons

Note: This is one of a series of items, a through f. This item also appears on the dropout (F1D43f) questionnaire, which is identical.

Applies to: All respondents.

Source: ELS:2002 first follow-up Early Graduate questionnaire

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<tr>
<td>Yes</td>
<td>1</td>
<td>74</td>
<td>5.1%</td>
<td></td>
<td></td>
</tr>
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RESERVE CODES:
- Don't know [MISS] -1 8 0.0% (MISS)
- Refused [MISS] -2 1 0.0% (MISS)
- Item legitimate skip/NA -3 413 2.5% (MISS)
- Nonrespondent [MISS] -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA -8 14528 89.4% (MISS)
- Missing [MISS] -9 5 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

27. When did you graduate from high school or receive your equivalency (for example, GED)?

Month
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December
- Year
- 2003
- 2004

Note: This is one of a series of items, a through b. This item also appears on the dropout (F1D45) questionnaire. However, the variable F1E27 contains only data collected from early graduates. Data provided in a single (yyyymm) format. This item is different from the early graduate item in the following way. Dropout (F1D45) question stem wording change: 'When did you receive your GED, or equivalency?'. Responses options are different whereas all skip to Q49 on page 16.

Applies to: All respondents.

Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
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<td>59</td>
<td>0.4%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>74</td>
<td>5.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know [MISS] -1 8 0.0% (MISS)
- Refused [MISS] -2 1 0.0% (MISS)
- Item legitimate skip/NA -3 413 2.5% (MISS)
- Nonrespondent [MISS] -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA -8 14528 89.4% (MISS)
- Missing [MISS] -9 5 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%


27. When did you graduate from high school or receive your equivalency (for example, GED)?

Month
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December
- Year
- 2002
- 2003
- 2004

Note: This is one of a series of items, a through b. This item also appears on the dropout (F1D45) questionnaire. However, the variable F1E27 contains only data collected from early graduates. Data provided in a single (yyyymm) format. This item is different from the early graduate item in the following way. Dropout (F1D45) question stem wording change: 'When did you receive your GED, or equivalency?'. Responses options are different whereas all skip to Q49 on page 16.

Applies to: All respondents.

Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
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<td>0</td>
<td>59</td>
<td>0.4%</td>
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</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>74</td>
<td>5.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
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RESERVE CODES:
- Don't know [MISS] -1 8 0.0% (MISS)
- Refused [MISS] -2 1 0.0% (MISS)
- Item legitimate skip/NA -3 413 2.5% (MISS)
- Nonrespondent [MISS] -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA -8 14528 89.4% (MISS)
- Missing [MISS] -9 5 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

Graduated early to gain early admission to college

28. Which of the following describe why you decided to graduate or complete high school early?
(MARK ONE RESPONSE ON EACH LINE)

a. You wanted to gain early admission to college or vocational/technical school
Note: This is one of a series of items, a through f. This item only appears on the early graduate questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
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<th>WTD %</th>
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<td>277</td>
<td>1.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>256</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know: -1 1 0.0% (MISS)
- Refused: -2 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA: -8 14528 89.4% (MISS)
- Missing: -9 7 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

Graduated early to start a job

28. Which of the following describe why you decided to graduate or complete high school early?
(MARK ONE RESPONSE ON EACH LINE)

b. You wanted to start a job
Note: This is one of a series of items, a through f. This item only appears on the early graduate questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD %</th>
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<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>277</td>
<td>1.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>256</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know: -1 1 0.0% (MISS)
- Refused: -2 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA: -8 14528 89.4% (MISS)
- Missing: -9 7 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

Graduated early to join military

28. Which of the following describe why you decided to graduate or complete high school early?
(MARK ONE RESPONSE ON EACH LINE)

a. You wanted to join military
Note: This is one of a series of items, a through f. This item only appears on the early graduate questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
<thead>
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<th>CODES</th>
<th>FREQ</th>
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<th>WTD %</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>277</td>
<td>1.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>256</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know: -1 1 0.0% (MISS)
- Refused: -2 1 0.0% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Survey component legitimate skip/NA: -8 14528 89.4% (MISS)
- Missing: -9 7 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

---------- STUDENT.PUB Rec. 3/5  
Pos. 45-198  
Format: N2

Enrolled in an educational institution since high school

Note: This item only appears on the early graduate questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
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<tr>
<td>No computer</td>
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<td>22</td>
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</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>307</td>
<td>1.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>67</td>
<td>0.4%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>56</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Nonrespondent} | -4 | 1164 | 7.2% | (MISS) |
{Partial interview-breakoff} | -7 | 3 | 0.0% | (MISS) |
{Survey component legitimate skip/NA} | -8 | 14528 | 89.4% | (MISS) |
{Missing} | -9 | 6 | 0.0% | (MISS) |

TOTALES: | 16252 | 100.0% | 100.0% |

---------- STUDENT.PUB Rec. 3/5  
Pos. 199-201  
Format: N2

Enrolled in an educational institution since high school

Note: This item also appears on the dropout (F1D61) questionnaire.

Applies to: Respondents who have held a job since last leaving high school.
Source: ELS:2002 first follow-up Early Graduate questionnaire

<table>
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<tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td>No computer</td>
<td>1</td>
<td>22</td>
<td>0.1%</td>
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<tr>
<td>Never</td>
<td>2</td>
<td>307</td>
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<tr>
<td>Less than once a week</td>
<td>3</td>
<td>67</td>
<td>0.4%</td>
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<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>99</td>
<td>0.6%</td>
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<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>56</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Nonrespondent} | -4 | 1164 | 7.2% | (MISS) |
{Partial interview-breakoff} | -7 | 3 | 0.0% | (MISS) |
{Survey component legitimate skip/NA} | -8 | 14528 | 89.4% | (MISS) |
{Missing} | -9 | 6 | 0.0% | (MISS) |

TOTALES: | 16252 | 100.0% | 100.0% |

---------- STUDENT.PUB Rec. 3/5  
Pos. 202-204  
Format: N2

Number of jobs held since left high school [EG]

Note: This item also appears on the dropout (F1D59) questionnaire. However, the variable F1E49 contains only data collected from early graduates. Data provided in a single (yyyymm) format.

Applies to: All respondents.
Source: ELS:2002 first follow-up Early Graduate questionnaire

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</tr>
<tr>
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</tr>
<tr>
<td>Year</td>
<td>1</td>
<td>327</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Don’t know} | -1 | 1 | 0.0% | (MISS) |
{Partial interview-breakoff} | -7 | 5 | 0.0% | (MISS) |
{Survey component legitimate skip/NA} | -8 | 14528 | 89.4% | (MISS) |
{Missing} | -9 | 4 | 0.0% | (MISS) |

TOTALES: | 16252 | 100.0% | 100.0% |

---------- STUDENT.PUB Rec. 3/5  
Pos. 205-207  
Format: N2

Still have this job [EG]

Note: This item also appears on the dropout (F1D62) questionnaire, which is identical. However, the variable F1E52 contains only data collected from early graduates.

Applies to: Respondents who have held a job since last leaving high school.
Source: ELS:2002 first follow-up Early Graduate questionnaire

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<tr>
<td>No</td>
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<tr>
<td>Year</td>
<td>1</td>
<td>328</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Item legitimate skip/NA} | -3 | 87 | 0.5% | (MISS) |
{Nonrespondent} | -4 | 1164 | 7.2% | (MISS) |
{Partial interview-breakoff} | -7 | 6 | 0.0% | (MISS) |
{Survey component legitimate skip/NA} | -8 | 14528 | 89.4% | (MISS) |
{Missing} | -9 | 4 | 0.0% | (MISS) |

TOTALES: | 16252 | 100.0% | 100.0% |
Appendix G:
Base-Year to First Follow-up Electronic Codebook

F1E53  STUDENT.PUB Rec. 3/5
Pos. 211-216
Format: N6

Month and year left most recent job (EG)

53. When did you leave this job?
Month
January
February
March
April
May
June
July
August
September
October
November
December
Year
2002
2003
2004

Note: This item also appears on the dropout (F1D63) questionnaire, which is identical. However, the variable F1E53 contains only data collected from early graduates. Data provided in a single (yyyy/mm) format.

Applies to: Respondents who left their job since last leaving high school.
Source: ELS:2002 first follow-up Early Graduate questionnaire

PER- WGTD
CODES FREQ CENT PCT
----- ----- ------ ----
{200200-200407}......................... c 133 0.8% 100.0%
RESERVE CODES:
{Item legitimate skip/NA}............ -3 415 2.6% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Out of range}....................... -5 2 0.0% (MISS)
{Partial interview-breakoff}......... -7 6 0.0% (MISS)
{Survey component legitimate skip/NA} -8 14528 89.4% (MISS)
{Missing}............................ -9 4 0.0% (MISS)
----- ------ ----
TOTALS: 16252 100.0% 100.0%

F1E54  STUDENT.PUB Rec. 3/5
Pos. 217-218
Format: N2

Current/most recent pay per hour (EG)

54. How much do you earn per hour currently, or did you earn just before you left this job?

[MARK ONE RESPONSE]
Less than $5.15
$5.15 - $7.00
$7.01 - $9.00
$9.01 - $11.00
$11.01 - $13.00
$13.01 - $15.00
$15.01 - $17.00
$17.01 or more

Note: This item also appears on the dropout (F1D64) questionnaire, which is identical. However, the variable F1E54 contains only data collected from early graduates. Categories 7 and 8 (greater than $15.00 per hour) were collapsed into category 6 ($13.01-$15.00) for disclosure avoidance purposes.

Applies to: Respondents who have held a job since last leaving high school.
Source: ELS:2002 first follow-up Early Graduate questionnaire

PER- WGTD
CODES FREQ CENT PCT
----- ----- ------ ----
[200200-200407]......................... c 133 0.8% 100.0%
RESERVE CODES:
{Don't know}......................... -1 5 0.0% (MISS)
{Item legitimate skip/NA}............ -3 87 0.5% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Partial interview-breakoff}......... -7 6 0.0% (MISS)
{Survey component legitimate skip/NA} -8 14528 89.4% (MISS)
{Missing}............................ -9 3 0.0% (MISS)
----- ------ ----
TOTALS: 16252 100.0% 100.0%

F1E55  STUDENT.PUB Rec. 3/5
Pos. 219-220
Format: N2

Number of hours/week usually worked at this job (EG)

55. How many hours a week did/do you usually work in this job?

Hours per week

Note: This item also appears on the dropout (F1D65) questionnaire, which is identical. However, the variable F1E55 contains only data collected from early graduates. Values greater than 40 were set to 41.

Applies to: Respondents who have held a job since last leaving high school.
Source: ELS:2002 first follow-up Early Graduate questionnaire

PER- WGTD
CODES FREQ CENT PCT
----- ----- ------ ----
{3-41,1503/10,1943}................... c 459 2.8% 100.0%
RESERVE CODES:
{Don't know}......................... -1 5 0.0% (MISS)
{Item legitimate skip/NA}............ -3 87 0.5% (MISS)
{Nonrespondent}...................... -4 1164 7.2% (MISS)
{Partial interview-breakoff}......... -7 6 0.0% (MISS)
{Survey component legitimate skip/NA} -8 14528 89.4% (MISS)
{Missing}............................ -9 3 0.0% (MISS)
----- ------ ----
TOTALS: 16252 100.0% 100.0%

G-215
Appendix G: Base-Year to First Follow-up Electronic Codebook

F1 New Participant Supplement

2. What is your sex?

Sex

<table>
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<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
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<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>8077</td>
<td>49.7% 50.3%</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>8086</td>
<td>49.8% 49.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

-6: "Multiple response" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.

-7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.

-8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first-follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).

-9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.

Source: ELS:2002 first follow-up New Participant Supplement

English is student's native language

7. Is English your native language (the first language you learned to speak when you were a child)?

Yes (SKIP TO QUESTION 10 ON PAGE 4)

No (GO TO QUESTION 6 ON PAGE 3)

Note: This also appeared on the base year student questionnaire (BYS67), which was identical.

Applies to: All respondents.

Source: ELS:2002 first follow-up New Participant Supplement

RESERVE CODES:

-3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.

-4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.

-5: "Out of range" represents questionnaire respondents who reported values that are out of range.

-6: "Multiple response" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.

-7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.

-8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first-follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).

-9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.

Source: ELS:2002 first follow-up New Participant Supplement

How well respondent understands spoken English

9. How well do you do the following? (MARK ONE RESPONSE ON EACH LINE)

a. Understand spoken English

Note: This is one of a series of items, a through d. This item also appeared on the base year student questionnaire (BYS70A), which was identical.

Applies to: Respondents whose native language is not English.

Source: ELS:2002 first follow-up New Participant Supplement

RESERVE CODES:

-3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.

-4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.

-5: "Out of range" represents questionnaire respondents who reported values that are out of range.

-6: "Multiple response" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.

-7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.

-8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first-follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).

-9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.

Source: ELS:2002 first follow-up New Participant Supplement

How well respondent speaks English

9. How well do you do the following? (MARK ONE RESPONSE ON EACH LINE)

a. Speak English

Note: This is one of a series of items, a through d. This item also appeared on the base year student questionnaire (BYS67), which was identical.

Applies to: Respondents whose native language is not English.

Source: ELS:2002 first follow-up New Participant Supplement
### How well respondent reads English

**Source:** ELS:2002 first follow-up New Participant Supplement

**Applies to:** Respondents whose native language is not English.

<table>
<thead>
<tr>
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<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>0</td>
<td>19</td>
<td>0.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>206</td>
<td>1.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>744</td>
<td>4.6%</td>
<td>30.2%</td>
</tr>
<tr>
<td>Very well</td>
<td>1</td>
<td>1581</td>
<td>9.7%</td>
<td>62.6%</td>
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</table>

### How well respondent writes English

**Source:** ELS:2002 first follow-up New Participant Supplement

**Applies to:** Respondents whose native language is not English.

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<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>0</td>
<td>19</td>
<td>0.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>261</td>
<td>1.6%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>806</td>
<td>5.0%</td>
<td>32.3%</td>
</tr>
<tr>
<td>Very well</td>
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<td>1463</td>
<td>9.0%</td>
<td>57.7%</td>
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</table>

### Ever held back a grade

**Source:** ELS:2002 first follow-up New Participant Supplement

**Applies to:** All respondents.

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<td>27</td>
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### What grade(s) did you repeat?

**Source:** ELS:2002 first follow-up New Participant Supplement

**Applies to:** Respondents who have been held back a grade in school.

**Note:** This item is modified from a base year parent questionnaire item (BYP48A).

#### Repeated kindergarten

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<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 1st grade

<table>
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<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 2nd grade

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<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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</table>

#### Repeated 3rd grade

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
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<th>Percentage</th>
<th>Weight</th>
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<tbody>
<tr>
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<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 4th grade

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<tr>
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<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 5th grade

<table>
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</thead>
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<tr>
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<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 6th grade

<table>
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<th>Weight</th>
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<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 7th grade

<table>
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<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 8th grade

<table>
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<tbody>
<tr>
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<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 9th grade

<table>
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<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 10th grade

<table>
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<tr>
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<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
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#### Repeated 11th grade

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<th>Weight</th>
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<tbody>
<tr>
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<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
</tr>
</tbody>
</table>

#### Repeated 12th grade

<table>
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<tr>
<th>Level</th>
<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>16033</td>
<td>98.7%</td>
<td>Miss</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
<td>Miss</td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

Repeated 2nd grade

12. What grade(s) did you repeat?

(MARK ALL THAT APPLY)

F1N12A Kindergarten
F1N12B 1st grade
F1N12C 2nd grade
F1N12D 3rd grade
F1N12E 4th grade
F1N12F 5th grade
F1N12G 6th grade
F1N12H 7th grade
F1N12I 8th grade
F1N12J 9th grade
F1N12K 10th grade
F1N12L 11th grade
F1N12M 12th grade

Note: This item is modified from a base year parent questionnaire item (BYP48C).

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

<table>
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<th>MWT</th>
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<td>No..................</td>
<td>0</td>
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<td>Yes...................</td>
<td>1</td>
<td>6</td>
<td>0.0%</td>
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RESERVE CODES:

{Refused}.................. -2 | 2 | 0.0% (MISS)
{item legitimate skip/NA} -3 | 16033 | 98.7% (MISS)
{Missing}.................. -9 | 27 | 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Repeated 3rd grade

12. What grade(s) did you repeat?

(MARK ALL THAT APPLY)

F1N12A Kindergarten
F1N12B 1st grade
F1N12C 2nd grade
F1N12D 3rd grade
F1N12E 4th grade
F1N12F 5th grade
F1N12G 6th grade
F1N12H 7th grade
F1N12I 8th grade
F1N12J 9th grade
F1N12K 10th grade
F1N12L 11th grade
F1N12M 12th grade

Note: This item is modified from a base year parent questionnaire item (BYP48D).

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

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</thead>
<tbody>
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<td>1.1%</td>
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<tr>
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<td>1</td>
<td>5</td>
<td>0.0%</td>
</tr>
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</table>

RESERVE CODES:

{Refused}.................. -2 | 2 | 0.0% (MISS)
{item legitimate skip/NA} -3 | 16033 | 98.7% (MISS)
{Missing}.................. -9 | 27 | 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Repeated 4th grade

12. What grade(s) did you repeat?

(MARK ALL THAT APPLY)

F1N12A Kindergarten
F1N12B 1st grade
F1N12C 2nd grade
F1N12D 3rd grade
F1N12E 4th grade
F1N12F 5th grade
F1N12G 6th grade
F1N12H 7th grade
F1N12I 8th grade
F1N12J 9th grade
F1N12K 10th grade
F1N12L 11th grade
F1N12M 12th grade

Note: This item is modified from a base year parent questionnaire item (BYP48E).

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

<table>
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<tr>
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RESERVE CODES:

{Refused}.................. -2 | 2 | 0.0% (MISS)
{item legitimate skip/NA} -3 | 16033 | 98.7% (MISS)
{Missing}.................. -9 | 27 | 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Repeated 5th grade

12. What grade(s) did you repeat?

(MARK ALL THAT APPLY)

F1N12A Kindergarten
F1N12B 1st grade
F1N12C 2nd grade
F1N12D 3rd grade
F1N12E 4th grade
F1N12F 5th grade
F1N12G 6th grade
F1N12H 7th grade
F1N12I 8th grade
F1N12J 9th grade
F1N12K 10th grade
F1N12L 11th grade
F1N12M 12th grade

Note: This item is modified from a base year parent questionnaire item (BYP48F).

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

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<tr>
<td>Yes...................</td>
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<td>6</td>
<td>0.0%</td>
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RESERVE CODES:

{Refused}.................. -2 | 2 | 0.0% (MISS)
{item legitimate skip/NA} -3 | 16033 | 98.7% (MISS)
{Missing}.................. -9 | 27 | 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Repeated 6th grade

12. What grade(s) did you repeat?

(MARK ALL THAT APPLY)

F1N12A Kindergarten
F1N12B 1st grade
F1N12C 2nd grade
F1N12D 3rd grade
F1N12E 4th grade
F1N12F 5th grade
F1N12G 6th grade
F1N12H 7th grade
F1N12I 8th grade
F1N12J 9th grade
F1N12K 10th grade
F1N12L 11th grade
F1N12M 12th grade

Note: This item is modified from a base year parent questionnaire item (BYP48G).

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

<table>
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<td>1.1%</td>
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<tr>
<td>Yes...................</td>
<td>1</td>
<td>6</td>
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</table>

RESERVE CODES:

{Refused}.................. -2 | 2 | 0.0% (MISS)
{item legitimate skip/NA} -3 | 16033 | 98.7% (MISS)
{Missing}.................. -9 | 27 | 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%

Repeated 7th grade

12. What grade(s) did you repeat?

(MARK ALL THAT APPLY)

F1N12A Kindergarten
F1N12B 1st grade
F1N12C 2nd grade
F1N12D 3rd grade
F1N12E 4th grade
F1N12F 5th grade
F1N12G 6th grade
F1N12H 7th grade
F1N12I 8th grade
F1N12J 9th grade
F1N12K 10th grade
F1N12L 11th grade
F1N12M 12th grade

Note: This item is modified from a base year parent questionnaire item (BYP48H).

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

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</tbody>
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RESERVE CODES:

{Refused}.................. -2 | 2 | 0.0% (MISS)
{item legitimate skip/NA} -3 | 16033 | 98.7% (MISS)
{Missing}.................. -9 | 27 | 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

Repeated 7th grade

12. What grade(s) did you repeat?
(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1N12A Kindergarten</td>
<td>0</td>
<td>1.1%</td>
<td>96.0%</td>
</tr>
<tr>
<td>F1N12B 1st grade</td>
<td>8</td>
<td>0.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>F1N12C 2nd grade</td>
<td>16033</td>
<td>98.7%</td>
<td>MISS</td>
</tr>
<tr>
<td>F1N12D 3rd grade</td>
<td>27</td>
<td>0.2%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Refused]......................... -2  2  0.0%  [MISS]
[Item legitimate skip/NA]........... -3 16033 98.7%  [MISS]
[Missing]..........................  -9 27  0.2%  [MISS]

TOTALS: 16252 100.0% 100.0%

Note: This item is modified from a base year parent questionnaire item (BYP48H).

Applies to: Respondents who have been held back a grade in school.
Source: ELS:2002 first follow-up New Participant Supplement

Repeated 8th grade

12. What grade(s) did you repeat?
(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
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<th>FREQ</th>
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<th>WTDT</th>
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</thead>
<tbody>
<tr>
<td>F1N12A Kindergarten</td>
<td>0</td>
<td>1.0%</td>
<td>90.5%</td>
</tr>
<tr>
<td>F1N12B 1st grade</td>
<td>21</td>
<td>0.1%</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Refused]......................... -2  2  0.0%  [MISS]
[Item legitimate skip/NA]........... -3 16033 98.7%  [MISS]
[Missing].......................... -9 27  0.2%  [MISS]

TOTALS: 16252 100.0% 100.0%

Note: This item is modified from a base year parent questionnaire item (BYP48I).

Applies to: Respondents who have been held back a grade in school.
Source: ELS:2002 first follow-up New Participant Supplement

Repeated 9th grade

12. What grade(s) did you repeat?
(MARK ALL THAT APPLY)

<table>
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<th>PER-CENT</th>
<th>WTDT</th>
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</thead>
<tbody>
<tr>
<td>F1N12A Kindergarten</td>
<td>0</td>
<td>1.1%</td>
<td>90.5%</td>
</tr>
<tr>
<td>F1N12B 1st grade</td>
<td>41</td>
<td>0.3%</td>
<td>41.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Refused]......................... -2  2  0.0%  [MISS]
[Item legitimate skip/NA]........... -3 16033 98.7%  [MISS]
[Missing].......................... -9 27  0.2%  [MISS]

TOTALS: 16252 100.0% 100.0%

Note: This item is modified from a base year parent questionnaire item (BYP48J).

Applies to: Respondents who have been held back a grade in school.
Source: ELS:2002 first follow-up New Participant Supplement

Repeated 10th grade

12. What grade(s) did you repeat?
(MARK ALL THAT APPLY)

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<th>FREQ</th>
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<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1N12A Kindergarten</td>
<td>0</td>
<td>0.9%</td>
<td>58.4%</td>
</tr>
<tr>
<td>F1N12B 1st grade</td>
<td>41</td>
<td>0.3%</td>
<td>41.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Refused]......................... -2  2  0.0%  [MISS]
[Item legitimate skip/NA]........... -3 16033 98.7%  [MISS]
[Missing].......................... -9 27  0.2%  [MISS]

TOTALS: 16252 100.0% 100.0%

Note: This item is modified from a base year parent questionnaire item (BYP48K).

Applies to: Respondents who have been held back a grade in school.
Source: ELS:2002 first follow-up New Participant Supplement
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Repeated 11th grade

12. **What grade(s) did you repeat?**

   - **[MARK ALL THAT APPLY]**
   - FIN12A Kindergarten
   - FIN12B 1st grade
   - FIN12C 2nd grade
   - FIN12D 3rd grade
   - FIN12E 4th grade
   - FIN12F 5th grade
   - FIN12G 6th grade
   - FIN12H 7th grade
   - FIN12I 8th grade
   - FIN12J 9th grade
   - FIN12K 10th grade
   - FIN12L 11th grade
   - FIN12M 12th grade

Note: This item was added to the series of base year items BYP48A-K.

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

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<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<tr>
<td>No</td>
<td>159</td>
<td>1.0%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.2%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Refused: -2 2 0.0% (MISS)
- [Item legitimate skip/NA]: -1 16033 98.7% (MISS)
- [Missing]: -9 27 0.2% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%

### Repeated 12th grade

12. **What grade(s) did you repeat?**

   - **[MARK ALL THAT APPLY]**
   - FIN12A Kindergarten
   - FIN12B 1st grade
   - FIN12C 2nd grade
   - FIN12D 3rd grade
   - FIN12E 4th grade
   - FIN12F 5th grade
   - FIN12G 6th grade
   - FIN12H 7th grade
   - FIN12I 8th grade
   - FIN12J 9th grade
   - FIN12K 10th grade
   - FIN12L 11th grade
   - FIN12M 12th grade

Note: This item was added to the series of base year items BYP48A-K.

Applies to: Respondents who have been held back a grade in school.

Source: ELS:2002 first follow-up New Participant Supplement

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<td>166</td>
<td>1.0%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Refused: -2 2 0.0% (MISS)
- [Item legitimate skip/NA]: -3 16033 98.7% (MISS)
- [Missing]: -9 27 0.2% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%

#### 13. Which of the following people live in the same household with you at least half of the time?

   - **[MAKE ONE RESPONSE ON ONE LINE]**
   - Yes: 1 590 3.6% 61.7%
   - No: 0 731 4.5% 82.8%

**Source:** ELS:2002 first follow-up New Participant Supplement

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<th>FREQ</th>
<th>CENT</th>
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<tr>
<td>No</td>
<td>140</td>
<td>0.9%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>752</td>
<td>4.6%</td>
<td>83.9%</td>
</tr>
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</table>

**RESERVE CODES:**
- [Don’t know]: -1 1 0.0% (MISS)
- [Refused]: -2 2 0.0% (MISS)
- [Item legitimate skip/NA]: -3 15325 94.3% (MISS)
- [Missing]: -9 32 0.2% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%

### Other female guardian lives in same household at least half the time

13. **Which of the following people live in the same household with you at least half of the time?**

   - a. **Mother (biological or adoptive)**
   - b. Father (biological or adoptive)
   - c. Other female guardian (such as step-mother, foster mother, grandmother, or other female adult)

**Note:** This is one of a series of items, a through d. This item was one component in the construction of first follow-up data contained in the family composition variable F1FCOMP. In the base year, family composition was defined on the basis of parent questionnaire items BYP01, BYP04, and BYP05.

Applies to: All respondents.

Source: ELS:2002 first follow-up New Participant Supplement

<table>
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<th>CODES</th>
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<th>PCT</th>
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<td>No</td>
<td>299</td>
<td>1.8%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.6%</td>
<td>61.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Refused: -2 2 0.0% (MISS)
- [Item legitimate skip/NA]: -3 15325 94.3% (MISS)
- [Missing]: -9 36 0.2% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%

### Other female guardian lives in same household at least half the time

13. **Which of the following people live in the same household with you at least half of the time?**

   - a. **Mother (biological or adoptive)**
   - b. Father (biological or adoptive)
   - c. Other female guardian (such as step-mother, foster mother, grandmother, or other female adult)

**Note:** This is one of a series of items, a through d. This item was one component in the construction of first follow-up data contained in the family composition variable F1FCOMP. In the base year, family composition was defined on the basis of parent questionnaire items BYP01, BYP04, and BYP05.

Applies to: All respondents.

Source: ELS:2002 first follow-up New Participant Supplement

<table>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
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<td>No</td>
<td>731</td>
<td>4.5%</td>
<td>82.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>152</td>
<td>0.9%</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don’t know]: -1 1 0.0% (MISS)
- [Refused]: -2 2 0.0% (MISS)
- [Item legitimate skip/NA]: -3 15325 94.3% (MISS)
- [Missing]: -9 41 0.3% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%

### Mother lives in same household at least half the time

13. **Which of the following people live in the same household with you at least half of the time?**

   - a. **Mother (biological or adoptive)**

**Note:** This is one of a series of items, a through d. This item was one component in the construction of first follow-up data contained in the family composition variable F1FCOMP. In the base year, family composition was defined on the basis of parent questionnaire items BYP01, BYP04, and BYP05.

Applies to: All respondents.

Source: ELS:2002 first follow-up New Participant Supplement

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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<tbody>
<tr>
<td>No</td>
<td>140</td>
<td>0.9%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>752</td>
<td>4.6%</td>
<td>83.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don’t know]: -1 1 0.0% (MISS)
- [Refused]: -2 2 0.0% (MISS)
- [Item legitimate skip/NA]: -3 15325 94.3% (MISS)
- [Missing]: -9 32 0.2% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%
13. How far in school did your parents go? Indicate your mother’s and father’s highest level of education. BE SURE TO ANSWER BOTH A AND B BELOW.

**Parent’s highest level of education**

<table>
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<tr>
<th>CODES</th>
<th>FREQ</th>
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<tbody>
<tr>
<td>G-221</td>
<td>16252</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Mother’s highest level of education**

<table>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<td>Pos.</td>
<td>Format: N2</td>
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<tr>
<td>F1N16B</td>
<td>273-274</td>
<td>Pos.</td>
<td>Format: N2</td>
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**Fathers’s highest level of education**

<table>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>F1N17A</td>
<td>271-272</td>
<td>Pos.</td>
<td>Format: N2</td>
</tr>
</tbody>
</table>

---

**Does Not Apply**

**Don’t Know**

**Completed a Master’s degree or equivalent**

**Completed a Ph.D., M.D., or other advanced professional degree**

**Does Not Apply**

**Note:** This item also appeared on the base year student questionnaire (BYS3B), which was identical.

---

**Family has a daily newspaper**

<table>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>F1N17A</td>
<td>271-272</td>
<td>Pos.</td>
<td>Format: N2</td>
</tr>
</tbody>
</table>

---

**Note:** This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (BYS83A), which was identical.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

Family has access to the Internet

17. Does your family have the following in your home?
   (MARK ONE RESPONSE ON EACH LINE)
   (Have; Does not have)
   a. Access to the Internet
      Note: This is one of a series of items, a through j. This item appeared on the base year student questionnaire (STY04G), which was identical.

Applies to: All respondents.
Source: ELS:2002 first follow-up New Participant Supplement

<table>
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<td>3750</td>
<td>23.1% 25.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>10641</td>
<td>65.5% 74.4%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>2</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>1</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>5</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1853</td>
<td>11.4% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0% 100.0%</td>
</tr>
</tbody>
</table>

Family has a computer

17. Does your family have the following in your home?
   (MARK ONE RESPONSE ON EACH LINE)
   (Have; Does not have)
   b. A computer
      Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (STY04C), which was identical.

Applies to: All respondents.
Source: ELS:2002 first follow-up New Participant Supplement

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<td>1624</td>
<td>10.0% 12.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>12241</td>
<td>76.0% 89.4%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>1</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>1</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>4</td>
<td>0.0% (MISS)</td>
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<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1884</td>
<td>11.6% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0% 100.0%</td>
</tr>
</tbody>
</table>

Family has access to the Internet

17. Does your family have the following in your home?
   (MARK ONE RESPONSE ON EACH LINE)
   (Have; Does not have)
   d. Access to the Internet
      Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (STY04D), which was identical.

Applies to: All respondents.
Source: ELS:2002 first follow-up New Participant Supplement

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<td>1</td>
<td>11880</td>
<td>73.1% 81.2%</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Don't know]</td>
<td>-2</td>
<td>1</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>1</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>6</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1860</td>
<td>11.4% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0% 100.0%</td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

17. Does your family have the following in your home?
   (MARK ONE RESPONSE ON EACH LINE)
   (Have; Does not have)

   b. More than 50 books
   Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (SY84H), which was identical.

   Applies to: All respondents.
   Source: ELS:2002 first follow-up New Participant Supplement

<table>
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<th>FREQ</th>
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<th>PCT</th>
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<td>2610</td>
<td>16.1%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>11733</td>
<td>72.2%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   {Don't know}                    -1  1   0.0% (MISS)
   {Refused}                      -2  1   0.0% (MISS)
   {Multiple response}            -6  3   0.0% (MISS)
   {Missing}                       -9 1904 11.7% (MISS)

   TOTALS:                        16252 100.0% 100.0%

17. Does your family have the following in your home?
   (MARK ONE RESPONSE ON EACH LINE)
   (Have; Does not have)

   i. A room of your own
   Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (SY84I), which was identical.

   Applies to: All respondents.
   Source: ELS:2002 first follow-up New Participant Supplement

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<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
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</thead>
<tbody>
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<td>No</td>
<td>0</td>
<td>1950</td>
<td>12.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>12351</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   {Refused}                      -2  1   0.0% (MISS)
   {Multiple response}            -6  5   0.0% (MISS)
   {Missing}                       -9 1945 12.0% (MISS)

   TOTALS:                        16252 100.0% 100.0%

17. Does your family have the following in your home?
   (MARK ONE RESPONSE ON EACH LINE)
   (Have; Does not have)

   j. A fax machine
   Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (SY84J), which was identical.

   Applies to: All respondents.
   Source: ELS:2002 first follow-up New Participant Supplement

<table>
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<td>No</td>
<td>0</td>
<td>9507</td>
<td>58.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4852</td>
<td>29.9%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   {Don't know}                    -1  2   0.0% (MISS)
   {Refused}                      -2  1   0.0% (MISS)
   {Multiple response}            -6  4   0.0% (MISS)
   {Missing}                       -9 1886 11.6% (MISS)

   TOTALS:                        16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

Biological/adoptive parent lives with 10th grader

2. Do one or both of your tenth grader’s biological or adoptive parents live in the same household as you and your tenth grader?
Yes (For the rest of this questionnaire, “spouse/partner” refers to this biological or adoptive parent. SKIP TO QUESTION 4 ON PAGE 2)
No (GO TO QUESTION 3)

Applies to: Respondents who are not parents (guardians).
Source: ELS:2002 Parent Questionnaire

BYPO1 STUDENT.PUB Rec. 3/5
Pos. 297-298
Format: 12

Biological/adoptive parent lives with 10th grader

BYP02 STUDENT.PUB Rec. 3/5
Pos. 299-300
Format: 12

Biological/adoptive parent lives with 10th grader (MARK ONE RESPONSE)

Biological mother (SKIP TO QUESTION 3)
Biological father (SKIP TO QUESTION 3)
Adoptive mother (SKIP TO QUESTION 3)
Adoptive father (SKIP TO QUESTION 3)
Stepmother (SKIP TO QUESTION 3)
Stepfather (SKIP TO QUESTION 3)
Foster mother (SKIP TO QUESTION 3)
Foster father (SKIP TO QUESTION 3)
Girlfriend or partner of 10th grader’s parent/guardian (GO TO QUESTION 2)
Boyfriend or partner of 10th grader’s parent/guardian (GO TO QUESTION 2)
Grandfather (GO TO QUESTION 2)
Grandmother (GO TO QUESTION 2)
Other female relative (GO TO QUESTION 2)
Other male relative (GO TO QUESTION 2)
Other female guardian (GO TO QUESTION 2)
Other male guardian (GO TO QUESTION 2)

Note: The following reserve codes are used throughout the ECB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.
-1: “Don’t know” represents respondents who indicated that they didn’t know the answer to the question.
-2: “Refused” represents respondents who indicated that they refused to answer the question.
-3: “Item legitimate skip/NA” is filled for questions that are not applicable based on responses to prior questions.
-4: “Nonrespondent” is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
-5: “Out of range” represents questionnaire respondents who reported values that are out of range.
-6: “Multiple response” represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
-7: “Partial interview-breakoff” is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.
-8: “Survey component legitimate skip/NA” is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up refreshed sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).
-9: “Missing” is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

BYPO3 STUDENT.PUB Rec. 3/5
Pos. 299-300
Format: 12

Biological maternal relative

Biological/adoptive parent lives with 10th grader

BYP02 STUDENT.PUB Rec. 3/5
Pos. 297-298
Format: 12

Biological/adoptive parent lives with 10th grader (MARK ONE RESPONSE)

Biological mother (SKIP TO QUESTION 3)
Biological father (SKIP TO QUESTION 3)
Adoptive mother (SKIP TO QUESTION 3)
Adoptive father (SKIP TO QUESTION 3)
Stepmother (SKIP TO QUESTION 3)
Stepfather (SKIP TO QUESTION 3)
Foster mother (SKIP TO QUESTION 3)
Foster father (SKIP TO QUESTION 3)
Girlfriend or partner of 10th grader’s parent/guardian (GO TO QUESTION 2)
Boyfriend or partner of 10th grader’s parent/guardian (GO TO QUESTION 2)
Grandfather (GO TO QUESTION 2)
Grandmother (GO TO QUESTION 2)
Other female relative (GO TO QUESTION 2)
Other male relative (GO TO QUESTION 2)
Other female guardian (GO TO QUESTION 2)
Other male guardian (GO TO QUESTION 2)

Note: The following reserve codes are used throughout the ECB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.
-1: “Don’t know” represents respondents who indicated that they didn’t know the answer to the question.
-2: “Refused” represents respondents who indicated that they refused to answer the question.
-3: “Item legitimate skip/NA” is filled for questions that are not applicable based on responses to prior questions.
-4: “Nonrespondent” is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
-5: “Out of range” represents questionnaire respondents who reported values that are out of range.
-6: “Multiple response” represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
-7: “Partial interview-breakoff” is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.
-8: “Survey component legitimate skip/NA” is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up refreshed sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).
-9: “Missing” is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

BYPO3 STUDENT.PUB Rec. 3/5
Pos. 299-300
Format: 12

Biological maternal relative

Table: Relationship to 10th grader

<table>
<thead>
<tr>
<th>Relation</th>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological mother</td>
<td>1</td>
<td>10083</td>
<td>62.0%</td>
<td>76.6%</td>
</tr>
<tr>
<td>Biological father</td>
<td>2</td>
<td>2285</td>
<td>14.1%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Adoptive mother</td>
<td>3</td>
<td>199</td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Adoptive father</td>
<td>4</td>
<td>65</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Stepfather</td>
<td>5</td>
<td>156</td>
<td>1.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Foster mother</td>
<td>6</td>
<td>120</td>
<td>0.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Foster father</td>
<td>7</td>
<td>23</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Grandmother</td>
<td>8</td>
<td>7</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Grandfather</td>
<td>9</td>
<td>182</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other female relative</td>
<td>10</td>
<td>176</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other male relative</td>
<td>11</td>
<td>6</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other female guardian</td>
<td>12</td>
<td>92</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Other male guardian</td>
<td>13</td>
<td>47</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
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<td>RESERVE CODES</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>-1</td>
<td>2</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>(Refused)</td>
<td>-2</td>
<td>2</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-3</td>
<td>1996</td>
<td>79.6%</td>
<td>MISS</td>
</tr>
<tr>
<td>(Survey component legitimate skip)</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>8</td>
<td>0.0%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%
### Spouse/partner's relationship to 10th grader

4. What is your spouse/partner’s relationship to the tenth grader named on the front cover? Please use the definition of "spouse/partner" for your family situation as instructed in Question 2 or Question 3.

- **Biological father**
- **Biological mother**
- **Adoptive mother**
- **Adoptive father**
- **Stepmother**
- **Stepfather**
- **Father**
- **Mother**
- **Grandfather**
- **Grandmother**
- **Boyfriend or partner of 10th grader’s parent/guardian**
- **Grandparent**
- **Other male relative**
- **Other female relative**
- **Other male guardian**
- **Other female guardian**
- **Other male guardian**
- **Other female guardian**

**Applies to:** Respondents who have a spouse or partner.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological mother</td>
<td>1905</td>
<td>11.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Biological father</td>
<td>6419</td>
<td>19.5%</td>
<td>61.4%</td>
</tr>
<tr>
<td>Adoptive mother</td>
<td>32</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Adoptive father</td>
<td>238</td>
<td>1.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Stepfather</td>
<td>194</td>
<td>1.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Foster father</td>
<td>1207</td>
<td>7.4%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Foster mother</td>
<td>5</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Poster father</td>
<td>18</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Poster friend/partner of parent/guardian</td>
<td>36</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Boyfriend/partner of parent/guardian</td>
<td>1.1%</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Grandfather</td>
<td>103</td>
<td>0.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Grandmother</td>
<td>113</td>
<td>0.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Grandparent</td>
<td>123</td>
<td>0.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Other female relative</td>
<td>144</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other male relative</td>
<td>150</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other female guardian</td>
<td>151</td>
<td>1.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other male guardian</td>
<td>46</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- {Don't know} | -1 | 0.0% |
- {Missing} | -9 | 0.0% |
- {Nonrespondent} | -4 | 0.0% |
- {Refused} | -2 | 0.0% |

**TOTALS:** 16252 100.0% 100.0%

### How often 10th grader lives with respondent

5. How much of the time does the tenth grader named on the front cover live with you?

- **None of the time**
- **Less than half of the time**
- **All of the time**

**Applies to:** All respondents.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the time</td>
<td>122</td>
<td>8.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Less than half of the time</td>
<td>115</td>
<td>3.9%</td>
<td>3.5%</td>
</tr>
<tr>
<td>All of the time</td>
<td>10494</td>
<td>67.7%</td>
<td>58.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- {Don't know} | -1 | 0.0% |
- {Missing} | -9 | 0.0% |
- {Partial interview-breakoff} | -7 | 0.0% |

**TOTALS:** 16252 100.0% 100.0%

### # of dependents

6. Altogether, how many people are dependent upon you or your spouse/partner? Count everyone (besides yourself and your spouse/partner) who receives one-half or more of their financial support from you or your spouse/partner. Include individuals not living with you and your spouse/partner.

**Applies to:** All respondents.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 dependents</td>
<td>1</td>
<td>12.0%</td>
<td>15.6%</td>
</tr>
<tr>
<td>1 dependent</td>
<td>2</td>
<td>27.8%</td>
<td>36.2%</td>
</tr>
<tr>
<td>2 dependents</td>
<td>3</td>
<td>20.4%</td>
<td>26.7%</td>
</tr>
<tr>
<td>3 dependents</td>
<td>4</td>
<td>9.3%</td>
<td>12.1%</td>
</tr>
<tr>
<td>4 dependents</td>
<td>5</td>
<td>3.5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>5 dependents</td>
<td>6</td>
<td>1.9%</td>
<td>2.4%</td>
</tr>
<tr>
<td>6 dependents</td>
<td>7</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>7 dependents</td>
<td>8</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>8 or more</td>
<td>9</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- {Don't know} | -1 | 0.1% |
- {Missing} | -9 | 0.1% |
- {Survey component legitimate skip/NA} | -8 | 0.1% |
- {Nonrespondent} | -4 | 0.1% |
- {Refused} | -2 | 0.1% |
- {Multiple response} | -6 | 0.1% |
- {Partial interview-breakoff} | -7 | 0.1% |
- {Survey component legitimate skip/NA} | -8 | 0.1% |
- {Missing} | -9 | 0.1% |

**TOTALS:** 16252 100.0% 100.0%

### # full/adoptive brothers live with 10th grader

7. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

**Applies to:** All respondents.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 brothers</td>
<td>0</td>
<td>32.8%</td>
<td>50.2%</td>
</tr>
<tr>
<td>1 brother</td>
<td>1</td>
<td>27.1%</td>
<td>35.5%</td>
</tr>
<tr>
<td>2 brothers</td>
<td>2</td>
<td>7.9%</td>
<td>10.6%</td>
</tr>
<tr>
<td>3 brothers</td>
<td>3</td>
<td>2.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>4 brothers</td>
<td>4</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>5 or more brothers</td>
<td>5</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- {Don't know} | -1 | 0.0% |
- {Missing} | -9 | 0.0% |
- {Survey component legitimate skip/NA} | -8 | 0.0% |
- {Nonrespondent} | -4 | 0.0% |
- {Multiple response} | -6 | 0.0% |
- {Partial interview-breakoff} | -7 | 0.0% |
- {Multiple response} | -8 | 0.0% |
- {Missing} | -9 | 0.0% |

**TOTALS:** 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

### # half-brothers live with 10th grader

7. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

**Note:** This is one of a series of items, a through l. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

<table>
<thead>
<tr>
<th>Sibling Group</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 half-brothers</td>
<td>11802</td>
<td>72.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>1 half-brother</td>
<td>449</td>
<td>2.8%</td>
<td>4.1%</td>
</tr>
<tr>
<td>2 half-brothers</td>
<td>116</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>3 or more half-brothers</td>
<td>3</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

### # half-sisters live with 10th grader

7. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

**Note:** This is one of a series of items, a through l. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

<table>
<thead>
<tr>
<th>Sibling Group</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 sisters</td>
<td>6737</td>
<td>41.5%</td>
<td>44.8%</td>
</tr>
<tr>
<td>1 sister</td>
<td>4122</td>
<td>25.4%</td>
<td>33.2%</td>
</tr>
<tr>
<td>2 sisters</td>
<td>1190</td>
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<td>9.3%</td>
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<tr>
<td>3 sisters</td>
<td>266</td>
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<td>2.0%</td>
</tr>
<tr>
<td>4 sisters</td>
<td>58</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>5 or more sisters</td>
<td>5</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

### # full/adoptive sisters live with 10th grader

7. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

**Note:** This is one of a series of items, a through l. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

<table>
<thead>
<tr>
<th>Sibling Group</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 half-sisters</td>
<td>11820</td>
<td>72.6%</td>
<td>97.6%</td>
</tr>
<tr>
<td>1 half-sister</td>
<td>42</td>
<td>0.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>2 half-sisters</td>
<td>14</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>3 or more half-sisters</td>
<td>3</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

---

**RESERVE CODES:**

- {Don't know}................. -1 4 0.0% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Partial interview-breakoff}......... -7 913 5.6% (MISS)
- {Multiple response}.................. -6 1 0.0% (MISS)
- {Nonrespondent}...................... -4 2552 15.7% (MISS)
- {Refused}............................ -2 5 0.0% (MISS)
- {Missing}............................ -9 211 1.3% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Partial interview-breakoff}......... -7 913 5.6% (MISS)
- {Nonrespondent}...................... -4 2552 15.7% (MISS)
- {Refused}............................ -2 5 0.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%
### # step-sisters live with 10th grader

7. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

**MARK ONE RESPONSE ON EACH LINE**

- (0; 1; 2; 3; 4; 5; 6 or more)

Note: This is one of a series of items, a through l. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

Applies to: All respondents.  
Source: ELS:2002 Parent Questionnaire

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### # grandparents live with 10th grader

7. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

**MARK ONE RESPONSE ON EACH LINE**

- (0; 1; 2; 3; 4; 5; 6 or more)

Note: This is one of a series of items, a through l. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

Applies to: All respondents.  
Source: ELS:2002 Parent Questionnaire

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### # other relatives under 18 live with 10th grader

7. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

**MARK ONE RESPONSE ON EACH LINE**

- (0; 1; 2; 3; 4; 5; 6 or more)

Note: This is one of a series of items, a through l. Value of 4 represents 4 or more (4; 5; 6 or more grouped together).

Applies to: All respondents.  
Source: ELS:2002 Parent Questionnaire

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Appendix G: Base-Year to First Follow-up Electronic Codebook

G-227
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### # other relatives 18 or older live with 10th grader

7. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

(MARK ONE RESPONSE ON EACH LINE)

(a) 0 other relatives (18 and older)
(b) 1 other relative (18 and older)
(c) 2 other relatives (18 and older)
(d) 3 other relatives (18 and older)
(e) 4 or more other relatives (18 and older)

Note: This is one of a series of items, a through l. Value of 4 represents 4 or more (4; 5; 6 or more grouped together).

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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<th>FREQ</th>
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<td>0 other relatives</td>
<td>0 1119</td>
<td>73.3%</td>
<td>96.2%</td>
</tr>
<tr>
<td>1 other relative</td>
<td>1 432</td>
<td>2.9%</td>
<td>2.7%</td>
</tr>
<tr>
<td>2 other relatives</td>
<td>2 107</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>3 other relatives</td>
<td>3 21</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>4 or more other relatives</td>
<td>4 20</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don’t know]......................... -1 1 0.0% (MISS)
- [Refused]........................... -2 5 0.0% (MISS)
- [Nonrespondent]..................... -4 2552 15.7% (MISS)
- [Partial interview-breakoff]........ -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]............................ -9 210 1.3% (MISS)

TOTALS: 16252 100.0% 100.0%

#### # non-relatives under 18 live with 10th grader

8. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

(MARK ONE RESPONSE ON EACH LINE)

(a) 0 non-relatives under 18 (18 and older)
(b) 1 non-relative under 18 (18 and older)
(c) 2 non-relatives under 18 (18 and older)
(d) 3 non-relatives under 18 (18 and older)
(e) 4 or more non-relatives under 18 (18 and older)

Note: This is one of a series of items, a through l. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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<td>0 non-relatives under 18</td>
<td>0 12197</td>
<td>75.0%</td>
<td>98.4%</td>
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<tr>
<td>1 non-relative under 18</td>
<td>1 156</td>
<td>1.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2 non-relatives under 18</td>
<td>2 31</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>3 or more non-relatives under 18</td>
<td>3 16</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don’t know]......................... -1 1 0.0% (MISS)
- [Refused]........................... -2 5 0.0% (MISS)
- [Nonrespondent]..................... -4 2552 15.7% (MISS)
- [Partial interview-breakoff]........ -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]............................ -9 210 1.3% (MISS)

TOTALS: 16252 100.0% 100.0%

#### # of siblings 10th grader has

7. How many of the following people currently live in the same household with the tenth grader named on the front cover of the booklet? Do not include: yourself, your spouse/partner (as defined in Question 2 or 3), or the tenth grader on the front cover.

(MARK ONE RESPONSE ON EACH LINE)

(a) 0 siblings (10th grader has none)
(b) 1 sibling (10th grader has one)
(c) 2 siblings (10th grader has two)
(d) 3 siblings (10th grader has three)
(e) 4 siblings (10th grader has four)
(f) 5 siblings (10th grader has five)
(g) 6 or more siblings (10th grader has six or more)

Note: This is one of a series of items, a through l. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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<td>0 740</td>
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<td>5.6%</td>
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<tr>
<td>1 sibling</td>
<td>1 3714</td>
<td>22.9%</td>
<td>29.7%</td>
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<tr>
<td>2 siblings</td>
<td>2 3546</td>
<td>21.8%</td>
<td>28.5%</td>
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<td>3 siblings</td>
<td>3 2057</td>
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<td>4 siblings</td>
<td>4 1033</td>
<td>6.4%</td>
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<tr>
<td>5 siblings</td>
<td>5 551 3.4%</td>
<td>4.7%</td>
<td></td>
</tr>
<tr>
<td>6 or more siblings</td>
<td>6 770 4.7%</td>
<td>6.2%</td>
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RESERVE CODES:
- [Don’t know]......................... -1 19 0.1% (MISS)
- [Refused]........................... -2 5 0.0% (MISS)
- [Nonrespondent]..................... -4 2552 15.7% (MISS)
- [Partial interview-breakoff]........ -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]............................ -9 176 1.0% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

G-229

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BYPI09 STUDENT.PUB Rec. 3/5
Pos. 333-334
Format: N2

**# of siblings who dropped out of high school**

9. How many of these brothers and sisters have dropped out of school before graduating from high school? *(MARK ONE RESPONSE)*

- 0
- 1
- 2
- 3
- 4
- 5
- 6 or more

Applies to: Respondents whose 10th grader has a sibling.
Source: ELS:2002 Parent Questionnaire

---

BYPI10 STUDENT.PUB Rec. 3/5
Pos. 335-336
Format: N2

Current marital status of parent respondent

10. What is your current marital status? *(MARK ONE RESPONSE)*

- Married
- Not currently married, but living in a marriage-like relationship
- Separated and not living in a marriage-like relationship
- Never married and not living in a marriage-like relationship
- Spouse/partner's year of birth

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

BYPI11 STUDENT.PUB Rec. 3/5
Pos. 337-340
Format: N4

Parent respondent's year of birth

11. In what year were you born?
Note: Values of 1930 represent years of 1930 or earlier. Values of 1970 represent years of 1970 or later.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

BYPI12 STUDENT.PUB Rec. 3/5
Pos. 341-344
Format: N4

Spouse/partner's year of birth

12. In what year was your spouse/partner born? REMINDER: Please use the definition of “spouse/partner” for your family situation as instructed in Question 2 or Question 3. If you do not have a spouse/partner, mark the appropriate circle and skip to Question 13.

Does not apply. I do not have a spouse/partner. *(SKIP TO QUESTION 13)*

Applies to: Respondents who have a spouse/partner.
Source: ELS:2002 Parent Questionnaire

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BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC COD...
Appendix G: 
Base-Year to First Follow-up Electronic Codebook

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### Appendix G: Base-Year to First Follow-up Electronic Codebook

**Appendix G**

#### Base-Year to First Follow-up Electronic Codebook

**BYP17 STUDENT.PUB Rec. 3/5**

---

**Format: N2**

Whether 10th grader’s mother’s birthplace in US or elsewhere

17. Was your tenth grader’s biological mother born in the United States (that is, any of the fifty states or the District of Columbia), in Puerto Rico, or in another country or area? (MAKE ONE RESPONSE)

- She was born in the United States (SKIP TO QUESTION 20 ON PAGE 7)
- She was born in Puerto Rico (GO TO QUESTION 18)
- She was born in another country/area (GO TO QUESTION 18)
- I don’t know where she was born (SKIP TO QUESTION 20 ON PAGE 7)

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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**TOTALS:**

16252 100.0% 100.0%

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**Appendix G**

#### Base-Year to First Follow-up Electronic Codebook

**BYP18 STUDENT.PUB Rec. 3/5**

---

**Format: N2**

Whether 10th grader’s father’s birthplace in US or elsewhere

20. Was your tenth grader’s biological father born in the United States (that is, any of the fifty states or the District of Columbia), in Puerto Rico, or in another country or area? (MAKE ONE RESPONSE)

- He was born in the United States (SKIP TO QUESTION 23 ON PAGE 8)
- He was born in Puerto Rico (GO TO QUESTION 21)
- He was born in another country/area (GO TO QUESTION 21)
- I don’t know where he was born (SKIP TO QUESTION 23 ON PAGE 8)

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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**TOTALS:**

16252 100.0% 100.0%

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**Appendix G**

#### Base-Year to First Follow-up Electronic Codebook

**BYP19 STUDENT.PUB Rec. 3/5**

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### # of years ago mother came to US

19. How many years ago did she come to the United States to stay?

Does not apply. She did not come to the United States. (SKIP TO QUESTION 20 ON PAGE 7)

Does not apply. She is only temporarily in the United States. (SKIP TO QUESTION 20 ON PAGE 7)

I don’t know (GO TO QUESTION 19)

Years (GO TO QUESTION 19)

Note: Values of 50 represent 50 or more years.

Applies to: Respondents whose 10th graders mother born outside US.

Source: ELS:2002 Parent Questionnaire

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</tr>
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<td></td>
</tr>
<tr>
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<td>8</td>
<td>0.0%</td>
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<tr>
<td>[Item legitimate skip/NA]</td>
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<td>10516</td>
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<td>[Nonrespondent]</td>
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<td>2552</td>
<td>15.7%</td>
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<td>[Missing]</td>
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<td>139</td>
<td>0.9%</td>
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**TOTALS:**

16252 100.0% 100.0%

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**Appendix G**

#### Base-Year to First Follow-up Electronic Codebook

**BYP20 STUDENT.PUB Rec. 3/5**

---

### # of years ago father came to US

21. How many years ago did he come to the United States to stay?

Does not apply. He did not come to the United States. (SKIP TO QUESTION 23 ON PAGE 8)

Does not apply. He is only temporarily in the United States. (SKIP TO QUESTION 23 ON PAGE 8)

I don’t know (GO TO QUESTION 22)

Years (GO TO QUESTION 22)

Note: Values of 50 represent 50 or more years.

Applies to: Respondents whose 10th graders father born outside US.

Source: ELS:2002 Parent Questionnaire

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<tr>
<td>Another country/area</td>
<td>3</td>
<td>6</td>
<td>0.0%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>-1</td>
<td>10516</td>
<td>64.7%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don’t know]</td>
<td>-2</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>10516</td>
<td>64.7%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>[Out of range]</td>
<td>-5</td>
<td>10</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>346</td>
<td>2.1%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>139</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

---

**Appendix G**

#### Base-Year to First Follow-up Electronic Codebook

**BYP21 STUDENT.PUB Rec. 3/5**

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# of years ago father came to US

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### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYP23

**Student Pub Rec./Date:** 3/5
**Pos.:** 355-356
**Format:** N2
**Source:** ELS: 2002 Parent Questionnaire
**Applies to:** All respondents.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>12054</td>
<td>74.2%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Another country/area</td>
<td>1388</td>
<td>8.5%</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know: -1
- Refused: -2
- Nonrespondent: -3
- Survey component legitimate skip/NA: -4
- Out of range: -5
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:** 16252 100.0% 100.0%

---

#### BYP24

**Student Pub Rec./Date:** 3/5
**Pos.:** 357-358
**Format:** N2
**Source:** ELS: 2002 Parent Questionnaire
**Applies to:** Respondents whose 10th grader was born outside US.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>12054</td>
<td>74.2%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>33</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Another country/area</td>
<td>1388</td>
<td>8.5%</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know: -1
- Refused: -2
- Nonrespondent: -3
- Survey component legitimate skip/NA: -4
- Missing: -9

**TOTALS:** 16252 100.0% 100.0%

---

#### BYP24A

**Student Pub Rec./Date:** 3/5
**Pos.:** 359-360
**Format:** N2
**Source:** ELS: 2002 Parent Questionnaire
**Applies to:** Respondents whose 10th grader attended school outside US.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>454</td>
<td>2.8%</td>
<td>48.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>517</td>
<td>3.2%</td>
<td>51.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know: -1
- Item legitimate skip/NA: -2
- Nonrespondent: -3
- Survey component legitimate skip/NA: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:** 16252 100.0% 100.0%

---

#### BYP24B

**Student Pub Rec./Date:** 3/5
**Pos.:** 359-360
**Format:** N2
**Source:** ELS: 2002 Parent Questionnaire
**Applies to:** Respondents whose 10th grader attended school outside US.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>518</td>
<td>3.1%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>461</td>
<td>2.8%</td>
<td>46.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know: -1
- Item legitimate skip/NA: -2
- Nonrespondent: -3
- Survey component legitimate skip/NA: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:** 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BTP24C

**STUDENT.PUB** Rec. 3/5  
Pos. 365-368  
Format: N2

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>550</td>
<td>3.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>421</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know
- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

**10th grader completed 2nd grade outside US**

26. What grade(s) has your tenth grader completed outside the United States?  
(MARK ALL THAT APPLY)

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade

**Applies to:** Respondents whose 10th grader attended school outside US.  
Source: ELS:2002 Parent Questionnaire

#### BTP24E

**STUDENT.PUB** Rec. 3/5  
Pos. 369-370  
Format: N2

<table>
<thead>
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<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>622</td>
<td>3.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>349</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know
- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

**10th grader completed 4th grade outside US**

26. What grade(s) has your tenth grader completed outside the United States?  
(MARK ALL THAT APPLY)

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade

**Applies to:** Respondents whose 10th grader attended school outside US.  
Source: ELS:2002 Parent Questionnaire

#### BTP24F

**STUDENT.PUB** Rec. 3/5  
Pos. 371-372  
Format: N2

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>652</td>
<td>4.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>319</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know
- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

**10th grader completed 5th grade outside US**

26. What grade(s) has your tenth grader completed outside the United States?  
(MARK ALL THAT APPLY)

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade

**Applies to:** Respondents whose 10th grader attended school outside US.  
Source: ELS:2002 Parent Questionnaire
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 26. What grade(s) has your tenth grader completed outside the United States?

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>wendt</th>
<th>CODES</th>
<th>PERCENT</th>
<th>wendt</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>698</td>
<td>4.3%</td>
<td>74.1%</td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>273</td>
<td>1.9%</td>
<td>25.9%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: 
- Item legitimate skip/NA: 
- Nonrespondent: 
- Partial interview-breakoff: 
- Survey component legitimate skip/NA: 
- Missing: 

**TOTAALS:**
16252 100.0% 100.0%

---

#### BYP26G

STUDENT.PUB Rec. 3/5
Pos. 373-376
Format: N2

10th grader completed 6th grade outside US

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>wendt</th>
<th>CODES</th>
<th>PERCENT</th>
<th>wendt</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>59</td>
<td>0.4%</td>
<td>(MISS)</td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>171</td>
<td>1.1%</td>
<td>(MISS)</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: 
- Item legitimate skip/NA: 
- Nonrespondent: 
- Partial interview-breakoff: 
- Survey component legitimate skip/NA: 
- Missing: 

**TOTAALS:**
16165 100.0% 100.0%

---

#### BYP26I

STUDENT.PUB Rec. 3/5
Pos. 373-378
Format: N2

10th grader completed 8th grade outside US

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>wendt</th>
<th>CODES</th>
<th>PERCENT</th>
<th>wendt</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>751</td>
<td>4.6%</td>
<td>87.9%</td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>119</td>
<td>1.4%</td>
<td>12.1%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: 
- Item legitimate skip/NA: 
- Nonrespondent: 
- Partial interview-breakoff: 
- Survey component legitimate skip/NA: 
- Missing: 

**TOTAALS:**
16252 100.0% 100.0%

---

#### BYP26J

STUDENT.PUB Rec. 3/5
Pos. 379-380
Format: N2

10th grader completed 9th grade outside US

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>wendt</th>
<th>CODES</th>
<th>PERCENT</th>
<th>wendt</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>798</td>
<td>5.2%</td>
<td>(MISS)</td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>173</td>
<td>1.1%</td>
<td>(MISS)</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: 
- Item legitimate skip/NA: 
- Nonrespondent: 
- Partial interview-breakoff: 
- Survey component legitimate skip/NA: 
- Missing: 

**TOTAALS:**
16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

**BYP26K**  
STUDENT.PUB Rec. 3/5  
Pos. 381-382  
Format: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
</table>

10th grader completed 10th grade outside US

26. What grade(s) has your tenth grader completed outside the United States?  
(MARK ALL THAT APPLY)  

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0</td>
<td>140</td>
<td>0.9%</td>
</tr>
<tr>
<td>1st grade</td>
<td>1</td>
<td>84</td>
<td>0.5%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>2</td>
<td>72</td>
<td>0.4%</td>
</tr>
<tr>
<td>3rd grade</td>
<td>3</td>
<td>66</td>
<td>0.4%</td>
</tr>
<tr>
<td>4th grade</td>
<td>4</td>
<td>62</td>
<td>0.4%</td>
</tr>
<tr>
<td>5th grade</td>
<td>5</td>
<td>84</td>
<td>0.5%</td>
</tr>
<tr>
<td>6th grade</td>
<td>6</td>
<td>74</td>
<td>0.4%</td>
</tr>
<tr>
<td>7th grade</td>
<td>7</td>
<td>80</td>
<td>0.5%</td>
</tr>
<tr>
<td>8th grade</td>
<td>8</td>
<td>82</td>
<td>0.5%</td>
</tr>
<tr>
<td>9th grade</td>
<td>9</td>
<td>78</td>
<td>0.5%</td>
</tr>
<tr>
<td>10th grade</td>
<td>10</td>
<td>82</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Don't know} -1 7 0.0% (MISS)  
{Missing} -9 120 0.7% (MISS)  
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
{Nonrespondent} -4 2552 15.7% (MISS)  
{Partial interview-breakoff} -7 913 5.6% (MISS)  
{Item legitimate skip/NA} -3 11579 71.2% (MISS)  
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
{Missing} -9 10 0.1% (MISS)  

**TOTALS:** 16252 100.0% 100.0%

### KYPC BYP26L

STUDENT.PUB Rec. 3/5  
Pos. 383-384  
Format: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
</table>

10th grader did not complete any grades outside US

26. What grade(s) has your tenth grader completed outside the United States?  
(MARK ALL THAT APPLY)  

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0</td>
<td>140</td>
<td>0.9%</td>
</tr>
<tr>
<td>1st grade</td>
<td>1</td>
<td>84</td>
<td>0.5%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>2</td>
<td>72</td>
<td>0.4%</td>
</tr>
<tr>
<td>3rd grade</td>
<td>3</td>
<td>66</td>
<td>0.4%</td>
</tr>
<tr>
<td>4th grade</td>
<td>4</td>
<td>62</td>
<td>0.4%</td>
</tr>
<tr>
<td>5th grade</td>
<td>5</td>
<td>84</td>
<td>0.5%</td>
</tr>
<tr>
<td>6th grade</td>
<td>6</td>
<td>74</td>
<td>0.4%</td>
</tr>
<tr>
<td>7th grade</td>
<td>7</td>
<td>80</td>
<td>0.5%</td>
</tr>
<tr>
<td>8th grade</td>
<td>8</td>
<td>82</td>
<td>0.5%</td>
</tr>
<tr>
<td>9th grade</td>
<td>9</td>
<td>78</td>
<td>0.5%</td>
</tr>
<tr>
<td>10th grade</td>
<td>10</td>
<td>82</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Don't know} -1 7 0.0% (MISS)  
{Missing} -9 120 0.7% (MISS)  
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
{Nonrespondent} -4 2552 15.7% (MISS)  
{Partial interview-breakoff} -7 913 5.6% (MISS)  
{Multiple response} -6 7 0.0% (MISS)  
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
{Missing} -9 66 0.4% (MISS)  

**TOTALS:** 16252 100.0% 100.0%

### BYP27

STUDENT.PUB Rec. 3/5  
Pos. 385-386  
Format: N2

Grade student placed in when started school in US

27. What grade was your tenth grader placed in when he/she started school in the United States?  
(MARK ONE RESPONSE)  

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0</td>
<td>140</td>
<td>0.9%</td>
</tr>
<tr>
<td>1st grade</td>
<td>1</td>
<td>84</td>
<td>0.5%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>2</td>
<td>72</td>
<td>0.4%</td>
</tr>
<tr>
<td>3rd grade</td>
<td>3</td>
<td>66</td>
<td>0.4%</td>
</tr>
<tr>
<td>4th grade</td>
<td>4</td>
<td>62</td>
<td>0.4%</td>
</tr>
<tr>
<td>5th grade</td>
<td>5</td>
<td>84</td>
<td>0.5%</td>
</tr>
<tr>
<td>6th grade</td>
<td>6</td>
<td>74</td>
<td>0.4%</td>
</tr>
<tr>
<td>7th grade</td>
<td>7</td>
<td>80</td>
<td>0.5%</td>
</tr>
<tr>
<td>8th grade</td>
<td>8</td>
<td>82</td>
<td>0.5%</td>
</tr>
<tr>
<td>9th grade</td>
<td>9</td>
<td>78</td>
<td>0.5%</td>
</tr>
<tr>
<td>10th grade</td>
<td>10</td>
<td>82</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Don't know} -1 7 0.0% (MISS)  
{Missing} -9 120 0.7% (MISS)  
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
{Nonrespondent} -4 2552 15.7% (MISS)  
{Partial interview-breakoff} -7 913 5.6% (MISS)  
{Multiple response} -6 7 0.0% (MISS)  
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
{Missing} -9 66 0.4% (MISS)  

**TOTALS:** 16252 100.0% 100.0%

### Baseline Year to First Follow-up

---

**G-234**
### How often parent speaks native language with spouse/partner

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>156</td>
<td>8.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>144</td>
<td>8.3%</td>
</tr>
<tr>
<td>About half of the time</td>
<td>3</td>
<td>164</td>
<td>9.3%</td>
</tr>
<tr>
<td>Always or most of the time</td>
<td>4</td>
<td>1550</td>
<td>83.9%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Refused</td>
<td>-2</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>1129</td>
<td>65.6%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>109</td>
<td>1.0%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>125</td>
<td>0.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### How often parent speaks native language with children

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>148</td>
<td>7.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>453</td>
<td>23.2%</td>
</tr>
<tr>
<td>About half of the time</td>
<td>3</td>
<td>434</td>
<td>21.9%</td>
</tr>
<tr>
<td>Always or most of the time</td>
<td>4</td>
<td>1017</td>
<td>51.9%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>-1</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Refused</td>
<td>-2</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>11006</td>
<td>67.7%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>Multiple response</td>
<td>-6</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>109</td>
<td>1.1%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>157</td>
<td>0.9%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### How often parent speaks native language with other relatives

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>50</td>
<td>3.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>214</td>
<td>13.3%</td>
</tr>
<tr>
<td>About half of the time</td>
<td>3</td>
<td>243</td>
<td>14.9%</td>
</tr>
<tr>
<td>Always or most of the time</td>
<td>4</td>
<td>1513</td>
<td>93.1%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>-1</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Refused</td>
<td>-2</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>11009</td>
<td>67.7%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>Multiple response</td>
<td>-6</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>309</td>
<td>1.9%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>185</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### How often parent speaks native language with friends

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>200</td>
<td>12.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>408</td>
<td>25.4%</td>
</tr>
<tr>
<td>About half of the time</td>
<td>3</td>
<td>366</td>
<td>22.3%</td>
</tr>
<tr>
<td>Always or most of the time</td>
<td>4</td>
<td>1071</td>
<td>64.4%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Refused</td>
<td>-2</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>10995</td>
<td>67.7%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>Multiple response</td>
<td>-6</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>309</td>
<td>1.9%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>176</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through d.
### Appendix G: Base-Year to First Follow-up Electronic Codebook

**BYP31A**  
**STUDENT.PUB**  
**Pos. 397-398**  
**Format: N2**  

**How well parent reads English**

- **Note**: This is one of a series of items, a through d.

- **Applies to**: Respondents whose native language is not English.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>1</td>
<td>788</td>
<td>4.8%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>571</td>
<td>3.5%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>561</td>
<td>3.5%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>207</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 1 | 0.0% |
- [Item legitimate skip/NA] | -3 | 10966 | 67.5% |
- [Nonrespondent] | -4 | 2552 | 15.7% |
- [Partial interview-breakoff] | -7 | 109 | 1.1% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing] | -9 | 126 | 0.8% |

**TOTALS:** 16252 100.0% 100.0%

**BYP31B**  
**STUDENT.PUB**  
**Pos. 399-400**  
**Format: N2**  

**How well parent speaks English**

- **Note**: This is one of a series of items, a through d.

- **Applies to**: Respondents whose native language is not English.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>1</td>
<td>665</td>
<td>4.1%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>533</td>
<td>3.3%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>507</td>
<td>3.1%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>420</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 1 | 0.0% |
- [Item legitimate skip/NA] | -3 | 10966 | 67.5% |
- [Nonrespondent] | -4 | 2552 | 15.7% |
- [Partial interview-breakoff] | -7 | 309 | 1.9% |
- [Survey component legitimate skip/NA] | -8 | 173 | 1.1% |
- [Missing] | -9 | 120 | 0.8% |

**TOTALS:** 16252 100.0% 100.0%

**BYP31C**  
**STUDENT.PUB**  
**Pos. 397-398**  
**Format: N2**  

**How well parent understands spoken English**

- **Note**: This is one of a series of items, a through d.

- **Applies to**: Respondents whose native language is not English.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>1</td>
<td>654</td>
<td>4.0%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>560</td>
<td>3.4%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>296</td>
<td>1.8%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>417</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 2 | 0.0% |
- [Item legitimate skip/NA] | -3 | 10966 | 67.5% |
- [Nonrespondent] | -4 | 2552 | 15.7% |
- [Partial interview-breakoff] | -7 | 109 | 1.1% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing] | -9 | 126 | 0.8% |

**TOTALS:** 16252 100.0% 100.0%

**BYP31D**  
**STUDENT.PUB**  
**Pos. 407-408**  
**Format: N2**  

**How well parent writes English**

- **Note**: This is one of a series of items, a through d.

- **Applies to**: Respondents whose native language is not English.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>1</td>
<td>606</td>
<td>3.7%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>533</td>
<td>3.2%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>429</td>
<td>2.6%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>507</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 1 | 0.0% |
- [Item legitimate skip/NA] | -3 | 10966 | 67.5% |
- [Nonrespondent] | -4 | 2552 | 15.7% |
- [Partial interview-breakoff] | -7 | 309 | 1.9% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing] | -9 | 126 | 0.8% |

**TOTALS:** 16252 100.0% 100.0%

**BYP31E**  
**STUDENT.PUB**  
**Pos. 399-400**  
**Format: N2**  

**Problems reading English books/magazines**

- **Note**: This is one of a series of items, a through e.

- **Applies to**: Respondents whose native language is not English.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>1272</td>
<td>7.8%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>802</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 1 | 0.0% |
- [Item legitimate skip/NA] | -3 | 10966 | 67.5% |
- [Nonrespondent] | -4 | 2552 | 15.7% |
- [Partial interview-breakoff] | -7 | 309 | 1.9% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing] | -9 | 126 | 0.8% |

**TOTALS:** 16252 100.0% 100.0%

**BYP31F**  
**STUDENT.PUB**  
**Pos. 405-406**  
**Format: N2**  

**Problems parent has filling out forms in English**

- **Note**: This is one of a series of items, a through e.

- **Applies to**: Respondents whose native language is not English.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>104</td>
<td>0.6%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1341</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] | -3 | 10966 | 67.5% |
- [Nonrespondent] | -4 | 2552 | 15.7% |
- [Partial interview-breakoff] | -7 | 309 | 1.9% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing] | -9 | 126 | 0.8% |

**TOTALS:** 16252 100.0% 100.0%

---

**Note:** This is one of a series of items, a through e.

32. **Write English**

- **a.** Reading books, newspapers or magazines in English

- **b.** Filling out forms printed in English

- **Note**: This is one of a series of items, a through e.

- **Applies to**: Respondents whose native language is not English.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>704</td>
<td>4.0%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1341</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] | -3 | 10966 | 67.5% |
- [Nonrespondent] | -4 | 2552 | 15.7% |
- [Partial interview-breakoff] | -7 | 309 | 1.9% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing] | -9 | 126 | 0.8% |

**TOTALS:** 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

**Problems parent has understanding 10th grader's teachers**

32. Do you ever have difficulty with any of the following?

- **[Mark one response on each line]**
- (Yes; No; Does not apply)
- Understanding your tenth grader's teachers

**Note:** This is one of a series of items, a through e.

**Applies to:** Respondents whose native language is not English.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>1283</td>
<td>8.5%</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>655</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- Partial interview-breakoff
- Survey component legitimate skip/NA
- [Missing]

**TOTALS:**

- Parent's highest level of education completed

33. What is the highest level of education you and your spouse/partner have reached? *REMINDED: Use "spouse/partner" definition from Question 2 or Question 3.*

**You**

- (MARK ONE RESPONSE ON EACH LINE)

**Note:** Question 33 pertains to fundamental freedoms of expression. This question will provide helpful information for the interpretation of survey results. If you have any reservations about answering this question, please remember that you may leave it unanswered.

**Applies to:** All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Catholic</td>
<td>4350</td>
<td>26.8%</td>
</tr>
<tr>
<td></td>
<td>Baptist</td>
<td>2316</td>
<td>14.3%</td>
</tr>
<tr>
<td></td>
<td>Methodist</td>
<td>831</td>
<td>5.1%</td>
</tr>
<tr>
<td></td>
<td>Lutheran</td>
<td>643</td>
<td>3.9%</td>
</tr>
<tr>
<td></td>
<td>Presbyterian</td>
<td>359</td>
<td>2.3%</td>
</tr>
<tr>
<td></td>
<td>Other Christian</td>
<td>2269</td>
<td>14.0%</td>
</tr>
<tr>
<td></td>
<td>Jewish</td>
<td>153</td>
<td>0.9%</td>
</tr>
<tr>
<td></td>
<td>Muslim/Moslem/Islam</td>
<td>121</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>Hindu</td>
<td>84</td>
<td>0.5%</td>
</tr>
<tr>
<td></td>
<td>Eastern religion</td>
<td>221</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>Other religion</td>
<td>486</td>
<td>3.0%</td>
</tr>
<tr>
<td></td>
<td>Secular/Agnostic/Atheistic</td>
<td>395</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know]
- [Refused]
- [Multiple responses]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTALS:**

- 16252 100.0% 100.0%

### Parent's highest level of education completed

34. What is the highest level of education you and your spouse/partner have reached? *REMINDED: Use "spouse/partner" definition from Question 2 or Question 3.*

**You**

- (MARK ONE RESPONSE ON EACH LINE)

**Note:** Question 33 pertains to fundamental freedoms of expression. This question will provide helpful information for the interpretation of survey results. If you have any reservations about answering this question, please remember that you may leave it unanswered.

**Applies to:** All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did not finish high school</td>
<td>1408</td>
<td>8.7%</td>
</tr>
<tr>
<td></td>
<td>Graduated from high school or equival (GED)</td>
<td>1408</td>
<td>8.7%</td>
</tr>
<tr>
<td></td>
<td>[Multiple responses]</td>
<td>3244</td>
<td>20.8%</td>
</tr>
<tr>
<td></td>
<td>[Graduated from two-year school]</td>
<td>1644</td>
<td>10.2%</td>
</tr>
<tr>
<td></td>
<td>[Graduated from college]</td>
<td>1552</td>
<td>9.3%</td>
</tr>
<tr>
<td></td>
<td>[Completed Master's degree or equivalent]</td>
<td>1457</td>
<td>9.0%</td>
</tr>
<tr>
<td></td>
<td>[Completed M.D., Ph.D., advanced degree]</td>
<td>2556</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know]
- [Refused]
- [Multiple responses]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTALS:**

- 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Spouse/partner's highest level of education completed

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not finish high school</td>
<td>1</td>
<td>1312</td>
<td>8.1%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Graduated from high school or GED</td>
<td>3</td>
<td>2883</td>
<td>18.4%</td>
<td></td>
</tr>
<tr>
<td>Attended 2-year school, no degree</td>
<td>3</td>
<td>776</td>
<td>5.0%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Attended 2-year school, no degree</td>
<td>3</td>
<td>540</td>
<td>3.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Attended college, no 4-year degree</td>
<td>5</td>
<td>1041</td>
<td>6.4%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Graduated from college</td>
<td>6</td>
<td>1537</td>
<td>9.9%</td>
<td></td>
</tr>
<tr>
<td>Completed Master’s degree or equivalent</td>
<td>8</td>
<td>517</td>
<td>3.2%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>-1</td>
<td>170</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Refused]...
- [Item legitimate skip/NA]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

#### Parent’s father’s highest level of education completed

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not finish high school</td>
<td>1</td>
<td>3468</td>
<td>21.3%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Graduated from high school or GED</td>
<td>2</td>
<td>3944</td>
<td>24.3%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Attended 2-year school, no degree</td>
<td>3</td>
<td>460</td>
<td>2.8%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Attended 2-year school, no degree</td>
<td>4</td>
<td>475</td>
<td>2.9%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Attended college, no 4-year degree</td>
<td>5</td>
<td>513</td>
<td>3.2%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Graduated from college</td>
<td>6</td>
<td>1271</td>
<td>8.0%</td>
<td></td>
</tr>
<tr>
<td>Completed Master’s degree or equivalent</td>
<td>7</td>
<td>440</td>
<td>2.7%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Completed PhD, MD, other advanced degree</td>
<td>8</td>
<td>356</td>
<td>2.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>-1</td>
<td>1308</td>
<td>8.0%</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Refused]...
- [Item legitimate skip/NA]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

#### Spouse/partner’s mother’s highest level of education completed

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>1375</td>
<td>8.4%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Graduated from high school or GED</td>
<td>3</td>
<td>2938</td>
<td>18.4%</td>
<td></td>
</tr>
<tr>
<td>Attended 2-year school, no degree</td>
<td>3</td>
<td>975</td>
<td>6.1%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Attended college, no 4-year degree</td>
<td>5</td>
<td>1041</td>
<td>6.4%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Graduated from college</td>
<td>6</td>
<td>1537</td>
<td>9.9%</td>
<td></td>
</tr>
<tr>
<td>Completed Master’s degree or equivalent</td>
<td>8</td>
<td>517</td>
<td>3.2%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>-1</td>
<td>170</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Refused]...
- [Item legitimate skip/NA]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%
Spouse/partner's father's highest level education

35. What is the highest level of education your parents and your spouse/partner's parents reached? REMINDER: Use "spouse/partner" definition from Question 2 or 3.

Spouse/partner's father

(MARK ONE RESPONSE IN EACH COLUMN)

Did not finish high school
Graduated from high school or equivalent (GED)
Graduated from high school and attended a two-year school (such as a vocational or technical school, a junior college, or a community college), but did not complete a degree
Graduated from a two-year school (such as a vocational or technical school, a junior college, or a community college)
Graduated from high school and went to college, but did not complete a four-year degree
Completed a Master's degree or equivalent
Completed a Ph.D., M.D., or other advanced professional degree

Don't Know

Does Not Apply. I do not have a spouse or partner.

Apply to: Respondents who have a spouse/partner.

Source: ELS:2002 Parent Questionnaire

---

Parent's current work status

37. Which one of these best describes your situation during the past week?

(MARK ONE RESPONSE)

I had a full-time job, but was not at work because of temporary illness, vacation, strike or jury duty (SKIP TO QUESTION 38)
I had a part-time job, but was not at work because of temporary illness, vacation, strike or jury duty (SKIP TO QUESTION 38)
Unemployed and looking for work (GO TO QUESTION 38)
Disabled and not looking for work (GO TO QUESTION 38)
Retired (GO TO QUESTION 38)
In school (GO TO QUESTION 38)
Keeping house (without a job for pay) (GO TO QUESTION 38)
Volunteering (without a job for pay) (GO TO QUESTION 38)
None of the above (GO TO QUESTION 38)

Applies to: Respondents who were not working during past week.

Source: ELS:2002 Parent Questionnaire

---

Whether parent ever held regular job for pay in US

38. Have you ever held a regular job for pay in the United States (including self-employment)?

Yes (GO TO QUESTION 39)
No (SKIP TO QUESTION 40 ON PAGE 14)

Applies to: Respondents who did not have a job during past week.

Source: ELS:2002 Parent Questionnaire

---
Spouse/partner’s current work status

41. Which one of these best describes your spouse/partner’s situation during the past week?

- [MARK ONE RESPONSE]
- He/she had a full-time job, but was not at work because of temporary illness, vacation, strike or jury duty (SKIP TO QUESTION 43)
- He/she had a part-time job, but was not at work because of temporary illness, vacation, strike or jury duty (SKIP TO QUESTION 43)
- Unemployed and looking for work (GO TO QUESTION 42)
- Disabled and not looking for work (GO TO QUESTION 42)
- Retired (GO TO QUESTION 42)
- In school (GO TO QUESTION 42)
- Keeping house (without a job for pay) (GO TO QUESTION 42)
- Volunteering (without a job for pay) (GO TO QUESTION 42)

None of the above (GO TO QUESTION 42)

Applies to: Respondents whose spouse/partner wasn’t working past week.

Source: ELS:2002 Parent Questionnaire

Spouse/partner working for pay during past week

42. Has your spouse/partner ever held a regular job for pay in the United States (including self-employment)?

- [MARK ONE RESPONSE]
- Yes (GO TO QUESTION 43)
- No (SKIP TO QUESTION 44)

Applies to: Respondents whose spouse/partner didn’t have job past week.

Source: ELS:2002 Parent Questionnaire
44. Did your tenth grader attend any of the following pre-first-grade programs? (MARK ONE RESPONSE ON EACH LINE)

- Day care program
- Head Start program
- Other

Note: This is one of a series of items, a through d.

CATEGORIES:
- CLERICAL such as bank teller, bookkeeper, secretary, typesetter, mail carrier, ticket agent
- CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- FARMER, FARM MANAGER
- HOMEMAKER (without other job)
- LABORER such as construction worker, car washer, sanitary worker, farm laborer
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- MILITARY such as career officer, enlisted man or woman in the Armed Forces
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab or truck driver
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher
- PROFESSIONAL such as clergy, dentist, physician, lawyer, scientist, college teacher
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- SALESMAN such as salesperson, advertising or insurance agent, real estate broker
- SCHOOL TEACHER such as elementary or secondary
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter or waitress
- TECHNICAL such as draftsman, medical or dental technician, computer programmer
- OTHER

Don’t Know
-1 125 0.8% 0.9%

OTHER
-9 219 1.3% 1.0%

TOTALS: 16252 100.0% 100.0%

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

**Spouse/partner’s job description category**

43. Which of the categories below comes closest to describing this job? (MARK ONE RESPONSE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
- CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- FARMER, FARM MANAGER
- HOMEMAKER (without other job)
- LABORER such as construction worker, car washer, sanitary worker, farm laborer
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- MILITARY such as career officer, enlisted man or woman in the Armed Forces
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab or truck driver
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher
- PROFESSIONAL such as clergy, dentist, physician, lawyer, scientist, college teacher
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- SALESMAN such as salesperson, advertising or insurance agent, real estate broker
- SCHOOL TEACHER such as elementary or secondary
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter or waitress
- TECHNICAL such as draftsman, medical or dental technician, computer programmer
- OTHER

Don’t Know
-1 125 0.8% 0.9%

OTHER
-9 219 1.3% 1.0%

TOTALS: 16252 100.0% 100.0%

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

44. Did your tenth grader attend any of the following pre-first-grade programs? (MARK ONE RESPONSE ON EACH LINE)

- 10th grader attended nursery/pre-school
- 10th grader attended Head Start program

Note: This is one of a series of items, a through d.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

44. Did your tenth grader attend any of the following pre-first-grade programs? (MARK ONE RESPONSE ON EACH LINE)

- Day care program
- Head Start program
- Other

Note: This is one of a series of items, a through d.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYP44D  STUDENT.PUB Rec. 3/5
Pos. 451-452
Format: N2

---

10th grader attended kindergarten

44. Did your tenth grader attend any of the following pre-first-grade programs?
(MARK ONE RESPONSE ON EACH LINE)
[Yes; No; Don't know]

Note: This is one of a series of items, a through d.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

---

BYP45  STUDENT.PUB Rec. 3/5
Pos. 453-454
Format: N2

---

# times 10th grader changed schools other than promotions

45. How many times has your tenth grader changed schools since he or she entered first grade? Do not count changes that occurred as a result of promotion to the next grade or level (for instance, a move from elementary school to a middle school or from a middle school to a high school in the same district).

[MARK ONE RESPONSE]
0 times
1 time
2 times
3 times
4 times
5 or more times

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

---

BYP46  STUDENT.PUB Rec. 3/5
Pos. 455-456
Format: N2

---

10th grader ever held back a grade

46. Was your tenth grader ever held back a grade in school?

[Yes (GO TO QUESTION 47) / No (SKIP TO QUESTION 49 ON PAGE 18)]

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

---

BYP47A  STUDENT.PUB Rec. 3/5
Pos. 457-458
Format: N2

---

10th grader held back because of parental request

47. Was your tenth grader held back a grade because of...

[MARK ONE RESPONSE ON EACH LINE]
[Yes; No]

a. parental request

Note: This is one of a series of items, a through c.

Applies to: Respondents whose 10th grader had been held back a grade.

Source: ELS:2002 Parent Questionnaire

---

BYP47B  STUDENT.PUB Rec. 3/5
Pos. 459-460
Format: N2

---

10th grader held back because of school request

47. Was your tenth grader held back a grade because of...

[MARK ONE RESPONSE ON EACH LINE]
[Yes; No]
b. school request

Note: This is one of a series of items, a through c.

Applies to: Respondents whose 10th grader had been held back a grade.

Source: ELS:2002 Parent Questionnaire

---

BYP47C  STUDENT.PUB Rec. 3/5
Pos. 461-462
Format: N2

---

10th grader held back for other reason

47. Was your tenth grader held back a grade because of...

[MARK ONE RESPONSE ON EACH LINE]
[Yes; No]c. other reason

Note: This is one of a series of items, a through c.

Applies to: Respondents whose 10th grader had been held back a grade.

Source: ELS:2002 Parent Questionnaire

---

G-242
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYP48A
48. What grade(s) did he or she repeat?
(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>BYP48A</td>
<td>0</td>
<td>6.9%</td>
<td>78.6%</td>
</tr>
<tr>
<td>1st grade</td>
<td>BYP48B</td>
<td>1</td>
<td>1.9%</td>
<td>21.4%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>BYP48C</td>
<td>1</td>
<td>0.3%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>3rd grade</td>
<td>BYP48D</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>4th grade</td>
<td>BYP48E</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>5th grade</td>
<td>BYP48F</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>6th grade</td>
<td>BYP48G</td>
<td>1</td>
<td>5.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>7th grade</td>
<td>BYP48H</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>8th grade</td>
<td>BYP48I</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>9th grade</td>
<td>BYP48J</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>10th grade</td>
<td>BYP48K</td>
<td>1</td>
<td>1.0%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

Applies to: Respondents whose 10th grader had been held back a grade.
Source: ELS:2002 Parent Questionnaire

#### BYP48B
48. What grade(s) did he or she repeat?
(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>BYP48A</td>
<td>0</td>
<td>7.9%</td>
<td>89.8%</td>
</tr>
<tr>
<td>1st grade</td>
<td>BYP48B</td>
<td>1</td>
<td>0.9%</td>
<td>10.2%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>BYP48C</td>
<td>1</td>
<td>0.3%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>3rd grade</td>
<td>BYP48D</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>4th grade</td>
<td>BYP48E</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>5th grade</td>
<td>BYP48F</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>6th grade</td>
<td>BYP48G</td>
<td>1</td>
<td>5.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>7th grade</td>
<td>BYP48H</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>8th grade</td>
<td>BYP48I</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>9th grade</td>
<td>BYP48J</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>10th grade</td>
<td>BYP48K</td>
<td>1</td>
<td>1.0%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

Applies to: Respondents whose 10th grader had been held back a grade.
Source: ELS:2002 Parent Questionnaire

#### BYP48C
48. What grade(s) did he or she repeat?
(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>BYP48A</td>
<td>0</td>
<td>8.1%</td>
<td>92.2%</td>
</tr>
<tr>
<td>1st grade</td>
<td>BYP48B</td>
<td>1</td>
<td>0.7%</td>
<td>7.8%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>BYP48C</td>
<td>1</td>
<td>0.3%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>3rd grade</td>
<td>BYP48D</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>4th grade</td>
<td>BYP48E</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>5th grade</td>
<td>BYP48F</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>6th grade</td>
<td>BYP48G</td>
<td>1</td>
<td>5.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>7th grade</td>
<td>BYP48H</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>8th grade</td>
<td>BYP48I</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>9th grade</td>
<td>BYP48J</td>
<td>1</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>10th grade</td>
<td>BYP48K</td>
<td>1</td>
<td>1.0%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

Applies to: Respondents whose 10th grader had been held back a grade.
Source: ELS:2002 Parent Questionnaire
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYP48E

**STUDENT.PUB** Rec. 3/5

**Pos. 471-472**  
**Format: N2**

#### BYP48G

**STUDENT.PUB** Rec. 3/5

**Pos. 473-474**  
**Format: N2**

---

#### 10th grader repeated 4th grade

**48. What grade(s) did he or she repeat?**  
(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>1373</td>
<td>8.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>60</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**

- 1 Don't know (-1 42 0.3% (MISS))
- 2 Refused (-2 1 0.0% (MISS))
- 3 Item legitimate skip/NA (-3 10978 67.5% (MISS))
- 4 Nonrespondent (-4 2552 15.7% (MISS))
- 7 Partial interview-breakoff (-7 913 5.6% (MISS))
- 8 Survey component legitimate skip/NA (-8 171 1.1% (MISS))
- 9 Missing (-9 162 1.0% (MISS))

**TOTALS:** 16252 100.0% 100.0%

---

#### 10th grader repeated 5th grade

**48. What grade(s) did he or she repeat?**  
(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>1365</td>
<td>8.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>71</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**

- 1 Don't know (-1 42 0.3% (MISS))
- 2 Refused (-2 1 0.0% (MISS))
- 3 Item legitimate skip/NA (-3 10978 67.5% (MISS))
- 4 Nonrespondent (-4 2552 15.7% (MISS))
- 7 Partial interview-breakoff (-7 913 5.6% (MISS))
- 8 Survey component legitimate skip/NA (-8 171 1.1% (MISS))
- 9 Missing (-9 162 1.0% (MISS))

**TOTALS:** 16252 100.0% 100.0%

---

#### 10th grader repeated 6th grade

**48. What grade(s) did he or she repeat?**  
(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1362</td>
<td>8.4%</td>
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<tr>
<td>Yes</td>
<td>1</td>
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<td>0.4%</td>
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</table>

**REVERSE CODES:**

- 1 Don't know (-1 42 0.3% (MISS))
- 2 Refused (-2 1 0.0% (MISS))
- 3 Item legitimate skip/NA (-3 10978 67.5% (MISS))
- 4 Nonrespondent (-4 2552 15.7% (MISS))
- 7 Partial interview-breakoff (-7 913 5.6% (MISS))
- 8 Survey component legitimate skip/NA (-8 171 1.1% (MISS))
- 9 Missing (-9 162 1.0% (MISS))

**TOTALS:** 16252 100.0% 100.0%

---

---

G-244
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYP481 STUDENT.PUB Rec. 3/5
Pos. 479-480 Format: N2

10th grader repeated 8th grade

48. What grade(s) did he or she repeat?
(MARK ALL THAT APPLY)
BYP48A Kindergarten
BYP48B 1st grade
BYP48C 2nd grade
BYP48D 3rd grade
BYP48E 4th grade
BYP48F 5th grade
BYP48G 6th grade
BYP48H 7th grade
BYP48I 8th grade
BYP48J 9th grade
BYP48K 10th grade

Applies to: Respondents whose 10th grader had been held back a grade.
Source: ELS:2002 Parent Questionnaire

PER- WTD CODES FREQ CENT PCT
----- ----- ------ -----
No...................................... 0 1363 8.4% 94.4%
Yes..................................... 1 70 0.4% 5.6%
RESERVE CODES:
{Don't know}......................... -1 42 0.3% (MISS)
{Refused}............................ -2 1 0.0% (MISS)
{Item legitimate skip/NA}............ -3 10978 67.5% (MISS)
{Nonrespondent}...................... -4 2552 15.7% (MISS)
{Partial interview-breakoff}......... -7 913 5.6% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 162 1.0% (MISS)

----- ------ -----
TOTALS: 16252 100.0% 100.0%

---

BYP482 STUDENT.PUB Rec. 3/5
Pos. 481-482 Format: N2

10th grader repeated 9th grade

48. What grade(s) did he or she repeat?
(MARK ALL THAT APPLY)
BYP48A Kindergarten
BYP48B 1st grade
BYP48C 2nd grade
BYP48D 3rd grade
BYP48E 4th grade
BYP48F 5th grade
BYP48G 6th grade
BYP48H 7th grade
BYP48I 8th grade
BYP48J 9th grade
BYP48K 10th grade

Applies to: Respondents whose 10th grader had been held back a grade.
Source: ELS:2002 Parent Questionnaire

PER- WTD CODES FREQ CENT PCT
----- ----- ------ -----
No...................................... 0 1312 8.1% 90.9%
Yes..................................... 1 121 0.7% 9.1%
RESERVE CODES:
{Don't know}......................... -1 42 0.3% (MISS)
{Refused}............................ -2 1 0.0% (MISS)
{Item legitimate skip/NA}............ -3 10978 67.5% (MISS)
{Nonrespondent}...................... -4 2552 15.7% (MISS)
{Partial interview-breakoff}......... -7 913 5.6% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 162 1.0% (MISS)

----- ------ -----
TOTALS: 16252 100.0% 100.0%

---

BYP483 STUDENT.PUB Rec. 3/5
Pos. 483-484 Format: N2

10th grader repeated 10th grade

48. What grade(s) did he or she repeat?
(MARK ALL THAT APPLY)
BYP48A Kindergarten
BYP48B 1st grade
BYP48C 2nd grade
BYP48D 3rd grade
BYP48E 4th grade
BYP48F 5th grade
BYP48G 6th grade
BYP48H 7th grade
BYP48I 8th grade
BYP48J 9th grade
BYP48K 10th grade

Applies to: Respondents whose 10th grader had been held back a grade.
Source: ELS:2002 Parent Questionnaire

PER- WTD CODES FREQ CENT PCT
----- ----- ------ -----
No...................................... 0 1285 7.9% 89.4%
Yes..................................... 1 148 0.9% 10.6%
RESERVE CODES:
{Don't know}......................... -1 42 0.3% (MISS)
{Refused}............................ -2 1 0.0% (MISS)
{Item legitimate skip/NA}............ -3 10978 67.5% (MISS)
{Nonrespondent}...................... -4 2552 15.7% (MISS)
{Partial interview-breakoff}......... -7 913 5.6% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 85 0.5% (MISS)

----- ------ -----
TOTALS: 16252 100.0% 100.0%

---

BYP484 STUDENT.PUB Rec. 3/5
Pos. 485-486 Format: N2

Thinks 10th grader has disability

49. In your opinion, does your tenth grader have a learning, physical, or emotional disability?
Yes (GO TO QUESTION 50)
No (SKIP TO QUESTION 51)

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

PER- WTD CODES FREQ CENT PCT
----- ----- ------ -----
No...................................... 0 11053 68.0% 87.9%
Yes..................................... 1 1428 8.8% 12.1%
RESERVE CODES:
{Don't know}......................... -1 44 0.3% (MISS)
{Refused}............................ -2 1 0.0% (MISS)
{Item legitimate skip/NA}............ -3 10978 67.5% (MISS)
{Nonrespondent}...................... -4 2552 15.7% (MISS)
{Partial interview-breakoff}......... -7 913 5.6% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 85 0.5% (MISS)

----- ------ -----
TOTALS: 16252 100.0% 100.0%

---

G-245
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYP50A
**Student: PUB Rec. 3/5**  
*Format: N2*

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<tr>
<td>[Refused]</td>
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<tr>
<td>[Item legitimate skip/NA]</td>
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<tr>
<td>[Nonrespondent]</td>
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#### BYP50B
**Student: PUB Rec. 3/5**  
*Format: N2*

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#### BYP50C
**Student: PUB Rec. 3/5**  
*Format: N2*

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<td>[Don't know]</td>
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<tr>
<td>[Refused]</td>
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<td><strong>TOTA L</strong></td>
<td>16252</td>
<td>100.0%</td>
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---

50. In your opinion, which of these disabilities does your tenth grader have?

(MARK ALL THAT APPLY)

BYP50A Specific learning disabilities
BYP50B Speech and language impairments
BYP50C Mental retardation
BYP50D Emotional disturbance
BYP50E Hearing impairments
BYP50F Orthopedic impairments
BYP50G Visual impairments
BYP50H Other disability (for example, autism, deaf-blindness, traumatic brain injury, developmental delay)

 Applies to: Respondents who think 10th grader has a disability.

Source: ELS 2002 Parent Questionnaire

---

50. In your opinion, which of these disabilities does your tenth grader have?

(MARK ALL THAT APPLY)

BYP50A Specific learning disabilities
BYP50B Speech and language impairments
BYP50C Mental retardation
BYP50D Emotional disturbance
BYP50E Hearing impairments
BYP50F Orthopedic impairments
BYP50G Visual impairments
BYP50H Other disability (for example, autism, deaf-blindness, traumatic brain injury, developmental delay)

 Applies to: Respondents who think 10th grader has a disability.

Source: ELS 2002 Parent Questionnaire

---

50. In your opinion, which of these disabilities does your tenth grader have?

(MARK ALL THAT APPLY)

BYP50A Specific learning disabilities
BYP50B Speech and language impairments
BYP50C Mental retardation
BYP50D Emotional disturbance
BYP50E Hearing impairments
BYP50F Orthopedic impairments
BYP50G Visual impairments
BYP50H Other disability (for example, autism, deaf-blindness, traumatic brain injury, developmental delay)

 Applies to: Respondents who think 10th grader has a disability.

Source: ELS 2002 Parent Questionnaire

---

50. In your opinion, which of these disabilities does your tenth grader have?

(MARK ALL THAT APPLY)

BYP50A Specific learning disabilities
BYP50B Speech and language impairments
BYP50C Mental retardation
BYP50D Emotional disturbance
BYP50E Hearing impairments
BYP50F Orthopedic impairments
BYP50G Visual impairments
BYP50H Other disability (for example, autism, deaf-blindness, traumatic brain injury, developmental delay)

 Applies to: Respondents who think 10th grader has a disability.

Source: ELS 2002 Parent Questionnaire
50. In your opinion, which of these disabilities does your tenth grader have?
(MARK ALL THAT APPLY)
BYP50A Specific learning disabilities
BYP50B Speech and language impairments
BYP50C Mental retardation
BYP50D Emotional disturbance
BYP50E Hearing impairments
BYP50F Orthopedic impairments
BYP50G Visual impairments
BYP50H Other disability (for example, autism, deaf-blindness, traumatic brain injury, developmental delay)

Applies to: Respondents who think 10th grader has a disability.
Source: ELS:2002 Parent Questionnaire

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<td>49</td>
<td>0.3%</td>
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RESERVE CODES:
{Don't know} -1 29 0.2% (MISS)
{Refused} -2 2 0.0% (MISS)
{Item legitimate skip/NA} -3 11103 68.3% (MISS)
{Nonrespondent} -4 2552 15.7% (MISS)
{Partial interview-breakoff} -7 913 5.6% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing} -9 110 0.7% (MISS)

TOTALES: 16252 100.0% 100.0%

Appendix G:
Base-Year to First Follow-up Electronic Codebook

G-247
Appendix G:
Base-Year to First Follow-up Electronic Codebook

<table>
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<th>Question</th>
<th>Code</th>
<th>Response Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Count</th>
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<td>51. Have your tenth grader ever had a behavior problem at school?</td>
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RESERVE CODES:
- Don't know: -1 14 0.1% (MISS)
- Refused: -2 6 0.0% (MISS)
- Nonrespondent: -3 2 0.0% (MISS)
- Partial interview-breakoff: -4 913 5.6% (MISS)
- Survey component legitimate skip/NA: -5 171 1.1% (MISS)
- Missing: -6 89 0.6% (MISS)

TOTALS: 16252 100.0% 100.0%

Apply to: All respondents.

Source: ELS:2002 Parent Questionnaire

School contacted parent about school program for year

52. Since your tenth grader's school opened last fall, how many times have you or your spouse/partner been contacted by the school about the following?

- MARK ONE RESPONSE ON EACH LINE
- (None; Once or twice; Three or four times; More than four times)

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<tr>
<th>Times</th>
<th>Frequency</th>
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<td>9679</td>
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<td>Once or twice</td>
<td>2</td>
<td>2129</td>
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<td>Three or four times</td>
<td>3</td>
<td>280</td>
</tr>
<tr>
<td>More than four times</td>
<td>4</td>
<td>153</td>
</tr>
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</table>

RESERVE CODES:
- Don't know: -1 42 0.3% (MISS)
- Refused: -2 6 0.0% (MISS)
- Nonrespondent: -3 2 0.0% (MISS)
- Partial interview-breakoff: -4 913 5.6% (MISS)
- Survey component legitimate skip/NA: -5 171 1.1% (MISS)
- Missing: -6 913 5.6% (MISS)

TOTALS: 16252 100.0% 100.0%

Apply to: All respondents.

Source: ELS:2002 Parent Questionnaire

School contacted parent about plans after high school

52. Since your tenth grader's school opened last fall, how many times have you or your spouse/partner been contacted by the school about the following?

- MARK ONE RESPONSE ON EACH LINE
- (None; Once or twice; Three or four times; More than four times)

<table>
<thead>
<tr>
<th>Times</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>None</td>
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<td>9679</td>
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<td>Once or twice</td>
<td>2</td>
<td>2129</td>
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<tr>
<td>Three or four times</td>
<td>3</td>
<td>280</td>
</tr>
<tr>
<td>More than four times</td>
<td>4</td>
<td>153</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know: -1 42 0.3% (MISS)
- Refused: -2 6 0.0% (MISS)
- Nonrespondent: -3 2 0.0% (MISS)
- Partial interview-breakoff: -4 913 5.6% (MISS)
- Survey component legitimate skip/NA: -5 171 1.1% (MISS)
- Missing: -6 913 5.6% (MISS)

TOTALS: 16252 100.0% 100.0%

Apply to: All respondents.

Source: ELS:2002 Parent Questionnaire

School contacted parent about course selection

52. Since your tenth grader's school opened last fall, how many times have you or your spouse/partner been contacted by the school about the following?

- MARK ONE RESPONSE ON EACH LINE
- (None; Once or twice; Three or four times; More than four times)

<table>
<thead>
<tr>
<th>Times</th>
<th>Frequency</th>
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<td>280</td>
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<tr>
<td>More than four times</td>
<td>4</td>
<td>153</td>
</tr>
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</table>

RESERVE CODES:
- Don't know: -1 42 0.3% (MISS)
- Refused: -2 6 0.0% (MISS)
- Nonrespondent: -3 2 0.0% (MISS)
- Partial interview-breakoff: -4 913 5.6% (MISS)
- Survey component legitimate skip/NA: -5 171 1.1% (MISS)
- Missing: -6 913 5.6% (MISS)

TOTALS: 16252 100.0% 100.0%

Apply to: All respondents.

Source: ELS:2002 Parent Questionnaire
School contacted parent about poor attendance

52. Since your tenth grader’s school opened last fall, how many times have you or your spouse/partner been contacted by the school about the following?

[MAKE ONE RESPONSE ON EACH LINE]

(Nones; Once or twice; Three or four times; More than four times)

e. Your tenth grader’s poor attendance record at school

Note: This is one of a series of items, a through j.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<td>3</td>
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<td>More than four times</td>
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RESERVE CODES:

- Don’t know
- Refused
- [Nonrespondent]
- [Multiple responses]
- Partial interview-brokeoff
- Missing

TOTALS: 16252 100.0% 100.0%

School contacted parent about positive behavior

52. Since your tenth grader’s school opened last fall, how many times have you or your spouse/partner been contacted by the school about the following?

[MIX ONE RESPONSE ON EACH LINE]

(Nones; Once or twice; Three or four times; More than four times)

g. Your tenth grader’s positive or good behavior in school

Note: This is one of a series of items, a through j.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<td>Three or four times</td>
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<td>More than four times</td>
<td>4</td>
<td>602</td>
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RESERVE CODES:

- Don’t know
- Refused
- [Nonrespondent]
- [Multiple responses]
- Partial interview-brokeoff
- Missing

TOTALS: 16252 100.0% 100.0%

School contacted parent about fundraising/volunteer work

52. Since your tenth grader’s school opened last fall, how many times have you or your spouse/partner been contacted by the school about the following?

[MIX ONE RESPONSE ON EACH LINE]

(Nones; Once or twice; Three or four times; More than four times)
h. Participating in school fund-raising activities or doing volunteer work such as supervising lunch or chaperoning a field trip

Note: This is one of a series of items, a through j.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<td>2775</td>
<td>17.1%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>1130</td>
<td>7.0%</td>
</tr>
<tr>
<td>More than four times</td>
<td>4</td>
<td>1052</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Don’t know
- Refused
- [Nonrespondent]
- [Multiple responses]
- Partial interview-brokeoff
- Missing

TOTALS: 16252 100.0% 100.0%
Appendix G:

Base-Year to First Follow-up Electronic Codebook

52. Since your tenth grader's school opened last fall, how many times have you or your spouse/partner been contacted by the school about the following?
   (MARK ONE RESPONSE ON EACH LINE)
   (None; Once or twice; Three or four times; More than four times)
   i. Information on how to help your tenth grader at home with specific skills or homework
   Note: This is one of a series of items, a through j.

Apply to: All respondents.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<th>PCT</th>
</tr>
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<tbody>
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<td>9611</td>
<td>59.1% 79.1%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>1979</td>
<td>12.2% 15.6%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>433</td>
<td>2.7% 3.4%</td>
</tr>
<tr>
<td>More than four times</td>
<td>4</td>
<td>283</td>
<td>1.7% 2.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-1 [Don't know]        | 30   | 0.2% (MISS) |
-2 [Refused]            | 7    | 0.0% (MISS) |
-4 [Nonrespondent]      | 2552 | 15.7% (MISS) |
-7 [Partial interview-breakoff] | 913 | 5.4% (MISS) |
-8 [Survey component legitimate skip/NA] | 171 | 1.1% (MISS) |
-9 [Missing]            | 273  | 1.7% (MISS) |

TOTALS: 16252 100.0% 100.0%

53. Since your tenth grader's school opened last fall, how many times have you or your spouse/partner contacted the school about the following?
   (MARK ONE RESPONSE ON EACH LINE)
   (None; Once or twice; Three or four times; More than four times)
   a. Your tenth grader's poor performance
   b. Your tenth grader's school program for this year
   Note: This is one of a series of items, a through j.

Apply to: All respondents.
Source: ELS:2002 Parent Questionnaire

<table>
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<th>FREQ</th>
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<td>None</td>
<td>1</td>
<td>8600</td>
<td>52.9% 69.2%</td>
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<td>Once or twice</td>
<td>2</td>
<td>2321</td>
<td>14.3% 19.5%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>730</td>
<td>4.5% 6.4%</td>
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<tr>
<td>More than four times</td>
<td>4</td>
<td>566</td>
<td>3.5% 4.4%</td>
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RESERVE CODES:
-1 [Don't know]        | 15   | 0.1% (MISS) |
-2 [Refused]            | 10   | 0.1% (MISS) |
-4 [Nonrespondent]      | 2552 | 15.7% (MISS) |
-6 [Multiple responses] | 1    | 0.0% (MISS) |
-7 [Partial interview-breakoff] | 913 | 5.4% (MISS) |
-8 [Survey component legitimate skip/NA] | 171 | 1.1% (MISS) |
-9 [Missing]            | 371  | 2.3% (MISS) |

TOTALS: 16252 100.0% 100.0%
53. Since your tenth grader's school opened last fall, how many times have you or your spouse/partner contacted the school about the following?

(a) Your tenth grader’s plans after leaving high school

Note: This is one of a series of items, a through j.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
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<th>CODES</th>
<th>PERCENT</th>
<th>WEIGHT</th>
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RESERVE CODES:

- 1: Refused
- 2: Don’t know
- 4: Nonrespondent
- 6: Partial interview-breakoff
- 8: Survey component legitimate skip/NA
- 9: Missing

TOTALS: 16252 100.0% 100.0%

---

Appendix G:

Base-Year to First Follow-up Electronic Codebook

G-251
### Appendix G:

#### Base-Year to First Follow-up Electronic Codebook

#### Parent contacted school about positive/good behavior

53. Since your tenth grader’s school opened last fall, how many times have you or your spouse/partner contacted the school about the following?

- **Parent contacted school about positive/good behavior**
- **Parent contacted school about helping with homework**

(MARK ONE RESPONSE ON EACH LINE)

- **Parent contacted school to provide information for records**
- **Parent contacted school about helping with homework**

(MARK ONE RESPONSE ON EACH LINE)

#### Source: ELS:2002 Parent Questionnaire

Applies to: All respondents.

<table>
<thead>
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<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
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<td>None</td>
<td>1</td>
<td>993</td>
<td>61.1%</td>
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<tr>
<td>Once or twice</td>
<td>2</td>
<td>1492</td>
<td>9.2%</td>
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<tr>
<td>Three or four times</td>
<td>3</td>
<td>366</td>
<td>2.3%</td>
</tr>
<tr>
<td>More than four times</td>
<td>4</td>
<td>252</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Missing

**TOTALS:** 16252 100.0% 100.0%

---

#### Parent contacted school about helping with homework

53. Since your tenth grader’s school opened last fall, how many times have you or your spouse/partner contacted the school about the following?

(MARK ONE RESPONSE ON EACH LINE)

- **Helping with homework**

#### Source: ELS:2002 Parent Questionnaire

Applies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
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<td>None</td>
<td>1</td>
<td>952</td>
<td>52.3%</td>
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<tr>
<td>Once or twice</td>
<td>2</td>
<td>2573</td>
<td>15.0%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>607</td>
<td>3.7%</td>
</tr>
<tr>
<td>More than four times</td>
<td>4</td>
<td>419</td>
<td>2.6%</td>
</tr>
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</table>

**RESERVE CODES:**

- Don’t know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Missing

**TOTALS:** 16252 100.0% 100.0%

---
## Appendix G: Base-Year to First Follow-up Electronic Codebook

### BYP54A STUDENT.PUB Rec. 3/5

Belong to parent-teacher organization

<table>
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<tr>
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<th>FREQ</th>
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<th>PCT</th>
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<td>55.9</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3218</td>
<td>19.8</td>
</tr>
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</table>

**RESERVE CODES:**
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:**
- 16252 (100.0%)

### BYP54B STUDENT.PUB Rec. 3/5

Attend parent-teacher organization meetings

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<td>9082</td>
<td>55.9</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3218</td>
<td>19.8</td>
</tr>
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</table>

**RESERVE CODES:**
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:**
- 16252 (100.0%)

### BYP54C STUDENT.PUB Rec. 3/5

Take part in parent-teacher organization activities

<table>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<td>55.9</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3218</td>
<td>19.8</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:**
- 16252 (100.0%)

### BYP54D STUDENT.PUB Rec. 3/5

Act as a volunteer at the school

<table>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<td>51.5</td>
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<td>Yes</td>
<td>1</td>
<td>3870</td>
<td>23.8</td>
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**RESERVE CODES:**
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:**
- 16252 (100.0%)

### BYP54E STUDENT.PUB Rec. 3/5

Belong to other organization with parents from school

<table>
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<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<td>9082</td>
<td>55.9</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3218</td>
<td>19.8</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:**
- 16252 (100.0%)

### BYPSLA STUDENT.PUB Rec. 3/5

How often check that homework completed

<table>
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<th>CENT</th>
<th>PCT</th>
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<td>1069</td>
<td>6.6</td>
</tr>
<tr>
<td>Seldom</td>
<td>2</td>
<td>2720</td>
<td>16.7</td>
</tr>
<tr>
<td>Usually</td>
<td>3</td>
<td>4541</td>
<td>28.0</td>
</tr>
<tr>
<td>Always</td>
<td>4</td>
<td>6031</td>
<td>37.3</td>
</tr>
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</table>

**RESERVE CODES:**
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:**
- 16252 (100.0%)

---

Note: This is one of a series of items, a through e.

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

---

Note: This is one of a series of items, a through e.

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

---

Note: This is one of a series of items, a through e.

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

---

Note: This is one of a series of items, a through e.

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

---

Note: This is one of a series of items, a through e.

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

---

Note: This is one of a series of items, a through e.

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

---

Note: This is one of a series of items, a through e.

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.

---

Note: This is one of a series of items, a through e.

**Source:** ELS:2002 Parent Questionnaire

Applies to: All respondents.
Appendix G: Base-Year to First Follow-up Electronic Codebook

55. How often do you...
   (MARK ONE RESPONSE ON EACH LINE)
   (Never; Seldom; Usually; Always)
b. discuss your tenth grader’s report card with him/her?
   Note: This is one of a series of items, a through d.
   Applies to: All respondents.
   Source: ELS:2002 Parent Questionnaire

   RESERVE CODES:
   {Don’t know}.............. -1 6 0.0% (MISS)
   {Refused}.................... -2 5 0.0% (MISS)
   {Nonrespondent}........... -4 2 552 15.7% (MISS)
   {Multiple response}...... -6 6 914 5.6% (MISS)
   {Partial interview-breakoff} -7 914 5.6% (MISS)
   {Survey component legitimate skip/NA} -8 914 5.6% (MISS)
   {Missing}.................... -9 914 5.6% (MISS)

   TOTALS: 16252 100.0% 100.0%

55. How often do you...
   (MARK ONE RESPONSE ON EACH LINE)
c. know where your tenth grader is when he/she is not at home or
   in school?
   Note: This is one of a series of items, a through d.
   Applies to: All respondents.
   Source: ELS:2002 Parent Questionnaire

   RESERVE CODES:
   {Don’t know}.............. -1 6 0.0% (MISS)
   {Refused}.................... -2 5 0.0% (MISS)
   {Nonrespondent}........... -4 2 552 15.7% (MISS)
   {Multiple response}...... -6 6 914 5.6% (MISS)
   {Partial interview-breakoff} -7 914 5.6% (MISS)
   {Survey component legitimate skip/NA} -8 914 5.6% (MISS)
   {Missing}.................... -9 914 5.6% (MISS)

   TOTALS: 16252 100.0% 100.0%

55. How often do you...
   (MARK ONE RESPONSE ON EACH LINE)
d. make and enforce curfews for your tenth grader on school
   nights?
   Note: This is one of a series of items, a through d.
   Applies to: All respondents.
   Source: ELS:2002 Parent Questionnaire

   RESERVE CODES:
   {Don’t know}.............. -1 6 0.0% (MISS)
   {Refused}.................... -2 5 0.0% (MISS)
   {Nonrespondent}........... -4 2 552 15.7% (MISS)
   {Multiple response}...... -6 6 914 5.6% (MISS)
   {Partial interview-breakoff} -7 914 5.6% (MISS)
   {Survey component legitimate skip/NA} -8 914 5.6% (MISS)
   {Missing}.................... -9 914 5.6% (MISS)

   TOTALS: 16252 100.0% 100.0%
Provide advice about plans for college entrance exams

56. In the first semester or term of this school year, how often have you and/or your spouse/partner provided advice or information about the following to your tenth grader?

(NEVER; SOMETIMES; OFTEN)

b. Plans and preparation for college entrance exams such as ACT, SAT, or ASVAB

Note: This is one of a series of items, a through f.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

<table>
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<th>FREQUENCY</th>
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</tr>
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<tbody>
<tr>
<td>Never</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALS: 16252 100.0% 100.0%

Provide advice about applying to college/school after high school

56. In the first semester or term of this school year, how often have you and/or your spouse/partner provided advice or information about the following to your tenth grader?

(NEVER; SOMETIMES; OFTEN)

c. Applying to college or other schools after high school

Note: This is one of a series of items, a through f.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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<th>FREQUENCY</th>
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<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALS: 16252 100.0% 100.0%

Provide advice about jobs to apply for after high school

56. In the first semester or term of this school year, how often have you and/or your spouse/partner provided advice or information about the following to your tenth grader?

(NEVER; SOMETIMES; OFTEN)

d. Specific jobs your tenth grader might apply for after high school

Note: This is one of a series of items, a through f.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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<thead>
<tr>
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<th>FREQUENCY</th>
<th>PERCENT</th>
<th>MTD</th>
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<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALS: 16252 100.0% 100.0%

Provide information about community/national/world events

56. In the first semester or term of this school year, how often have you and/or your spouse/partner provided advice or information about the following to your tenth grader?

(NEVER; SOMETIMES; OFTEN)

e. Community, national, and world events

Note: This is one of a series of items, a through f.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

<table>
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<tr>
<th>CODES</th>
<th>FREQUENCY</th>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Refused
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALS: 16252 100.0% 100.0%
**Appendix G: Base-Year to First Follow-up Electronic Codebook**

---

**BY56F STUDENT.PUB Rec. 3/5**  
**Pos. 573-574**  
**Format: R2**  

Provide advice about things troubling 10th grader

56. In the first semester or term of this school year, how often have you and/or your spouse/partner provided advice or information about the following to your tenth grader?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Sometimes; Often)  

f. Things that are troubling your tenth grader  

Note: This is one of a series of items, a through f.

Appplies to: All respondents.  
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>794</td>
<td>4.9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3395</td>
<td>20.9%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>8217</td>
<td>50.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

-1 22 0.1% 0.0%  
|       |      |          |     |
|       |      |          |     |
| {Don't know} | -1 | 22 | 0.1% | 0.0% |
| {Refused} | -2 | 4 | 0.0% | 0.0% |
| {Nonrespondent} | -4 | 2552 | 15.7% | 19.4% |
| {Multiple response} | -6 | 1 | 0.0% | 0.0% |
| {Survey component legitimate skip/NA} | -8 | 171 | 1.1% | 1.1% |
| {Missing} | -9 | 183 | 1.1% | 1.1% |

TOTALS: 16252 100.0% 100.0%

---

**BY57B STUDENT.PUB Rec. 3/5**  
**Pos. 577-578**  
**Format: R2**

Worked on homework/school projects with 10th grader

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Rarely; Sometimes; Frequently)  

b. Working on homework or school projects  

Note: This is one of a series of items, a through l.

Appplies to: All respondents.  
Source: ELS:2002 Parent Questionnaire

<table>
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<th>FREQ</th>
<th>PER-CENT</th>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Never</td>
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<td>1061</td>
<td>6.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>2393</td>
<td>14.7%</td>
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<tr>
<td>Sometimes</td>
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<tr>
<td>Frequently</td>
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<td>3529</td>
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</table>

RESERVE CODES:

-1 5 0.3% 0.0%  
|       |      |          |     |
|       |      |          |     |
| {Don't know} | -1 | 5 | 0.3% | 0.0% |
| {Refused} | -2 | 4 | 0.3% | 0.0% |
| {Nonrespondent} | -4 | 2552 | 15.7% | 19.4% |
| {Multiple response} | -6 | 2 | 0.0% | 0.0% |
| {Survey component legitimate skip/NA} | -8 | 171 | 1.1% | 1.1% |
| {Missing} | -9 | 138 | 0.8% | 0.8% |

TOTALS: 16252 100.0% 100.0%

---

**BY57C STUDENT.PUB Rec. 3/5**  
**Pos. 575-576**  
**Format: R2**

Attended school activities with 10th grader

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Rarely; Sometimes; Frequently)  

a. Attending school activities (sports, plays, concerts, etc.)  

c. Attending concerts, plays, or movies outside of school  

Note: This is one of a series of items, a through l.

Appplies to: All respondents.  
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>2121</td>
<td>13.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1521</td>
<td>9.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>2393</td>
<td>14.7%</td>
</tr>
<tr>
<td>Frequently</td>
<td>4</td>
<td>5124</td>
<td>31.5%</td>
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</table>

RESERVE CODES:

-1 9 0.1% 0.0%  
|       |      |          |     |
|       |      |          |     |
| {Don't know} | -1 | 9 | 0.1% | 0.0% |
| {Refused} | -2 | 3 | 0.0% | 0.0% |
| {Nonrespondent} | -4 | 2552 | 15.7% | 19.4% |
| {Multiple response} | -6 | 3 | 0.0% | 0.0% |
| {Partial interview-breakoff} | -7 | 913 | 5.6% | 4.7% |
| {Survey component legitimate skip/NA} | -8 | 171 | 1.1% | 1.1% |
| {Missing} | -9 | 143 | 0.9% | 0.9% |

TOTALS: 16252 100.0% 100.0%

---

**BY57D STUDENT.PUB Rec. 3/5**  
**Pos. 579-580**  
**Format: R2**

Attended concerts/plays/movies with 10th grader

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?  
(MARK ONE RESPONSE ON EACH LINE)  
(Never; Rarely; Sometimes; Frequently)  

c. Attending concerts, plays, or movies outside of school  

Note: This is one of a series of items, a through l.

Appplies to: All respondents.  
Source: ELS:2002 Parent Questionnaire

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<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>1610</td>
<td>9.9%</td>
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<td>Rarely</td>
<td>2</td>
<td>2177</td>
<td>13.4%</td>
</tr>
<tr>
<td>Sometimes</td>
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<td>5412</td>
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<tr>
<td>Frequently</td>
<td>4</td>
<td>3200</td>
<td>19.7%</td>
</tr>
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</table>

RESERVE CODES:

-1 2 0.0% 0.0%  
|       |      |          |     |
|       |      |          |     |
| {Don't know} | -1 | 2 | 0.0% | 0.0% |
| {Refused} | -2 | 4 | 0.0% | 0.0% |
| {Nonrespondent} | -4 | 2552 | 15.7% | 19.4% |
| {Multiple response} | -6 | 2 | 0.0% | 0.0% |
| {Survey component legitimate skip/NA} | -8 | 171 | 1.1% | 1.1% |
| {Missing} | -9 | 210 | 1.3% | 1.3% |

TOTALS: 16252 100.0% 100.0%

---
Base-Year to First Follow-up Electronic Codebook

Appendix G:

ATTENDED RELIGIOUS SERVICES WITH 10TH GRADER

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?

[MAKE ONE RESPONSE ON EACH LINE]
(never; rarely; sometimes; frequently)

Note: This is one of a series of items, a through l.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<td>Rarely</td>
<td>2</td>
<td>2502</td>
<td>15.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>3893</td>
<td>24.0%</td>
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<tr>
<td>Frequently</td>
<td>4</td>
<td>5156</td>
<td>31.6%</td>
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RESERVE CODES:
-1 (Don't know)
-2 (Refused)
-3 (Nonrespondent)
-4 (Multiple responses)
-5 (Partial interview-breakoff)
-6 (Survey component legitimate skip/NA)
-7 (Missing)

TOTALS: 16252 100.0% 100.0%

ATTENDED SPORTS EVENTS OUTSIDE SCHOOL WITH 10TH GRADER

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?

[MAKE ONE RESPONSE ON EACH LINE]
(never; rarely; sometimes; frequently)

Note: This is one of a series of items, a through l.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<td>Never</td>
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<td>2136</td>
<td>13.0%</td>
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<td>Rarely</td>
<td>2</td>
<td>1606</td>
<td>9.8%</td>
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<tr>
<td>Sometimes</td>
<td>3</td>
<td>3102</td>
<td>19.0%</td>
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<tr>
<td>Frequently</td>
<td>4</td>
<td>5156</td>
<td>31.6%</td>
</tr>
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</table>

RESERVE CODES:
-1 (Don't know)
-2 (Refused)
-3 (Nonrespondent)
-4 (Multiple responses)
-5 (Partial interview-breakoff)
-6 (Survey component legitimate skip/NA)
-7 (Missing)

TOTALS: 16252 100.0% 100.0%

ATTENDED RELIGIOUS SERVICES WITH 10TH GRADER

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?

[MAKE ONE RESPONSE ON EACH LINE]
(never; rarely; sometimes; frequently)

Note: This is one of a series of items, a through l.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<tr>
<td>Never</td>
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<td>1950</td>
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<td>Rarely</td>
<td>2</td>
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<td>9.5%</td>
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<td>Sometimes</td>
<td>3</td>
<td>2880</td>
<td>17.7%</td>
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<tr>
<td>Frequently</td>
<td>4</td>
<td>6009</td>
<td>37.0%</td>
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RESERVE CODES:
-1 (Don't know)
-2 (Refused)
-3 (Nonrespondent)
-4 (Multiple responses)
-5 (Partial interview-breakoff)
-6 (Survey component legitimate skip/NA)
-7 (Missing)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYP57H**

**STUDENT.PUB Rec. 3/5**

**Pos. 589-590**

**Format: R2**

Worked on hobby/played sports with 10th grader

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?  
(MARK ONE RESPONSE ON EACH LINE)

(Never; Rarely; Sometimes; Frequently)

Note: This is one of a series of items, a through 1.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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<td>8654</td>
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<td>Rarely</td>
<td>3</td>
<td>3337</td>
<td>20.5%</td>
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<tr>
<td>Sometimes</td>
<td>2</td>
<td>1355</td>
<td>8.1%</td>
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<tr>
<td>Frequently</td>
<td>1</td>
<td>282</td>
<td>1.7%</td>
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RESERVE CODES:

{Don’t know}[-1] 4 0.0% (MISS)
{Refused}[-2] 5 0.3% (MISS)
{Multiple responses}[-6] 14 0.9% (MISS)
{Partial interview-breakoff}[-7] 913 5.6% (MISS)
{Survey component legitimate skip/NA}[-8] 171 1.1% (MISS)
{Missing}[-9] 194 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**BYP57J**

**STUDENT.PUB Rec. 3/5**

**Pos. 593-594**

**Format: R2**

Went to restaurants with 10th grader

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?  
(MARK ONE RESPONSE ON EACH LINE)

(Never; Rarely; Sometimes; Frequently)

Note: This is one of a series of items, a through 1.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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<td>139</td>
<td>1.2%</td>
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<tr>
<td>Rarely</td>
<td>2</td>
<td>205</td>
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<tr>
<td>Sometimes</td>
<td>3</td>
<td>520</td>
<td>4.0%</td>
</tr>
<tr>
<td>Frequently</td>
<td>4</td>
<td>6118</td>
<td>48.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Don’t know}[-1] -1 0.0% (MISS)
{Refused}[-2] -2 0.0% (MISS)
{Multiple responses}[-6] -6 0.0% (MISS)
{Partial interview-breakoff}[-7] -7 0.0% (MISS)
{Survey component legitimate skip/NA}[-8] -8 0.0% (MISS)
{Missing}[-9] -9 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**BYP57K**

**STUDENT.PUB Rec. 3/5**

**Pos. 591-592**

**Format: R2**

Spent time talking with 10th grader

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?  
(MARK ONE RESPONSE ON EACH LINE)

(Never; Rarely; Sometimes; Frequently)

Note: This is one of a series of items, a through 1.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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<td>256</td>
<td>1.9%</td>
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<td>Rarely</td>
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<td>10.5%</td>
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<td>Sometimes</td>
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<td>5121</td>
<td>40.2%</td>
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<td>4</td>
<td>5938</td>
<td>48.0%</td>
</tr>
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RESERVE CODES:

{Don’t know}[-1] -1 0.0% (MISS)
{Refused}[-2] -2 0.0% (MISS)
{Partial interview-breakoff}[-7] -7 0.0% (MISS)
{Survey component legitimate skip/NA}[-8] -8 0.0% (MISS)
{Missing}[-9] -9 0.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**G-258**
Base-Year to First Follow-up Electronic Codebook

Appendix G:

Most people can learn to be good at math—parent’s opinion

57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?

(MAKE ONE RESPONSE ON EACH LINE)
(Strongly agree; Agree; Disagree; Strongly disagree)

1. Doing something else fun together

Note: This is one of a series of items, a through b.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<th>CODES</th>
<th>FREQ</th>
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<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>541 1.9%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>665 5.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>5229 32.2%</td>
</tr>
<tr>
<td>Frequently</td>
<td>4</td>
<td>6094 37.5%</td>
</tr>
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</table>

RESERVE CODES:
(don’t know) | -1 | 6 0.0% (MISS)
[Don’t respond] | -2 | 3 0.0% (MISS)
[Multiple responses] | -5 | 2552 15.7% (MISS)
[Partial interview-breakoff] | -7 | 913 5.6% (MISS)
[Survey component legitimate skip/NA] | -8 | 171 1.1% (MISS)
[Missing] | -9 | 176 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

Did something else fun with 10th grader

58. How much do you agree or disagree with the following statements?

(MAKE ONE RESPONSE ON EACH LINE)
(Strongly agree; Agree; Disagree; Strongly disagree)

a. Most people can learn to be good at math.

Note: This is one of a series of items, a through b.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<th>CODES</th>
<th>FREQ</th>
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<tbody>
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<td>Strongly agree</td>
<td>1</td>
<td>514 3.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>2755 17.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7478 46.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1540 9.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
(don’t know) | -1 | 64 0.4% (MISS)
[Refused] | -2 | 3 0.0% (MISS)
[Don’t respond] | -4 | 2552 15.7% (MISS)
[Multiple responses] | -6 | 913 5.6% (MISS)
[Survey component legitimate skip/NA] | -7 | 171 1.1% (MISS)
[Missing] | -9 | 261 1.6% (MISS)

TOTALS: 16252 100.0% 100.0%

10th grader’s 1st friend

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

(Yes; No; Don’t know)

a. Most people can learn to be good at math.

Note: This is one of a series of items, a through e.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<td>2583 15.9%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>9192 56.6%</td>
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<tr>
<td>Don’t know</td>
<td>-1</td>
<td>46 0.3%</td>
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</table>

RESERVE CODES:
[Refused] | -2 | 3 0.0% (MISS)
[Don’t respond] | -4 | 2552 15.7% (MISS)
[Multiple responses] | -6 | 913 5.6% (MISS)
[Survey component legitimate skip/NA] | -7 | 171 1.1% (MISS)
[Missing] | -9 | 793 4.9% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

59. For up to 3 of your tenth grader’s close friends, please indicate the following:
(a) Are you friends the same sex? (Yes; No)

(b) Does this friend (friend 1) live with the same family as your tenth grader?

(c) Do you know this friend’s (friend 1) father?

(d) Do you know this friend’s (friend 1) mother?

(e) Do you know this friend’s (friend 1) 10th-grade sister?

(f) Do you know this friend’s (friend 1) 10th-grade brother?

(g) Do you know this friend’s (friend 1) 10th-grade opposite sex sibling?

(h) Do you know this friend’s (friend 1) 10th-grade sibling of the same sex?

(i) Do you know this friend’s (friend 1) 10th-grade opposite sex sibling’s opposite sex sibling?

(j) Do you know this friend’s (friend 1) 10th-grade opposite sex sibling’s same sex sibling?

(k) Do you know this friend’s (friend 1) 10th-grade same sex sibling’s opposite sex sibling?

(l) Do you know this friend’s (friend 1) 10th-grade same sex sibling’s same sex sibling?

Apply to: All respondents.

Source: ELS:2002 Parent Questionnaire

---

59. For up to 3 of your tenth grader’s close friends, please indicate the following:
(a) Do you know this friend’s (friend 2) father?

(b) Do you know this friend’s (friend 2) mother?

(c) Do you know this friend’s (friend 2) 10th-grade sister?

(d) Do you know this friend’s (friend 2) 10th-grade brother?

(e) Do you know this friend’s (friend 2) 10th-grade opposite sex sibling?

(f) Do you know this friend’s (friend 2) 10th-grade sibling of the same sex?

(g) Do you know this friend’s (friend 2) 10th-grade opposite sex sibling’s opposite sex sibling?

(h) Do you know this friend’s (friend 2) 10th-grade opposite sex sibling’s same sex sibling?

(i) Do you know this friend’s (friend 2) 10th-grade same sex sibling’s opposite sex sibling?

(j) Do you know this friend’s (friend 2) 10th-grade same sex sibling’s same sex sibling?

Apply to: Respondents who named a second friend.

Source: ELS:2002 Parent Questionnaire

---

59. For up to 3 of your tenth grader’s close friends, please indicate the following:
(a) Does this friend (friend 3) attend the same school as your tenth grader?

(b) Does this friend (friend 3) live with the same family as your tenth grader?

(c) Do you know this friend’s (friend 3) father?

(d) Do you know this friend’s (friend 3) mother?

(e) Do you know this friend’s (friend 3) 10th-grade sister?

(f) Do you know this friend’s (friend 3) 10th-grade brother?

(g) Do you know this friend’s (friend 3) 10th-grade opposite sex sibling?

(h) Do you know this friend’s (friend 3) 10th-grade sibling of the same sex?

(i) Do you know this friend’s (friend 3) 10th-grade opposite sex sibling’s opposite sex sibling?

(j) Do you know this friend’s (friend 3) 10th-grade opposite sex sibling’s same sex sibling?

(i) Do you know this friend’s (friend 3) 10th-grade same sex sibling’s opposite sex sibling?

(j) Do you know this friend’s (friend 3) 10th-grade same sex sibling’s same sex sibling?

Apply to: Respondents who named a third friend.

Source: ELS:2002 Parent Questionnaire

---
59. For up to 3 of your tenth grader’s close friends, please indicate the following:

(a) Given me advice about teachers and/or courses at my tenth grader’s school

Note: This is one of a series of items, a through e.

Apply to: Respondents who named a third friend.

Source: ELS:2002 Parent Questionnaire

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<td>7843</td>
<td>48.3%</td>
<td>77.0%</td>
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Don’t know

RESERVE CODES:

-3 1375 8.5% (MISS)
-4 2552 15.7% (MISS)
-8 913 5.6% (MISS)
-9 769 4.7% (MISS)

TOTALS: 16252 100.0% 100.0%

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

(b) Does this friend (friend 3) attend the same school as your 10th grader?

Note: This is one of a series of items, b through e.

Apply to: Respondents who named a third friend.

Source: ELS:2002 Parent Questionnaire

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<td>1</td>
<td>6007</td>
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None

RESERVE CODES:

-3 1375 8.5% (MISS)
-4 2552 15.7% (MISS)
-8 913 5.6% (MISS)
-9 769 4.7% (MISS)

TOTALS: 16252 100.0% 100.0%

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

(c) Do you know this friend (friend 3)?

Note: This is one of a series of items, b through e.

Apply to: Respondents who named a third friend.

Source: ELS:2002 Parent Questionnaire

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<td>4568</td>
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<td>6007</td>
<td>34.1%</td>
<td>41.7%</td>
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</table>

Yes

RESERVE CODES:

-1 1407 8.7% (MISS)
-4 2552 15.7% (MISS)
-7 913 5.6% (MISS)
-8 769 4.7% (MISS)
-9 769 4.7% (MISS)

TOTALS: 16252 100.0% 100.0%

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

(d) Do you know this friend’s (friend 3) mother?

Note: This is one of a series of items, b through e.

Apply to: Respondents who named a third friend.

Source: ELS:2002 Parent Questionnaire

<table>
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No

RESERVE CODES:

-1 1407 8.7% (MISS)
-4 2552 15.7% (MISS)
-7 913 5.6% (MISS)
-8 769 4.7% (MISS)
-9 769 4.7% (MISS)

TOTALS: 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYP60B STUDENT.PUB Rec. 3/5

**Pos. 629-630**

**Format: N2**

**Friend's parent did favor**

60. Looking back over the past year, how many times did the following occur?

The parent(s) of one of my tenth grader's friends...

- (MARK ONE RESPONSE ON EACH LINE)
  - [None; Once or twice; Three or four times; More than four times]

b. did me a favor

*Note: This is one of a series of items, a through d.*

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<tr>
<td>Once or twice</td>
<td>2</td>
<td>3758</td>
<td>23.1%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>2111</td>
<td>13.0%</td>
</tr>
<tr>
<td>More than four times</td>
<td>4</td>
<td>2264</td>
<td>13.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 39 0.2% (MISS)
- [Refused] -2 17 0.1% (MISS)
- [Multiple response] -4 2552 15.7% (MISS)
- [Partial interview-breakoff] -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 350 2.2% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYP60C STUDENT.PUB Rec. 3/5

**Pos. 631-632**

**Format: N2**

**Friend's parent received favor**

60. Looking back over the past year, how many times did the following occur?

The parent(s) of one of my tenth grader's friends...

- (MARK ONE RESPONSE ON EACH LINE)
  - [None; Once or twice; Three or four times; More than four times]

c. received a favor from me

*Note: This is one of a series of items, a through d.*

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<td>3506</td>
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<tr>
<td>Once or twice</td>
<td>2</td>
<td>3810</td>
<td>23.4%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>2289</td>
<td>14.1%</td>
</tr>
<tr>
<td>More than four times</td>
<td>4</td>
<td>2582</td>
<td>15.9%</td>
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</table>

**RESERVE CODES:**

- [Don't know] -1 36 0.2% (MISS)
- [Refused] -2 18 0.1% (MISS)
- [Multiple response] -4 2552 15.7% (MISS)
- [Partial interview-breakoff] -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 375 2.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYP60D STUDENT.PUB Rec. 3/5

**Pos. 633-634**

**Format: N2**

**Friend's parent supervised 10th grader on field trip**

60. Looking back over the past year, how many times did the following occur?

The parent(s) of one of my tenth grader's friends...

- (MARK ONE RESPONSE ON EACH LINE)
  - [None; Once or twice; Three or four times; More than four times]

d. supervised my tenth grader on an educational outing or field trip

*Note: This is one of a series of items, a through d.*

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<tr>
<td>Three or four times</td>
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<tr>
<td>More than four times</td>
<td>4</td>
<td>586</td>
<td>3.6%</td>
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**RESERVE CODES:**

- [Don't know] -1 79 0.5% (MISS)
- [Refused] -2 14 0.1% (MISS)
- [Multiple response] -4 2552 15.7% (MISS)
- [Partial interview-breakoff] -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 349 2.1% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYP60E STUDENT.PUB Rec. 3/5

**Pos. 635-636**

**Format: N2**

**10th grader has biological/adoptive parent living outside home**

61. Does your tenth grader have another parent (biological or adoptive) who lives outside of your home?

- Yes (GO TO QUESTION 62 ON PAGE 22)
- No (SKIP TO QUESTION 65 ON PAGE 22)

*Applies to: All respondents.*

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<td>3635</td>
<td>22.4%</td>
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**RESERVE CODES:**

- [Don't know] -1 6 0.0% (MISS)
- [Refused] -2 7 0.0% (MISS)
- [Item legitimate skip/NA] -3 111 0.7% (MISS)
- [Multiple response] -4 2552 15.7% (MISS)
- [Partial interview-breakoff] -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 142 0.9% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

G-262
10th grader has contact with non-resident parent

62. How often did your tenth grader currently have any contact with his/her non-resident parent?  
(MARK ONE RESPONSE)  

[ ] Yes (GO TO QUESTION 63)  
[ ] No (GO TO QUESTION 66)

My tenth grader never had contact with his/her non-resident parent  
(SKIP TO QUESTION 65)

Applies to: Respondents whose 10th grader ever met non-resident parent.  
Source: ELS:2002 Parent Questionnaire

<table>
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<table>
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<tr>
<th>CODES</th>
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<tbody>
<tr>
<td>Never</td>
<td>7.3%</td>
</tr>
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</table>

Apply to: Respondents whose 10th grader has a non-resident parent.

63. To what extent does this other parent living outside your home participate in decisions about your tenth grader’s education (for example, about where your tenth grader goes to school or what courses your tenth grader will take)?  
(MARK ONE RESPONSE)  

[ ] Never  
[ ] Seldom  
[ ] Often  
[ ] Usually

Applies to: Respondents whose 10th grader has a non-resident parent.  
Source: ELS:2002 Parent Questionnaire

Applies to: Respondents whose 10th grader ever met non-resident parent.  
Source: ELS:2002 Parent Questionnaire

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<td>Seldom</td>
<td>634</td>
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<td>Often</td>
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<td>Usually</td>
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<td>Often</td>
<td>2.4%</td>
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<tr>
<td>Usually</td>
<td>2.4%</td>
</tr>
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</table>

Apply to: Respondents whose 10th grader ever met non-resident parent.

64. Since the beginning of the school year, has your tenth grader’s non-resident parent  
(MARK ONE RESPONSE ON EACH LINE)  

[ ] Yes; Yes, they attended an open-house or back-to-school night?  
[ ] No (GO TO QUESTION 65)

Note: This is one of a series of items, a through d.

Applies to: Respondents whose 10th grader ever met non-resident parent.  
Source: ELS:2002 Parent Questionnaire

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<td>No</td>
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</table>

Apply to: Respondents whose 10th grader ever met non-resident parent.

64. Since the beginning of the school year, has your tenth grader’s non-resident parent  
(MARK ONE RESPONSE ON EACH LINE)  

[ ] Yes; No; Don’t know  

a. attended a meeting of the parent-teacher organization?  
[ ] Yes  
[ ] No  
[ ] Don’t know (MARK ONE RESPONSE ON EACH LINE)

Note: This is one of a series of items, a through d.

Applies to: Respondents whose 10th grader ever met non-resident parent.  
Source: ELS:2002 Parent Questionnaire

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<td>Don’t Know</td>
<td>0.0%</td>
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</table>

Apply to: Respondents whose 10th grader ever met non-resident parent.

64. Since the beginning of the school year, has your tenth grader’s non-resident parent  
(MARK ONE RESPONSE ON EACH LINE)  

[ ] Yes; No; Don’t know  

b. attended a regularly-scheduled parent-teacher conference with your tenth grader’s teacher?  
[ ] Yes  
[ ] No  
[ ] Don’t know  
[ ] Skipped (MARK ONE RESPONSE ON EACH LINE)

Note: This is one of a series of items, a through d.

Applies to: Respondents whose 10th grader ever met non-resident parent.  
Source: ELS:2002 Parent Questionnaire

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<td>Skipped</td>
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Apply to: Respondents whose 10th grader ever met non-resident parent.

64. Since the beginning of the school year, has your tenth grader’s non-resident parent  
(MARK ONE RESPONSE ON EACH LINE)  

[ ] Yes; No; Don’t know  

c. gone to a regularly-scheduled parent-teacher conference with your tenth grader’s teacher?  
[ ] Yes  
[ ] No  
[ ] Don’t know (MARK ONE RESPONSE ON EACH LINE)

Note: This is one of a series of items, a through d.

Applies to: Respondents whose 10th grader ever met non-resident parent.  
Source: ELS:2002 Parent Questionnaire

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<tr>
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Appendix G:  
Base-Year to First Follow-up Electronic Codebook
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYP64D  
STUDENT.PUB  Rec. 3/5  
Pos. 647-648  
Format: N2

Non-resident parent attended school/class event

64. Since the beginning of the school year, has your tenth grader's non-resident parent
(MARK ONE RESPONSE ON EACH LINE)

[a] attended a school or class event, such as a play or sports event or science fair because of your tenth grader?

Note: This is one of a series of items, a through d.

Applies to: Respondents whose 10th grader ever met non-resident parent.
Source: ELS:2002 Parent Questionnaire

# of years parent has lived in current neighborhood

65. How many years have you lived in your current neighborhood?

Source: ELS:2002 Parent Questionnaire

---

BYP67  
STUDENT.PUB  Rec. 3/5  
Pos. 653-654  
Format: N2

Level of crime in neighborhood

67. How would you describe the level of crime in your neighborhood? Would you say your neighborhood has a
(MARK ONE RESPONSE)

[a] high level of crime?
[b] moderate level of crime?
[c] low level of crime?

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

BYP68  
STUDENT.PUB  Rec. 3/5  
Pos. 655-656  
Format: N2

How safe is neighborhood

68. How would you rate your neighborhood in terms of safety for yourself and your family? Would you say
(MARK ONE RESPONSE)

[a] very safe?
[b] somewhat safe?
[c] somewhat unsafe?
[d] very unsafe?

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

BY064  
STUDENT.PUB  Rec. 3/5  
Pos. 479-480  
Format: N2

Feel a part of neighborhood/community

66. Do you feel as though you are a part of your neighborhood or community, or do you think of it more as just a place to live?
(MARK ONE RESPONSE)

[a] Feel a part of neighborhood/community...
[b] Just a place to live.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

BYP66D  
STUDENT.PUB  Rec. 3/5  
Pos. 651-652  
Format: N2

How involved parent feels in neighborhood/community

66. Do you feel as though you are a part of your neighborhood or community, or do you think of it more as just a place to live?
(MARK ONE RESPONSE)

[a] Feel a part of neighborhood/community...
[b] Just a place to live.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

BYP66  
STUDENT.PUB  Rec. 3/5  
Pos. 499-500  
Format: N2

How involved parent feels in neighborhood/community

66. Do you feel as though you are a part of your neighborhood or community, or do you think of it more as just a place to live?
(MARK ONE RESPONSE)

[a] Feel a part of neighborhood/community...
[b] Just a place to live.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

---

G-264
### Family rules for 10th grader about doing household chores

69. Are there family rules that are enforced for your tenth grader about any of the following activities? (MARK ONE RESPONSE ON EACH LINE)

- a. Maintaining a certain grade average
- b. Doing homework
- c. Watching television
- d. Doing household chores

**Note:** This is one of a series of items, a through d.

**Applies to:** All respondents.

#### Source: ELS:2002 Parent Questionnaire

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<tr>
<td>Yes.</td>
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<td>82.4%</td>
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#### RESERVE CODES:
- {Refused}............................ -2 6 0.0% (MISS)
- {Don't know}......................... -1 12 0.1% (MISS)
- {Missing}............................ -9 2214 13.6% 17.6%

#### TOTALS:
- 16252 100.0% 100.0%

---

### Days/week eat at least one meal with 10th grader

70. In a typical week how many days do you eat at least one meal with your tenth grader? (MARK ONE RESPONSE)

- 0 days per week
- 1 day per week
- 2 days per week
- 3 days per week
- 4 days per week
- 5 days per week
- 6 days per week
- 7 days per week

**Applies to:** All respondents.

#### Source: ELS:2002 Parent Questionnaire

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<th>FREQ</th>
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<th>PCT</th>
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<tr>
<td>Yes.</td>
<td>1</td>
<td>10129</td>
<td>82.4%</td>
</tr>
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</table>

#### RESERVE CODES:
- {Refused}............................ -2 6 0.0% (MISS)
- {Don't know}......................... -1 12 0.1% (MISS)
- {Missing}............................ -9 2214 13.6% 17.6%

#### TOTALS:
- 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

--------
BYP71 STUDENT.PUB Rec. 3/5
----- Pos. 647-648
Format: N2

Computer in home that 10th grader may use

71. Do you have a computer in your home that your tenth grader may use?
Yes (GO TO QUESTION 72)
No (SKIP TO QUESTION 73)

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

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<td>72.6%</td>
<td>52.7%</td>
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RESERVE CODES:
- [Don’t know]...
- [Refused]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

TOTALS: 16252 100.0% 100.0%

--------
BYP72 STUDENT.PUB Rec. 3/5
----- Pos. 669-670
Format: N2

Computer has access to Internet

72. Does this computer have access to the Internet?
Yes
No

Applies to: Respondents who have a computer 10th grader may use.
Source: ELS:2002 Parent Questionnaire

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<td>11801</td>
<td>72.6%</td>
<td>87.4%</td>
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RESERVE CODES:
- [Don’t know]...
- [Item legitimate skip/NA]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

TOTALS: 16252 100.0% 100.0%

--------
BYP73 STUDENT.PUB Rec. 3/5
----- Pos. 671-672
Format: N2

Uses computer to communicate with 10th grader’s school

73. Do you or your spouse/partner use a computer, whether at home or at work or in another setting, to communicate with or get information about your 10th grader’s school?

[MAKE ONE RESPONSE]
Yes (GO TO QUESTION 74 ON PAGE 25)
No access to a computer in any setting (SKIP TO QUESTION 75 ON PAGE 25)

Don’t use a computer for these purposes (SKIP TO QUESTION 75 ON PAGE 25)

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

<table>
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<td>4648</td>
<td>28.6%</td>
<td>36.9%</td>
</tr>
<tr>
<td>No access to a computer in any setting..</td>
<td>1246</td>
<td>7.7%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Don’t use a computer for these purposes.</td>
<td>6534</td>
<td>40.2%</td>
<td>52.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don’t know]...
- [Refused]...
- [Nonrespondent]...
- [Multiple response]...
- [Survey component legitimate skip/NA]...
- [Missing]...

TOTALS: 16252 100.0% 100.0%

--------
BYP74A STUDENT.PUB Rec. 3/5
----- Pos. 673-674
Format: N2

How often e-mails teachers/staff about 10th grader

74. How often do you or your spouse/partner use a computer, whether at home or at work or in another setting, in the following ways?

[MAKE ONE RESPONSE ON EACH LINE]
(Never; Once or twice a year; Several times a year; At least once a month; Weekly)

Applies to: Respondents who use computer to communicate with school.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1248</td>
<td>14.4%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Once or twice a year</td>
<td>1056</td>
<td>6.5%</td>
<td>24.4%</td>
</tr>
<tr>
<td>Several times a year</td>
<td>680</td>
<td>4.2%</td>
<td>14.6%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>313</td>
<td>1.5%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Weekly</td>
<td>205</td>
<td>1.3%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

--------
BYP74B STUDENT.PUB Rec. 3/5
----- Pos. 675-676
Format: N2

How often uses computer to learn about school events

74. How often do you or your spouse/partner use a computer, whether at home or at work or in another setting, in the following ways?

[MAKE ONE RESPONSE ON EACH LINE]
(Weekly; Several times a year; At least once a month; Weekly)

Applies to: Respondents who use computer to communicate with school.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>205</td>
<td>1.3%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Several times a year</td>
<td>680</td>
<td>4.2%</td>
<td>14.6%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>313</td>
<td>1.5%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Weekly</td>
<td>205</td>
<td>1.3%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

Note: This is one of a series of items, a through e.

---

G-266
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYP74C**

**STUDENT.PUB Rec. 3/5**

**Pos. 677-678**

Format: R2

How often uses computer to express concern over policy

74. How often do you or your spouse/partner use a computer, whether at home or at work or in another setting, in the following ways?

(ONLY ONE RESPONSE ON EACH LINE)

(Never; Once or twice a year; Several times a year; At least once a month; Weekly)

To express concern to the school principal or teachers over school practices and policies

Note: This is one of a series of items, a through e.

Applies to: Respondents who use computer to communicate with school.

Source: ELS:2002 Parent Questionnaire

---

**BYP74E**

**STUDENT.PUB Rec. 3/5**

**Pos. 681-682**

Format: R2

How often uses computer to get information about homework

74. How often do you or your spouse/partner use a computer, whether at home or at work or in another setting, in the following ways?

(ONLY ONE RESPONSE ON EACH LINE)

(Never; Once or twice a year; Several times a year; At least once a month; Weekly)

e. To find out about homework and other school assignments and projects

Note: This is one of a series of items, a through e.

Applies to: Respondents who use computer to communicate with school.

Source: ELS:2002 Parent Questionnaire

---

**BYP74D**

**STUDENT.PUB Rec. 3/5**

**Pos. 679-680**

Format: R2

How often uses computer to select classes for 10th grader

74. How often do you or your spouse/partner use a computer, whether at home or at work or in another setting, in the following ways?

(ONLY ONE RESPONSE ON EACH LINE)

(Never; Once or twice a year; Several times a year; At least once a month; Weekly)

d. To let school staff, counselors, teachers or the principal know which courses you would like your tenth grader to take

Note: This is one of a series of items, a through e.

Applies to: Respondents who use computer to communicate with school.

Source: ELS:2002 Parent Questionnaire

---

**BYP75**

**STUDENT.PUB Rec. 3/5**

**Pos. 683-684**

Format: R2

School has voice-messaging system

75. Does your tenth grader’s school have a voice-messaging system that you can call for information about school events, activities and programs, or leave messages for your tenth grader’s teachers, school administrator or other staff?

(ONLY ONE RESPONSE)

Yes (GO TO QUESTION 76)

No (SKIP TO QUESTION 77 ON PAGE 26)

Don’t know (SKIP TO QUESTION 77 ON PAGE 26)

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

---

**G-267**
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYP76

**School assigns too little homework**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1466</td>
<td>9.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Once or twice a year</td>
<td>2429</td>
<td>14.9%</td>
<td>37.1%</td>
</tr>
<tr>
<td>Several times a year</td>
<td>2534</td>
<td>15.5%</td>
<td>37.7%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>546</td>
<td>3.4%</td>
<td>8.1%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>190</td>
<td>1.2%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Apply to: Respondent’s whose school has voice-messaging system.

Source: ELS:2002 Parent Questionnaire

Applies to: All respondents.

#### BYP77A

**How much do you agree or disagree with each of the following statements concerning your tenth grader’s school?**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know</td>
<td>-1</td>
<td>215</td>
<td>1.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>352</td>
<td>2.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1996</td>
<td>12.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>7833</td>
<td>48.2%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>2585</td>
<td>15.9%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Parent Questionnaire

Applies to: All respondents.

#### BYP77B

**10th grader challenging at school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>1679</td>
<td>10.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>7833</td>
<td>48.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1996</td>
<td>12.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>352</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Parent Questionnaire

Applies to: All respondents.

#### BYP77C

**10th grader working hard at school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>2585</td>
<td>15.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6975</td>
<td>42.9%</td>
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<tr>
<td>Disagree</td>
<td>3</td>
<td>2246</td>
<td>13.8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>352</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Parent Questionnaire

Applies to: All respondents.

---

**Note:** This is one of a series of items, a through o.

1. The school assigns too little homework
2. My 10th grader is working hard at school
3. My 10th grader is challenged at school

---

**Appendix G:**

**RESERVE CODES:**

- Refused
- Missing
- Partial interview-breakoff
- Multiple response
- Nonrespondent
- Item legitimate skip/NA
- Don’t know

**TOTALS:** 16252 100.0% 100.0%
School preparing students well for jobs in workplace

77. How much do you agree or disagree with each of the following statements concerning your tenth grader’s school? (MARK ONE RESPONSE ON EACH LINE)
[Strongly agree; Agree; Disagree; Strongly disagree; Don’t know]
d. The school is preparing students well for jobs in the workplace
Note: This is one of a series of items, a through o.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>1444</td>
<td>8.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6688</td>
<td>41.2%</td>
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<tr>
<td>Disagree</td>
<td>3</td>
<td>2270</td>
<td>14.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>435</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Don’t Know: -1 1563 9.6% 13.2%
Strongly disagree: -4 732 4.5% 5.1%

RESERVE CODES:
{Refused} -2 5 0.0% (MISS)
{Nonrespondent} -4 2552 15.7% (MISS)
{Multiple response} -6 713 4.5% (MISS)
{Partial interview-breakoff} -7 171 1.1% (MISS)
{Survey component legitimate skip/NA} -8 213 1.3% (MISS)

TOTALES: 16252 100.0% 100.0%

Note: This is one of a series of items, a through o.

School preparing students well for college

77. How much do you agree or disagree with each of the following statements concerning your tenth grader’s school? (MARK ONE RESPONSE ON EACH LINE)
[Strongly agree; Agree; Disagree; Strongly disagree; Don’t know]
e. The school is preparing students well for college

Note: This is one of a series of items, a through o.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>2426</td>
<td>14.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>7161</td>
<td>44.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1559</td>
<td>9.6%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>339</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Don’t Know: -1 907 5.6% 7.9%

RESERVE CODES:
{Refused} -2 4 0.0% (MISS)
{Nonrespondent} -4 2552 15.7% (MISS)
{Multiple response} -6 2 0.0% (MISS)
{Partial interview-breakoff} -7 913 5.6% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)

TOTALES: 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 77. How much do you agree or disagree with each of the following statements concerning your 10th grader’s school?

**Parents work together supporting school policy**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>1009</td>
<td>6.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6719</td>
<td>41.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>2569</td>
<td>12.7%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>1</td>
<td>158</td>
<td>2.2%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>913</td>
<td>5.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>237</td>
<td>1.5%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Apply to: All respondents.**

Source: ELS:2002 Parent Questionnaire

### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 77. How much do you agree or disagree with each of the following statements concerning your 10th grader’s school?

**Drinking on school grounds is problem**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>210</td>
<td>1.4%</td>
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<td>Agree</td>
<td>2</td>
<td>763</td>
<td>4.7%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>6338</td>
<td>39.0%</td>
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<tr>
<td>Don’t Know</td>
<td>1</td>
<td>1872</td>
<td>11.5%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>913</td>
<td>5.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>221</td>
<td>1.4%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Apply to: All respondents.**

Source: ELS:2002 Parent Questionnaire

### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 77. How much do you agree or disagree with each of the following statements concerning your 10th grader’s school?

**Drug use on school grounds is problem**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>444</td>
<td>2.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>2124</td>
<td>13.1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>5435</td>
<td>33.4%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>1</td>
<td>1927</td>
<td>11.9%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>6</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>913</td>
<td>5.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>240</td>
<td>1.5%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Apply to: All respondents.**

Source: ELS:2002 Parent Questionnaire

---

**Note:** This is one of a series of items, a through o.
Sale/use of drugs on way to/from school is a problem

---

77. How much do you agree or disagree with each of the following statements concerning your tenth grader's school?

(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree; Don't know)

1. The sale or use of drugs on the way to or from my 10th grader's school is a problem

Note: This is one of a series of items, a through o.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

Applies to: All respondents.

Note: This is one of a series of items, a through o.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

---

Lack of discipline in class is a problem

---

77. How much do you agree or disagree with each of the following statements concerning your tenth grader's school?

(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree; Don't know)

n. Theft on school grounds is a problem at my 10th grader's school

Note: This is one of a series of items, a through o.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

Applies to: All respondents.

Note: This is one of a series of items, a through o.

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

---

Appendix G: Base-Year to First Follow-up Electronic Codebook

G-271
Appendix G:
Base-Year to First Follow-up Electronic Codebook

-----
BYP78
STUDENT.PUB Rec. 3/5
Pos. 717-718
Format: R2
-----
Satisfaction with 10th grader's education up to now

78. How satisfied are you with the education your tenth grader has received up to now?  
[MARK ONE RESPONSE]

Very satisfied

Somewhat satisfied

Somewhat dissatisfied

Very dissatisfied

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

-----
BYP79
STUDENT.PUB Rec. 3/5
Pos. 717-720
Format: R2
-----
How far in school do you want your tenth grader to go? Please mark only the highest level that applies.

Obtain a Ph.D., M.D., or other advanced degree

Obtain a Master's degree or equivalent

Graduate from college

Attend college, but not complete a 4-year degree

Attend or complete a 2-year school course in a community or vocational school

High school graduation or GED only (SKIP TO QUESTION 81 on PAGE 28)

Less than high school graduation (SKIP TO QUESTION 81 on PAGE 28)

Note: This is one of a series of items, a through o.

Applies to: All respondents.
Source: ELS:2002 Parent Questionnaire

-----
BYP80A
STUDENT.PUB Rec. 3/5
Pos. 721-722
Format: R2
-----
Post-sec school's low expenses important to parent

80. How important is each of the following to you in your tenth grader's choice of a school to attend after high school  
[MARK ONE RESPONSE ON EACH LINE]

(Mark one response)

a. Low expenses (tuition, books, room and board)

b. Availability of financial aid, such as a school loan, scholarship, or grant

Note: This is one of a series of items, a through o.

Applies to: Respondents who want 10th grader to get education past high school.
Source: ELS:2002 Parent Questionnaire

-----
BYP80B
STUDENT.PUB Rec. 3/5
Pos. 723-724
Format: R2
-----
Availability of post-sec financial aid important to parent

80. How important is each of the following to you in your tenth grader's choice of a school to attend after high school  
[MARK ONE RESPONSE ON EACH LINE]

(Mark one response)

a. Low expenses (tuition, books, room and board)

b. Availability of financial aid, such as a school loan, scholarship, or grant

Note: This is one of a series of items, a through o.

Applies to: Respondents who want 10th grader to get education past high school.
Source: ELS:2002 Parent Questionnaire

-----
### Post-sec school's athletic program important to parent

**Question:** How important is each of the following to you in your tenth grader's choice of a school to attend after high school?

**Options:**
- Not important
- Somewhat important
- Very important

**Source:** ELS:2002 Parent Questionnaire

**Applies to:** Respondents who want 10th grader to get education past high school.

**Coding Notes:**
- **RESERVE CODES:**
  - {Don't know}
  - {Refused}
  - {Multiple response}
  - {Nonrespondent}
  - {Item legitimate skip/NA}
  - {Survey component legitimate skip/NA}
  - {Partial interview-breakoff}
  - {Missing}

**Data Table:**

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<th>Weight</th>
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<tr>
<td>Somewhat important</td>
<td>2</td>
<td>3605</td>
<td>22.3%</td>
</tr>
<tr>
<td>Very important</td>
<td>1</td>
<td>2314</td>
<td>14.2%</td>
</tr>
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</table>

**TOTALS:**

16252 | 100.6% | 100.0%

---

### Post-sec school's active social life important to parent

**Question:** How important is each of the following to you in your tenth grader's choice of a school to attend after high school?

**Options:**
- Not important
- Somewhat important
- Very important

**Source:** ELS:2002 Parent Questionnaire

**Applies to:** Respondents who want 10th grader to get education past high school.

**Coding Notes:**
- **RESERVE CODES:**
  - {Don't know}
  - {Refused}
  - {Multiple response}
  - {Nonrespondent}
  - {Item legitimate skip/NA}
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  - {Partial interview-breakoff}
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**Data Table:**

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**TOTALS:**

16252 | 100.0% | 100.0%

---

### Living at home while attending post-sec important to parent

**Question:** How important is each of the following to you in your tenth grader's choice of a school to attend after high school?

**Options:**
- Not important
- Somewhat important
- Very important

**Source:** ELS:2002 Parent Questionnaire

**Applies to:** Respondents who want 10th grader to get education past high school.

**Coding Notes:**
- **RESERVE CODES:**
  - {Don't know}
  - {Refused}
  - {Multiple response}
  - {Nonrespondent}
  - {Item legitimate skip/NA}
  - {Survey component legitimate skip/NA}
  - {Partial interview-breakoff}
  - {Missing}

**Data Table:**

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<td>4589</td>
<td>28.3%</td>
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<td>2314</td>
<td>14.2%</td>
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**TOTALS:**

16252 | 100.0% | 100.0%
### Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

### Post-sec school’s religious environment important to parent

80. How important is each of the following to you in your tenth grader’s choice of a school to attend after high school?

- Not important
- Somewhat important
- Very important

**Note:** This is one of a series of items, a through o.

Apply to: Respondents who want 10th grader to get education past high school.

Source: ELS:2002 Parent Questionnaire

<table>
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<tr>
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### Post-sec school’s low crime important to parent

80. How important is each of the following to you in your tenth grader’s choice of a school to attend after high school?

- Not important
- Somewhat important
- Very important

**Note:** This is one of a series of items, a through o.

Apply to: Respondents who want 10th grader to get education past high school.

Source: ELS:2002 Parent Questionnaire

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### Post-sec school’s job placement record important to parent

80. How important is each of the following to you in your tenth grader’s choice of a school to attend after high school?

- Not important
- Somewhat important
- Very important

**Note:** This is one of a series of items, a through o.

Apply to: Respondents who want 10th grader to get education past high school.

Source: ELS:2002 Parent Questionnaire

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### Post-sec school’s low crime important to parent

80. How important is each of the following to you in your tenth grader’s choice of a school to attend after high school?

- Not important
- Somewhat important
- Very important

**Note:** This is one of a series of items, a through o.

Apply to: Respondents who want 10th grader to get education past high school.

Source: ELS:2002 Parent Questionnaire

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### Post-sec school’s religious environment important to parent

80. How important is each of the following to you in your tenth grader’s choice of a school to attend after high school?

- Not important
- Somewhat important
- Very important

**Note:** This is one of a series of items, a through o.

Apply to: Respondents who want 10th grader to get education past high school.

Source: ELS:2002 Parent Questionnaire

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</table>
### Post-sec school's academic reputation important to parent

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<td>7354</td>
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<td>Not important</td>
<td>3</td>
<td>1059</td>
<td>6.5%</td>
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**RESERVE CODES:**
- [Don’t know] | -1 | 21 | 0.1% | [MISS]
- [Refused] | -2 | 8 | 0.0% | [MISS]
- [Item legitimate skip/NA] | -3 | 457 | 2.8% | [MISS]
- [Nonrespondent] | -4 | 2552 | 15.7% | [MISS]
- [Multiple responses] | -6 | 1 | 0.0% | [MISS]
- [Partial interview-breakoff] | -7 | 873 | 5.4% | [MISS]
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% | [MISS]
- [Missing] | -9 | 392 | 2.4% | [MISS]

**TOTALS:** 16252 100.0% 100.0%

---

### Post-sec school's grad school placement important to parent

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<td>3484</td>
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**RESERVE CODES:**
- [Don’t know] | -1 | 65 | 0.4% | [MISS]
- [Refused] | -2 | 13 | 0.1% | [MISS]
- [Item legitimate skip/NA] | -3 | 457 | 2.8% | [MISS]
- [Nonrespondent] | -4 | 2552 | 15.7% | [MISS]
- [Multiple responses] | -6 | 1 | 0.0% | [MISS]
- [Partial interview-breakoff] | -7 | 873 | 5.4% | [MISS]
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% | [MISS]
- [Missing] | -9 | 416 | 2.6% | [MISS]

**TOTALS:** 16252 100.0% 100.0%

---

### Post-sec school's easy admission important to parent

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<td>21.7%</td>
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<tr>
<td>Somewhat important</td>
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<td>5170</td>
<td>31.4%</td>
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<tr>
<td>Not important</td>
<td>3</td>
<td>5509</td>
<td>33.9%</td>
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**RESERVE CODES:**
- [Don’t know] | -1 | 76 | 0.5% | [MISS]
- [Refused] | -2 | 14 | 0.1% | [MISS]
- [Item legitimate skip/NA] | -3 | 457 | 2.8% | [MISS]
- [Nonrespondent] | -4 | 2552 | 15.7% | [MISS]
- [Multiple responses] | -6 | 2 | 0.0% | [MISS]
- [Partial interview-breakoff] | -7 | 873 | 5.4% | [MISS]
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% | [MISS]
- [Missing] | -9 | 399 | 2.5% | [MISS]

**TOTALS:** 16252 100.0% 100.0%
### Post-sec school's size important to parent

**80.** How important is each of the following to you in your tenth grader’s choice of a school to attend after high school?

- [MARK ONE RESPONSE ON EACH LINE]
- Not important (Not important; Somewhat important; Very important; Not important)

#### Note: This is one of a series of items, a through o.

**Apply to:** Respondents who want 10th grader to get education past high school.

#### Source: ELS:2002 Parent Questionnaire

**TOTALS: 16252 100.0% 100.0%**

#### RESERVE CODES:

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<td>171</td>
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**Note:** This is one of a series of items, a through m.

### How far in school parent expects 10th grader will go

**81.** In Question 79, you reported how far in school you want your tenth grader to go. For this question, please indicate how far in school you expect your tenth grader will go. Please mark only the highest level that applies.

- [MARK ONE RESPONSE ON EACH LINE]

#### RESERVE CODES:

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<td>171</td>
<td>1.1% (MISS)</td>
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**Note:** This is one of a series of items, a through o.

**Apply to:** All respondents.

#### Source: ELS:2002 Parent Questionnaire

**TOTALS: 16252 100.0% 100.0%**

### Savings efforts for 10th grader’s education after high school

**82.** Have you or your spouse/partner done anything specific in order to have some money for your tenth grader’s education after high school?

- Yes (GO TO QUESTION 83)
- No (SKIP TO QUESTION 85 ON PAGE 29)

**Applies to:** Respondents who think 10th grader will get ed past high school.

#### Source: ELS:2002 Parent Questionnaire

**TOTALS: 16252 100.0% 100.0%**

### Started a savings account

**83.** Which of the following have you or your spouse/partner done to financially prepare for your tenth grader’s education after high school?

- [MARK ONE RESPONSE ON EACH LINE]

**Applies to:** Respondents who did something to have money for ed past high school.

#### Source: ELS:2002 Parent Questionnaire

**TOTALS: 16252 100.0% 100.0%**
Appendix G: Base-Year to First Follow-up Electronic Codebook

83. Which of the following have you or your spouse/partner done to financially prepare for your tenth grader’s education after high school? (MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

b. Bought an insurance policy
Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.
Source: ELS:2002 Parent Questionnaire

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<th>PCT</th>
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<td>Yes..</td>
<td>2166</td>
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<td>36.5%</td>
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RESERVE CODES:

-1 {Don’t know} 3779 0.1% (MISS)
-2 {Refused} 2166 0.1% (MISS)
-3 {Item legitimate skip/NA} 6075 37.4% (MISS)
-4 {Nonrespondent} 2552 15.7% (MISS)
-8 {Survey component legitimate skip/NA} 171 1.1% (MISS)
-9 {Missing} 554 3.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---

83. Which of the following have you or your spouse/partner done to financially prepare for your tenth grader’s education after high school? (MARK ONE RESPONSE ON EACH LINE)

(Yes; No)
c. Bought U.S. savings bonds
Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.
Source: ELS:2002 Parent Questionnaire

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<td>38.8%</td>
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RESERVE CODES:

-1 {Don’t know} 3726 0.1% (MISS)
-2 {Refused} 2240 0.1% (MISS)
-3 {Item legitimate skip/NA} 6075 37.4% (MISS)
-4 {Nonrespondent} 2552 15.7% (MISS)
-8 {Survey component legitimate skip/NA} 171 1.1% (MISS)
-9 {Missing} 534 3.2% (MISS)

TOTALS: 16252 100.0% 100.0%

---

83. Which of the following have you or your spouse/partner done to financially prepare for your tenth grader’s education after high school? (MARK ONE RESPONSE ON EACH LINE)

(Yes; No)
d. Made investments in stocks or real estate
Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.
Source: ELS:2002 Parent Questionnaire

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<td>7.8%</td>
<td>45.5%</td>
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RESERVE CODES:

-1 {Don’t know} 2887 0.1% (MISS)
-2 {Refused} 1255 0.1% (MISS)
-3 {Item legitimate skip/NA} 6075 37.4% (MISS)
-4 {Nonrespondent} 2552 15.7% (MISS)
-7 {Partial interview-breakoff} 913 5.6% (MISS)
-8 {Survey component legitimate skip/NA} 171 1.1% (MISS)
-9 {Missing} 512 3.2% (MISS)

TOTALS: 16252 100.0% 100.0%

---

83. Which of the following have you or your spouse/partner done to financially prepare for your tenth grader’s education after high school? (MARK ONE RESPONSE ON EACH LINE)

(Yes; No)
e. Set up a college investment fund
Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.
Source: ELS:2002 Parent Questionnaire

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<td>65.3%</td>
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<td>2166</td>
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<td>34.7%</td>
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RESERVE CODES:

-1 {Don’t know} 3817 0.1% (MISS)
-2 {Refused} 2166 0.1% (MISS)
-3 {Item legitimate skip/NA} 6075 37.4% (MISS)
-4 {Nonrespondent} 2552 15.7% (MISS)
-6 {Multiple responses} 1 0.0% (MISS)
-7 {Partial interview-breakoff} 913 5.6% (MISS)
-8 {Survey component legitimate skip/NA} 171 1.1% (MISS)
-9 {Missing} 512 3.2% (MISS)

TOTALS: 16252 100.0% 100.0%
### Base-Year to First Follow-up Electronic Codebook

#### Appendix G

**BYP83F STUDENT.PUB Rec. 3/5**  
Pos. 765-766  
Format: N2

**BYP83I STUDENT.PUB Rec. 3/5**  
Pos. 767-768  
Format: N2

**BYP83J STUDENT.PUB Rec. 3/5**  
Pos. 769-770  
Format: N2

**BYP83K STUDENT.PUB Rec. 3/5**  
Pos. 771-772  
Format: N2

---

**Started working another job/more hours**

83. Which of the following have you or your spouse/partner done to financially prepare for your tenth grader’s education after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

- f. Started working another job and/or more hours

Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.

Source: ELS:2002 Parent Questionnaire

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<td>Yes...</td>
<td>1 1386</td>
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**RESERVE CODES:**  
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{Refused} -2 20 0.1% (MISS)  
{Item legitimate skip/NA} -3 6075 37.4% (MISS)  
{Nonrespondent} -4 2552 15.7% (MISS)  
{Partial interview-breakoff} -7 913 5.6% (MISS)  
{Survey component legitimate skip/NA} -8 6075 37.4% (MISS)  
{Missing} -9 561 3.5% (MISS)

---

**Established another form of savings**

83. Which of the following have you or your spouse/partner done to financially prepare for your tenth grader’s education after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

- g. Established another form of savings

Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.

Source: ELS:2002 Parent Questionnaire

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<td>11.5%</td>
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**RESERVE CODES:**  
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{Refused} -2 22 0.1% (MISS)  
{Item legitimate skip/NA} -3 6075 37.4% (MISS)  
{Nonrespondent} -4 2552 15.7% (MISS)  
{Partial interview-breakoff} -7 913 5.6% (MISS)  
{Survey component legitimate skip/NA} -8 6075 37.4% (MISS)  
{Missing} -9 600 3.7% (MISS)

---

**Planned to reduce other expenses in some way**

83. Which of the following have you or your spouse/partner done to financially prepare for your tenth grader’s education after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

- i. Planned to reduce other expenses in some way

Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.

Source: ELS:2002 Parent Questionnaire

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**RESERVE CODES:**  
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{Refused} -2 21 0.1% (MISS)  
{Item legitimate skip/NA} -3 6075 37.4% (MISS)  
{Nonrespondent} -4 2552 15.7% (MISS)  
{Partial interview-breakoff} -7 913 5.6% (MISS)  
{Survey component legitimate skip/NA} -8 6075 37.4% (MISS)  
{Missing} -9 518 3.2% (MISS)

---

**TOTALS:**  
16252 100.0% 100.0%

---

**Reduced other expenses in some way**

83. Which of the following have you or your spouse/partner done to financially prepare for your tenth grader’s education after high school?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

- b. Reduced other expenses in some way (e.g., pay off car, put off vacations or other expenses)

Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.

Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0 3316</td>
<td>20.4%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1 2668</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Don't know} -1 14 0.1% (MISS)  
{Refused} -2 19 0.1% (MISS)  
{Item legitimate skip/NA} -3 6075 37.4% (MISS)  
{Nonrespondent} -4 2552 15.7% (MISS)  
{Partial interview-breakoff} -7 913 5.6% (MISS)  
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
{Missing} -9 523 3.2% (MISS)

---

**TOTALS:**  
16252 100.0% 100.0%

---

**TOTALS:**  
16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

**BYP83J STUDENT.PUB Rec. 3/5**
**Pos. 773-774**
**Format: N2**

Remortgaged property/took out home-equity loan

83. Which of the following have you or your spouse/partner done
to financially prepare for your tenth grader's education after
high school?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
j. Re-mortgaged your property or took out a home equity loan

Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1 5353  32.9%  90.0%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1 577   3.6%   10.0%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know ........................................... -1 21 0.1% (MISS)
- Refused .................................................. -2 21 0.1% (MISS)
- Item legitimate skip/NA .............................. -3 6075 37.4% (MISS)
- Nonrespondent ........................................... -4 2552 15.7% (MISS)
- Partial interview-breakoff .......................... -7 913 5.6% (MISS)
- Survey component legitimate skip/NA .............. -8 171 1.1% (MISS)
- Missing .................................................. -9 569 3.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**BYP83L STUDENT.PUB Rec. 3/5**
**Pos. 777-778**
**Format: N2**

Planned to remortgage property/take out home-equity loan

83. Which of the following have you or your spouse/partner done
to financially prepare for your tenth grader's education after
high school?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
k. Planned to re-mortgage your property or take out a home
equity loan

Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
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<tbody>
<tr>
<td>No</td>
<td>1 4998  30.8%  85.1%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1 890   5.5%   14.9%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know ........................................... -1 13 0.1% (MISS)
- Refused ............................................... -2 21 0.1% (MISS)
- Item legitimate skip/NA ............................ -3 6075 37.4% (MISS)
- Nonrespondent ......................................... -4 2552 15.7% (MISS)
- Partial interview-breakoff ........................ -7 913 5.6% (MISS)
- Survey component legitimate skip/NA ............ -8 171 1.1% (MISS)
- Missing ............................................... -9 569 3.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**BYP83K STUDENT.PUB Rec. 3/5**
**Pos. 779-780**
**Format: N2**

Had 10th grader put aside earnings

83. Which of the following have you or your spouse/partner done
to financially prepare for your tenth grader's education after
high school?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
l. Had your tenth grader put aside earnings

Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1 5201  32.0%  87.7%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1 748   4.6%   12.3%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know ........................................... -1 19 0.1% (MISS)
- Refused .............................................. -2 21 0.1% (MISS)
- Item legitimate skip/NA ............................ -3 6075 37.4% (MISS)
- Nonrespondent ...................................... -4 2552 15.7% (MISS)
- Partial interview-breakoff ........................ -7 913 5.6% (MISS)
- Survey component legitimate skip/NA ............ -8 171 1.1% (MISS)
- Missing .............................................. -9 569 3.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**BYP83M STUDENT.PUB Rec. 3/5**
**Pos. 777-778**
**Format: N2**

Participated in state-sponsored college savings program

83. Which of the following have you or your spouse/partner done
to financially prepare for your tenth grader's education after
high school?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
m. Participated in a state-sponsored college savings program

Note: This is one of a series of items, a through n.

Applies to: Respondents who did something to have money for ed past high school.
Source: ELS:2002 Parent Questionnaire

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<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1 5201  32.0%  87.7%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1 748   4.6%   12.3%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don't know ........................................... -1 19 0.1% (MISS)
- Refused .............................................. -2 21 0.1% (MISS)
- Item legitimate skip/NA ............................ -3 6075 37.4% (MISS)
- Nonrespondent ...................................... -4 2552 15.7% (MISS)
- Partial interview-breakoff ........................ -7 913 5.6% (MISS)
- Survey component legitimate skip/NA ............ -8 171 1.1% (MISS)
- Missing .............................................. -9 569 3.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYP04

<table>
<thead>
<tr>
<th>Total family income from all sources 2001</th>
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</thead>
<tbody>
<tr>
<td><strong>CODES</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>$2,000 or less</td>
</tr>
<tr>
<td>$2,001-$5,000</td>
</tr>
<tr>
<td>$5,001-$10,000</td>
</tr>
<tr>
<td>$10,001-$20,000</td>
</tr>
<tr>
<td>$20,001-$30,000</td>
</tr>
<tr>
<td>$30,001-$50,000</td>
</tr>
<tr>
<td>More than $50,000</td>
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</tbody>
</table>

#### BYP06

<table>
<thead>
<tr>
<th># of earners contributed to family income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODES</strong></td>
</tr>
<tr>
<td>1 earner</td>
</tr>
<tr>
<td>2 earners</td>
</tr>
</tbody>
</table>

#### BYP13

<table>
<thead>
<tr>
<th>Total family income from all sources 2001</th>
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<tbody>
<tr>
<td><strong>CODES</strong></td>
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<tr>
<td>None</td>
</tr>
<tr>
<td>$1,000 or less</td>
</tr>
<tr>
<td>$1,001-$5,000</td>
</tr>
<tr>
<td>$5,001-$10,000</td>
</tr>
<tr>
<td>$10,001-$15,000</td>
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<td>$15,001-$20,000</td>
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<tr>
<td>$100,001-$200,000</td>
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<tr>
<td>$200,001 or more</td>
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#### BYP15

<table>
<thead>
<tr>
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<tr>
<td><strong>CODES</strong></td>
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</tr>
</tbody>
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#### BYP16

<table>
<thead>
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<tr>
<td><strong>CODES</strong></td>
</tr>
<tr>
<td>1 earner</td>
</tr>
<tr>
<td>2 earners</td>
</tr>
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#### BYP17

<table>
<thead>
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<tr>
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<tr>
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</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

#### BYP18

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</tr>
<tr>
<td>No</td>
</tr>
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#### BYP19

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<tr>
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#### BYP20

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<tr>
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#### BYP21

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#### BYP22

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<tr>
<td>No</td>
</tr>
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#### BYP23

<table>
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<tr>
<td>No</td>
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#### BYP24

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<tr>
<td>No</td>
</tr>
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#### BYP25

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<tr>
<td>No</td>
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#### BYP26

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<td>No</td>
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#### BYP27

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<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
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#### BYP28

<table>
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<th>Source: ELS:2002 Parent Questionnaire</th>
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<tr>
<td>No</td>
</tr>
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#### BYP29

<table>
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#### BYP30

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#### BYP31

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</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYP98B STUDENT.PUB Rec. 3/5

**Pos. 791-792**  
**Format: N2**

**Spouse/partner helped with questionnaire**

98. Who assisted you?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

b. My spouse/partner  

Note: This is one of a series of items, a through e.

Applies to: Respondent’s who received help with questionnaire.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5.4%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Yes.</td>
<td>669</td>
<td>4.1%</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA]............ -3 10877 66.9% (MISS)
- [Nonrespondent]..................... -4 2552 15.7% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]........................... -9 1045 6.4% (MISS)

**TOTALS:**  
16252 100.0% 100.0%

---

#### BYP98C STUDENT.PUB Rec. 3/5

**Pos. 793-794**  
**Format: N2**

**Other family member helped with questionnaire**

98. Who assisted you?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

c. Another family member  

Note: This is one of a series of items, a through e.

Applies to: Respondent’s who received help with questionnaire.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>1380</td>
<td>8.5%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Yes.</td>
<td>227</td>
<td>1.4%</td>
<td>12.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA]............ -3 10877 66.9% (MISS)
- [Nonrespondent]..................... -4 2552 15.7% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]........................... -9 1045 6.4% (MISS)

**TOTALS:**  
16252 100.0% 100.0%

---

#### BYP98D STUDENT.PUB Rec. 3/5

**Pos. 795-796**  
**Format: N2**

**A friend helped with questionnaire**

98. Who assisted you?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

d. One of my friends  

Note: This is one of a series of items, a through e.

Applies to: Respondent’s who received help with questionnaire.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>1561</td>
<td>9.6%</td>
<td>97.8%</td>
</tr>
<tr>
<td>Yes.</td>
<td>46</td>
<td>0.3%</td>
<td>2.2%</td>
</tr>
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</table>

**RESERVE CODES:**

- [Item legitimate skip/NA]............ -3 10877 66.9% (MISS)
- [Nonrespondent]..................... -4 2552 15.7% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]........................... -9 1045 6.4% (MISS)

**TOTALS:**  
16252 100.0% 100.0%

---

#### BYP98E STUDENT.PUB Rec. 3/5

**Pos. 797-798**  
**Format: N2**

**Other person in community helped with questionnaire**

98. Who assisted you?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

e. Another person in the community  

Note: This is one of a series of items, a through e.

Applies to: Respondent’s who received help with questionnaire.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
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</thead>
<tbody>
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<td>9.3%</td>
<td>94.5%</td>
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<td>Yes.</td>
<td>91</td>
<td>0.6%</td>
<td>5.5%</td>
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</table>

**RESERVE CODES:**

- [Item legitimate skip/NA]............ -3 10877 66.9% (MISS)
- [Nonrespondent]..................... -4 2552 15.7% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]........................... -9 1045 6.4% (MISS)

**TOTALS:**  
16252 100.0% 100.0%

---

#### BYP99 STUDENT.PUB Rec. 3/5

**Pos. 799-804**  
**Format: N6**

**Applies to:** All respondents.

**Year/month parent questionnaire completed**

99. Date completed:  

Note: This is one of a series of items, a through e.

Applies to: Respondent’s who received help with questionnaire.

**Source:** ELS:2002 Parent Questionnaire

<table>
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<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
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</thead>
<tbody>
<tr>
<td>200200-200310</td>
<td>c 13529 83.2% 100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA]............ -3 10877 66.9% (MISS)
- [Nonrespondent]..................... -4 2552 15.7% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]........................... -9 1045 6.4% (MISS)

**TOTALS:**  
16252 100.0% 100.0%

---

G-281
Appendix G: Base-Year to First Follow-up Electronic Codebook

**BT Teacher Questionnaire (English)**

<table>
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<th>Codes</th>
<th>Freq</th>
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<th>Weight</th>
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<td>8.2%</td>
<td>1.3%</td>
</tr>
<tr>
<td>1</td>
<td>1383</td>
<td>8.5%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Note: The following reserve codes are used throughout the ECE. This description is added to the first variable of each section to help users understand the meaning of each reserve code.

-1: "Don't know" represents respondents who indicated that they didn't know the answer to the question.
-2: "Refused" represents respondents who indicated that they refused to answer the question.
-3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.
-4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
-5: "Out of range" represents questionnaire respondents who reported values that are out of range.
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Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

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**RESERVE CODES**

-4: [Nonrespondent] -4 3799 23.4% (MISS)
-8: [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
-9: [Missing] -9 771 4.7% (MISS)

**TOTALS:**

16252 100.0% 100.0%

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**BT Teacher Questionnaire**

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**TOTALS:**

16252 100.0% 100.0%

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**TOTALS:**

16252 100.0% 100.0%
### Spoke to parents about poor performance (English)

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### Spoke to parents about disruptive behavior (English)

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### Spoke to parents about not doing homework (English)

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### Spoke to parents about absenteesism (English)

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### Spoke to parents about poor academic performance (English)

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### Spoke to parents about school work, plans for after high school, or personal matters?

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<th>FREQ</th>
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### Spoke to parents about class?

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### Spoke to parents about disruptive behavior in school

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### Spoke to parents about not doing homework (English)

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### Spoke to parents about absenteesism (English)

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### Spoke to parents about school work, plans for after high school, or personal matters?

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<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Spoke to parents about disruptive behavior in school

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes...</td>
<td>1 1428</td>
<td>10.0%</td>
<td>13.3%</td>
</tr>
<tr>
<td>No...</td>
<td>1 65</td>
<td>0.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Don't know</td>
<td>-9 220</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Spoke to parents about not doing homework (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes...</td>
<td>1 2732</td>
<td>16.8%</td>
<td>30.5%</td>
</tr>
<tr>
<td>No...</td>
<td>-8 171</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>-9 220</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---
BYTE08 STUDENT.PUB Rec. 3/5
Pos. 827-828
Format: N2

Spoke to parents about accomplishments [English]

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through e.

Applies to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---
BYTE09 STUDENT.PUB Rec. 3/5
Pos. 829-830
Format: N2

Parents' level of involvement in academic performance [English]

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

---
BYTE10 STUDENT.PUB Rec. 3/5
Pos. 831-832
Format: N2

Difficulty of class for student [English]

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
BYTE11 STUDENT.PUB Rec. 3/5
Pos. 833-834
Format: N2

Student has disability that affects school work [English]

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
BYTE12A STUDENT.PUB Rec. 3/5
Pos. 835-836
Format: N2

Student has fallen behind in school work [English]

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
BYTE12C STUDENT.PUB Rec. 3/5
Pos. 837-838
Format: N2

Student behind due to health problem [English]

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
BYTE12D STUDENT.PUB Rec. 3/5
Pos. 831-832
Format: N2

Applying to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---
BYTE12E STUDENT.PUB Rec. 3/5
Pos. 837-838
Format: N2

Student who report 10th grader is behind in school work.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
BYTE13 STUDENT.PUB Rec. 3/5
Pos. 837-838
Format: N2

Student who report 10th grader is behind in school work.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
BYTE14A STUDENT.PUB Rec. 3/5
Pos. 839-840
Format: N2

Student who report 10th grader is behind in school work.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
BYTE14C STUDENT.PUB Rec. 3/5
Pos. 835-836
Format: N2

Student who report 10th grader is behind in school work.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
BYTE14D STUDENT.PUB Rec. 3/5
Pos. 835-836
Format: N2

Student who report 10th grader is behind in school work.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
BYTE14E STUDENT.PUB Rec. 3/5
Pos. 837-838
Format: N2

Student who report 10th grader is behind in school work.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. Why has this student fallen behind in school work?

(MARK ALL THAT APPLY)

BYTE12A Health problem
BYTE12B Limited proficiency in English language
BYTE12C A disciplinary action
BYTE12D Lack of effort
BYTE12E Some other reason

Applies to: Teachers who report 10th grader is behind in school work.
Source: ELS:2002 Teacher Questionnaire

---

### Student behind due to LEP (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>3782</td>
<td>23.4%</td>
<td>96.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA]... -3 7931 48.4% (MISS)
- [Nonrespondent]... -4 3799 23.4% (MISS)
- [Survey component legitimate skip/NA]... -8 171 1.1% (MISS)
- [Missing]... -9 245 1.5% (MISS)

TOTALS: 16252 100.0% 100.0%

---

### Student behind due to disciplinary action (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>3782</td>
<td>23.4%</td>
<td>96.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA]... -3 7931 48.4% (MISS)
- [Nonrespondent]... -4 3799 23.4% (MISS)
- [Survey component legitimate skip/NA]... -8 171 1.1% (MISS)
- [Missing]... -9 245 1.5% (MISS)

TOTALS: 16252 100.0% 100.0%

---

### Student behind due to lack of effort (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>3782</td>
<td>23.4%</td>
<td>96.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA]... -3 7931 48.4% (MISS)
- [Nonrespondent]... -4 3799 23.4% (MISS)
- [Survey component legitimate skip/NA]... -8 171 1.1% (MISS)
- [Missing]... -9 245 1.5% (MISS)

TOTALS: 16252 100.0% 100.0%

---

13. How often does this student complete homework assignments for your class?

Never
Rarely
Some of the time
Most of the time
All of the time

Don't Know

Note: No Homework Assigned was given a value of -3.
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYTE14

**STUDENT.PUB Rec. 3/5**  
**Pos. 849-850**  
**Format: N2**  

**How often student is absent (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>126</td>
<td>0.8%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>0.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Some of the time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the time</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>All of the time</td>
<td>128</td>
<td>8.4%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>37</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
[Nonrespondent] | -4 | 3799 | 24.3% | (MISS)  
[Multiple responses] | -6 | 1 | 0.1% | (MISS)  
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% | (MISS)  
[Missing] | -9 | 0 | 0.0% | (MISS)  

**TOTALES:** 16252 100.0% 100.0%

#### BYTE16

**STUDENT.PUB Rec. 3/5**  
**Pos. 853-854**  
**Format: N2**  

**How often student is disruptive in class (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Some of the time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the time</td>
<td>3</td>
<td>1.4%</td>
<td>1.6%</td>
</tr>
<tr>
<td>All of the time</td>
<td>4</td>
<td>0.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>31</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
[Nonrespondent] | -4 | 3799 | 23.4% | (MISS)  
[Multiple responses] | -6 | 1 | 0.1% | (MISS)  
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% | (MISS)  
[Missing] | -9 | 0 | 0.0% | (MISS)  

**TOTALES:** 16252 100.0% 100.0%

#### BYTE15

**STUDENT.PUB Rec. 3/5**  
**Pos. 851-852**  
**Format: N2**  

**How often student is tardy (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>78</td>
<td>5.3%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>283</td>
<td>18.0%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Some of the time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the time</td>
<td>587</td>
<td>3.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>All of the time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>37</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
[Nonrespondent] | -4 | 3799 | 23.4% | (MISS)  
[Multiple responses] | -6 | 1 | 0.1% | (MISS)  
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% | (MISS)  
[Missing] | -9 | 0 | 0.0% | (MISS)  

**TOTALES:** 16252 100.0% 100.0%

#### BYTE17

**STUDENT.PUB Rec. 3/5**  
**Pos. 855-856**  
**Format: N2**  

**How often student is attentive in class (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>77</td>
<td>5.3%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>283</td>
<td>18.0%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Some of the time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the time</td>
<td>587</td>
<td>3.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>All of the time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>37</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
[Nonrespondent] | -4 | 3799 | 23.4% | (MISS)  
[Multiple responses] | -6 | 1 | 0.1% | (MISS)  
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% | (MISS)  
[Missing] | -9 | 0 | 0.0% | (MISS)  

**TOTALES:** 16252 100.0% 100.0%

#### BYTE18A

**STUDENT.PUB Rec. 3/5**  
**Pos. 857-858**  
**Format: N2**  

**Spoke to counselor about poor performance (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>No</td>
<td>5901</td>
<td>36.3%</td>
<td>46.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
[Item legitimate skip/NA] | -3 | 4050 | 24.9% | (MISS)  
[Nonrespondent] | -4 | 3799 | 23.4% | (MISS)  
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% | (MISS)  
[Missing] | -9 | 0 | 0.0% | (MISS)  

**TOTALES:** 16252 100.0% 100.0%
Applying to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---

### BYTE1A

**Base-Year to First Follow-up Electronic Codebook**

---

19. Have you recommended this student for academic honors, advanced placement, or honors classes? (English)

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>8339</td>
<td>51.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2382</td>
<td>14.7%</td>
</tr>
<tr>
<td>RECODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>1365</td>
<td>8.4%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>3799</td>
<td>23.4%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>196</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

20. How far in school do you expect this student to get? (Outstanding; Very Good; Good; Fair; Poor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>5075</td>
<td>31.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1167</td>
<td>7.2%</td>
</tr>
<tr>
<td>RECODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>1330</td>
<td>8.1%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>2655</td>
<td>16.4%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>196</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

21. Please rate this student's compositional skills, as exhibited in performance in your English class. (Outstanding: Very Good; Good; Fair; Poor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>0</td>
<td>1259</td>
<td>7.7%</td>
</tr>
<tr>
<td>Very good</td>
<td>2</td>
<td>3002</td>
<td>18.5%</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>4039</td>
<td>24.9%</td>
</tr>
<tr>
<td>Fair</td>
<td>4</td>
<td>2655</td>
<td>16.4%</td>
</tr>
<tr>
<td>Poor</td>
<td>5</td>
<td>1167</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

**RECODES:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>3799</td>
<td>23.4%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>196</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

22. How well student uses appropriate detail (English)

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>5</td>
<td>1167</td>
<td>7.2%</td>
</tr>
<tr>
<td>Fair</td>
<td>4</td>
<td>2655</td>
<td>16.4%</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>4039</td>
<td>24.9%</td>
</tr>
<tr>
<td>Very good</td>
<td>2</td>
<td>3002</td>
<td>18.5%</td>
</tr>
<tr>
<td>Outstanding</td>
<td>1</td>
<td>1259</td>
<td>7.7%</td>
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**RECODES:**

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<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
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<td>-4</td>
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<td>23.4%</td>
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<tr>
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<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>196</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYTE21D STUDENT.PUB Rec. 3/5

How well student expresses critical/creative thought (English)

21. Please rate this student’s compositional skills, as exhibited in performance in your English class.
   (Outstanding; Very Good; Good; Fair; Poor)
   d. Ability to express analytical, critical, or creative thinking
   Note: This is one of a series of items, a through d, intended only for English teachers.

Apply to: All English teachers.
Source: ELS:2002 Teacher Questionnaire

---

BYTE22 STUDENT.PUB Rec. 3/5

Teacher’s sex (English)

22. What is your sex?
   Male
   Female

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---

BYTE23 STUDENT.PUB Rec. 3/5

Teacher is Hispanic (English)

23. Are you Hispanic (or Latino/Latina)?
   Yes
   No

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---

BYTE24A STUDENT.PUB Rec. 3/5

Teacher’s year of birth (English)

25. In what year were you born?
   Year
   Note: Values of 1935 represent birth year of 1935 or earlier;
   values of 1979 represent birth year of 1979 or later.

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---

BYTE25 STUDENT.PUB Rec. 3/5

Years teaching at elementary level/K-6 (English)

26. Counting this year, how many years have you taught at the elementary level? Please also note the number of years in total.
   Elementary Total (K-6) years

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---

BYTE26A STUDENT.PUB Rec. 3/5

Years teaching at secondary level/7-12 (English)

26. Counting this year, how many years have you taught at the elementary and secondary level? Please also note the number of years in total.
   Secondary (7-12) years

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---

BYTE26B STUDENT.PUB Rec. 3/5

Years teaching at secondary level/7-12 (English)

26. Counting this year, how many years have you taught at the elementary and secondary level? Please also note the number of years in total.
   Secondary (7-12) years

Note: Values of 40 represent 40 or more years of teaching.

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---
### Employment status in this school/system (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENTAGE</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>MTD PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-40,14.2361/10.8072]</td>
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<td>12302</td>
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<td>1.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3506</td>
<td>21.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>273</td>
<td>1.7%</td>
<td>0.2%</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Note:** Values of 40 represent 40 or more years of teaching.

### Total years teaching in this school/system (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENTAGE</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>MTD PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12459</td>
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<td>1.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
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<td>21.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>273</td>
<td>1.7%</td>
<td>0.2%</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Note:** Values of 40 represent 40 or more years of teaching.

### Type of certification held in English (English)

#### Regular or standard certification

- Regular or standard certification (standard certification offered in your state)
- Probationary certification (the initial certification issued after satisfying all requirements except the completion of the probationary period)
- Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained)

**Applies to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

### Employment status in this school/system (English)

- Long-term substitute teacher
- Regular part-time teacher
- Regular full-time teacher

**Apply to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

### Total years teaching in this school/system (English)

#### Long-term substitute teacher

- Total years teaching in this school/system (English)
- Note: Values of 40 represent 40 or more years of teaching.

**Apply to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

### Total years teaching in this school/system (English)

#### Regular part-time teacher

- Total years teaching in this school/system (English)
- Note: Values of 40 represent 40 or more years of teaching.

**Apply to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

### Employment status in this school/system (English)

- Long-term substitute teacher
- Regular part-time teacher
- Regular full-time teacher

**Apply to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

### Total years teaching in this school/system (English)

#### Regular full-time teacher

- Total years teaching in this school/system (English)
- Note: Values of 40 represent 40 or more years of teaching.

**Apply to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

<table>
<thead>
<tr>
<th>30. What academic degree(s) do you hold?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MARK ALL THAT APPLY)</td>
</tr>
<tr>
<td>BYTE30A No degree</td>
</tr>
<tr>
<td>BYTE30B Associate degree (A.A., A.S., etc.)</td>
</tr>
<tr>
<td>BYTE30C Bachelor's degree (B.A., B.S., etc.)</td>
</tr>
<tr>
<td>BYTE30D Education specialist/professional diploma</td>
</tr>
<tr>
<td>BYTE30E Master's (M.A., M.S., M.B.A., etc.)</td>
</tr>
<tr>
<td>BYTE30F Doctorate (Ph.D., Ed.D., D.P.H., etc.)</td>
</tr>
</tbody>
</table>

Note: Question 30 was followed by these instructions: IF YOU DO NOT HAVE A DEGREE OR YOUR HIGHEST DEGREE IS AN ASSOCIATE DEGREE, SKIP TO QUESTION 33 ON PAGE 17. IF YOUR HIGHEST DEGREE IS A BACHELOR’S DEGREE OR HIGHER, GO TO QUESTION 31 ON PAGE 15.

Appplies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERC</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>11744</td>
<td>72.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>697</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- {Nonrespondent}            -4 3506 21.6% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing}                   -9 134 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

Bachelor’s degree held (English)

<table>
<thead>
<tr>
<th>30. What academic degree(s) do you hold?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MARK ALL THAT APPLY)</td>
</tr>
<tr>
<td>BYTE30A No degree</td>
</tr>
<tr>
<td>BYTE30B Associate degree (A.A., A.S., etc.)</td>
</tr>
<tr>
<td>BYTE30C Bachelor’s degree (B.A., B.S., etc.)</td>
</tr>
<tr>
<td>BYTE30D Education specialist/professional diploma</td>
</tr>
<tr>
<td>BYTE30E Master’s (M.A., M.S., M.B.A., etc.)</td>
</tr>
<tr>
<td>BYTE30F Doctorate (Ph.D., Ed.D., D.P.H., etc.)</td>
</tr>
</tbody>
</table>

Note: Question 30 was followed by these instructions: IF YOU DO NOT HAVE A DEGREE OR YOUR HIGHEST DEGREE IS AN ASSOCIATE DEGREE, SKIP TO QUESTION 33 ON PAGE 17. IF YOUR HIGHEST DEGREE IS A BACHELOR’S DEGREE OR HIGHER, GO TO QUESTION 31 ON PAGE 15.

Appplies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERC</th>
<th>WTD</th>
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</thead>
<tbody>
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<td>No</td>
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<td>6700</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>9736</td>
<td>58.8%</td>
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</tbody>
</table>

RESERVE CODES:
- {Nonrespondent}            -4 3506 21.6% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing}                   -9 134 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%
30. What academic degree(s) do you hold?

(MARK ALL THAT APPLY)

BYTE30A No degree
BYTE30B Associate degree (A.A., A.S., etc.)
BYTE30C Bachelor's degree (B.A., B.S., etc.)
BYTE30D Education specialist/professional diploma
BYTE30E Master's (M.A., M.S., M.B.A., etc.)
BYTE30G First professional (M.D., D.D.S., J.D./L.L.B., etc.)

Note: Question 30 was followed by these instructions: IF YOU DO NOT HAVE A DEGREE OR YOUR HIGHEST DEGREE IS AN ASSOCIATE DEGREE, SKIP TO QUESTION 33 ON PAGE 17. IF YOUR HIGHEST DEGREE IS A BACHELOR'S DEGREE OR HIGHER, GO TO QUESTION 31 ON PAGE 15.

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

First professional degree held (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No...................................... 0 12358 75.4% 98.6%
Yes..................................... 1 183 1.1% 1.4%
No...................................... 0 12258 75.4% 98.6%

Source: ELS:2002 Teacher Questionnaire
Applies to: All teachers.

Reserve codes:

{Missing}............................ -9 134 0.9% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Nonrespondent}...................... -4 3506 21.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

31. What were your major and minor (or 2nd major) fields of study for your bachelor's degree?

(MARK ONE RESPONSE IN EACH COLUMN)

BYTE31A Bachelor's degree major (English)
BYTE31B Bachelor's degree minor/2nd major (English)
BYTE31D Education specialist/professional diploma
BYTE31E Master's (M.A., M.S., M.N.)
BYTE31G First professional (M.D., D.D.S., J.D./L.L.B., etc.)

Note: Question 31 was followed by these instructions: IF YOUR HIGHEST DEGREE IS A BACHELOR'S DEGREE, SKIP TO QUESTION 33 ON PAGE 17. IF YOUR HIGHEST DEGREE IS AN EDUCATION SPECIALIST/PROFESSIONAL DIPLOMA OR HIGHER, GO TO QUESTION 32 ON PAGE 16.

Apply to: Teachers who have a Bachelor's degree or higher.
Source: ELS:2002 Teacher Questionnaire

Bachelor's degree major (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Education.................................. 1 1848 11.4% 15.6%
Mathematics................................ 3 19 0.1% 0.1%
History/social studies/social sciences 4 556 3.4% 4.4%
Natural/physical sciences................ 5 16 0.1% 0.1%
Foreign languages.......................... 6 277 1.7% 2.3%
Physical education.......................... 7 138 0.8% 1.2%
Vocational education........................ 8 91 0.6% 0.7%
Business..................................... 9 97 0.6% 1.0%
Other....................................... 10 1237 7.6% 10.8%

Source: ELS:2002 Teacher Questionnaire
Applies to: Teachers who have a Bachelor's degree or higher.

Reserve codes:

{Item legitimate skip/NA}.............. -3 10 0.2% (MISS)
{Nonrespondent}......................... -4 3506 21.6% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}................................. -9 1146 7.1% (MISS)

TOTALS: 16252 100.0% 100.0%

---

Appendix G:
Base-Year to First Follow-up Electronic Codebook

G-291
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Highest graduate degree major (English)

<table>
<thead>
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<th>Major</th>
<th>Codes</th>
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<th>Pct</th>
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<td>2550</td>
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<td>48.4%</td>
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<tr>
<td>English</td>
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<td>1898</td>
<td>11.7%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>35</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>History/social studies/social science</td>
<td>4</td>
<td>143</td>
<td>0.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Natural/physical sciences</td>
<td>5</td>
<td>1</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>6</td>
<td>87</td>
<td>0.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Physical education</td>
<td>7</td>
<td>17</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Vocational education</td>
<td>8</td>
<td>9</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Business</td>
<td>9</td>
<td>19</td>
<td>0.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>829</td>
<td>5.1%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

#### Highest graduate degree minor/2nd major (English)

<table>
<thead>
<tr>
<th>Minor/2nd major</th>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>1</td>
<td>165</td>
<td>1.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Business</td>
<td>1-3</td>
<td>333</td>
<td>2.0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>None</td>
<td>4-6</td>
<td>894</td>
<td>5.5%</td>
<td>8.0%</td>
</tr>
<tr>
<td>7-9</td>
<td>4</td>
<td>1487</td>
<td>9.1%</td>
<td>13.0%</td>
</tr>
<tr>
<td>10 or more</td>
<td>5</td>
<td>8311</td>
<td>51.1%</td>
<td>75.1%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Item legitimate skip/NA: -3 6169 38.0% (MISS)
- Nonrespondent: -4 149 0.9% (MISS)
- Survey component legitimate skip/NA: -3 3506 21.6% (MISS)
- Missing: -9 690 4.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

#### Highest graduate degree minor (English)

<table>
<thead>
<tr>
<th>Minor</th>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>1</td>
<td>2520</td>
<td>15.6%</td>
<td>48.2%</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>1898</td>
<td>11.7%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>35</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>History/social studies/social science</td>
<td>4</td>
<td>143</td>
<td>0.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Natural/physical sciences</td>
<td>5</td>
<td>1</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>6</td>
<td>87</td>
<td>0.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Physical education</td>
<td>7</td>
<td>17</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Vocational education</td>
<td>8</td>
<td>9</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Business</td>
<td>9</td>
<td>19</td>
<td>0.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>829</td>
<td>5.1%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Item legitimate skip/NA: -3 6169 38.0% (MISS)
- Nonrespondent: -4 149 0.9% (MISS)
- Survey component legitimate skip/NA: -3 3506 21.6% (MISS)
- Missing: -9 690 4.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

#### Highest graduate degree minor/2nd major (English)

<table>
<thead>
<tr>
<th>Major</th>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>1</td>
<td>165</td>
<td>1.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Business</td>
<td>1-3</td>
<td>333</td>
<td>2.0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>None</td>
<td>4-6</td>
<td>894</td>
<td>5.5%</td>
<td>8.0%</td>
</tr>
<tr>
<td>7-9</td>
<td>4</td>
<td>1487</td>
<td>9.1%</td>
<td>13.0%</td>
</tr>
<tr>
<td>10 or more</td>
<td>5</td>
<td>8311</td>
<td>51.1%</td>
<td>75.1%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Item legitimate skip/NA: -3 6169 38.0% (MISS)
- Nonrespondent: -4 149 0.9% (MISS)
- Survey component legitimate skip/NA: -3 3506 21.6% (MISS)
- Missing: -9 690 4.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

#### Undergraduate English courses taken (English)

<table>
<thead>
<tr>
<th>Course</th>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>165</td>
<td>1.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>1-3</td>
<td>2</td>
<td>333</td>
<td>2.0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>4-6</td>
<td>3</td>
<td>894</td>
<td>5.5%</td>
<td>8.0%</td>
</tr>
<tr>
<td>7-9</td>
<td>4</td>
<td>1487</td>
<td>9.1%</td>
<td>13.0%</td>
</tr>
<tr>
<td>10 or more</td>
<td>5</td>
<td>8311</td>
<td>51.1%</td>
<td>75.1%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Item legitimate skip/NA: -3 6169 38.0% (MISS)
- Nonrespondent: -4 149 0.9% (MISS)
- Survey component legitimate skip/NA: -3 3506 21.6% (MISS)
- Missing: -9 690 4.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

#### Graduate English courses taken (English)

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<td>165</td>
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<td>333</td>
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<td>13.0%</td>
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<td>10 or more</td>
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<td>75.1%</td>
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#### RESERVE CODES:

- Item legitimate skip/NA: -3 6169 38.0% (MISS)
- Nonrespondent: -4 149 0.9% (MISS)
- Survey component legitimate skip/NA: -3 3506 21.6% (MISS)
- Missing: -9 690 4.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%
### 35. How often do you use a computer at home or in school to

(MARK ONE RESPONSE ON EACH LINE)

(Never; Less than once a month; Between once a week and once a month; A few times a week; Almost every day; Every day)

**Note:** This is one of a series of items, a through n.

Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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### Base-Year to First Follow-up Electronic Codebook

**Appendix G:** Base-Year to First Follow-up Electronic Codebook

**BYTE34** STUDENT.PUB Rec. 3/5  
Pos. 919-920  
Format: N2

If starting over whether would be a teacher again (English)

34. Suppose you could go back to college and start over again.  
In view of your present knowledge, would you become a teacher?  
(MARK ONE RESPONSE)

Certainly would  
Probably would  
Chances for and against are even  
probably would not  
Certainly would not

**Note:** This is one of a series of items, a through n.

Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

<table>
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**BYTE35C** STUDENT.PUB Rec. 3/5  
Pos. 925-926  
Format: N2

How often access model lesson plans from Internet (English)

35. How often do you use a computer at home or in school to  
(MARK ONE RESPONSE ON EACH LINE)

(Never; Less than once a month; Between once a week and once a month; A few times a week; Almost every day; Every day)

e. Access model lesson plans from the Internet?  
**Note:** This is one of a series of items, a through n.

Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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**BYTE35A** STUDENT.PUB Rec. 3/5  
Pos. 921-922  
Format: N2

How often research teaching on Internet (English)

35. How often do you use a computer at home or in school to  
(MARK ONE RESPONSE ON EACH LINE)

(Never; Less than once a month; Between once a week and once a month; A few times a week; Almost every day; Every day)

e. Access research and best practices for teaching from the Internet?  
**Note:** This is one of a series of items, a through n.

Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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**BYTE35B** STUDENT.PUB Rec. 3/5  
Pos. 922-924  
Format: N2

How often use computer to create materials (English)

35. How often do you use a computer at home or in school to  
(MARK ONE RESPONSE ON EACH LINE)

(Never; Less than once a month; Between once a week and once a month; A few times a week; Almost every day; Every day)

e. Create instructional materials (e.g., handouts, syllabi, tests)?  
**Note:** This is one of a series of items, a through n.

Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

<table>
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**BYTE35E** STUDENT.PUB Rec. 3/5  
Pos. 929-930  
Format: N2

How often use WWW sites to plan lessons (English)

35. How often do you use a computer at home or in school to  
(MARK ONE RESPONSE ON EACH LINE)

(Never; Less than once a month; Between once a week and once a month; A few times a week; Almost every day; Every day)

e. Gather information from Web sites for planning lessons?  
**Note:** This is one of a series of items, a through n.

Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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**BYTE35D** STUDENT.PUB Rec. 3/5  
Pos. 927-928  
Format: N2

How often take professional development courses on Internet (English)

35. How often do you use a computer at home or in school to  
(MARK ONE RESPONSE ON EACH LINE)

(Never; Less than once a month; Between once a week and once a month; A few times a week; Almost every day; Every day)

e. Take professional development courses via the Internet?  
**Note:** This is one of a series of items, a through n.

Applies to: All teachers.

**Source:** ELS:2002 Teacher Questionnaire

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**BYTE35F** STUDENT.PUB Rec. 3/5  
Pos. 923-924  
Format: N2
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---
**BYTE35F** STUDENT.PUB Rec. 3/5
Pos. 931-932
Format: N2

How often use Internet for colleague discussions (English)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE ON EACH LINE)
(Never; Less than once a month; Between once a week and once a
month; A few times a week; Almost every day; Every day)

Note: This is one of a series of items, a through n.

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

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<td>71.8%</td>
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<td>Less than once a month</td>
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<td>1373</td>
<td>8.4%</td>
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<tr>
<td>Between once a week and once a month</td>
<td>2</td>
<td>1053</td>
<td>6.5%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>427</td>
<td>2.6%</td>
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<tr>
<td>Almost every day</td>
<td>5</td>
<td>279</td>
<td>1.8%</td>
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<tr>
<td>Every day</td>
<td>6</td>
<td>178</td>
<td>1.1%</td>
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RESERVE CODES:

[Nonrespondent] | -4 | 3506 | 21.4% (MISS)
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% (MISS)
[Missing] | -9 | 218 | 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---
**BYTE35G** STUDENT.PUB Rec. 3/5
Pos. 933-934
Format: N2

How often download instructional software from Internet (English)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE ON EACH LINE)
(Never; Less than once a month; Between once a week and once a
month; A few times a week; Almost every day; Every day)

Note: This is one of a series of items, a through n.

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

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<tr>
<td>Less than once a month</td>
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<td>1373</td>
<td>8.4%</td>
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<tr>
<td>Between once a week and once a month</td>
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<td>1053</td>
<td>6.5%</td>
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<tr>
<td>A few times a week</td>
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<td>427</td>
<td>2.6%</td>
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<td>Almost every day</td>
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<td>279</td>
<td>1.8%</td>
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<td>Every day</td>
<td>6</td>
<td>178</td>
<td>1.1%</td>
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RESERVE CODES:

[Nonrespondent] | -4 | 3506 | 21.4% (MISS)
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% (MISS)
[Missing] | -9 | 218 | 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---
**BYTE35H** STUDENT.PUB Rec. 3/5
Pos. 935-936
Format: N2

How often use computer to prepare multimedia presentations (English)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE ON EACH LINE)
(Never; Less than once a month; Between once a week and once a
month; A few times a week; Almost every day; Every day)

Note: This is one of a series of items, a through n.

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

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<td>A few times a week</td>
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<td>Almost every day</td>
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<td>80</td>
<td>0.5%</td>
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RESERVE CODES:

[Nonrespondent] | -4 | 3506 | 21.4% (MISS)
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% (MISS)
[Missing] | -9 | 218 | 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---
**BYTE35I** STUDENT.PUB Rec. 3/5
Pos. 937-938
Format: N2

How often use computer for administrative records (English)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE ON EACH LINE)
(Never; Less than once a month; Between once a week and once a
month; A few times a week; Almost every day; Every day)

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

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<td>Between once a week and once a month</td>
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<tr>
<td>A few times a week</td>
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<td>1673</td>
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<tr>
<td>Almost every day</td>
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<tr>
<td>Every day</td>
<td>6</td>
<td>3228</td>
<td>19.8%</td>
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RESERVE CODES:

[Nonrespondent] | -4 | 3506 | 21.4% (MISS)
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% (MISS)
[Missing] | -9 | 218 | 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---
**BYTE35J** STUDENT.PUB Rec. 3/5
Pos. 939-940
Format: N2

E-mail or listserves

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE ON EACH LINE)
(Never; Less than once a month; Between once a week and once a
month; A few times a week; Almost every day; Every day)

Note: This is one of a series of items, a through n.

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

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<td>Less than once a month</td>
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<td>1053</td>
<td>6.5%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>279</td>
<td>1.8%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>178</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] | -4 | 3506 | 21.4% (MISS)
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% (MISS)
[Missing] | -9 | 218 | 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---
**BYTE35K** STUDENT.PUB Rec. 3/5
Pos. 941-942
Format: N2

Communicate with colleagues and other professionals through
Email or listserves

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE ON EACH LINE)
(Never; Less than once a month; Between once a week and once a
month; A few times a week; Almost every day; Every day)

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>9028</td>
<td>55.6%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>1373</td>
<td>8.4%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>2</td>
<td>1053</td>
<td>6.5%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>279</td>
<td>1.8%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>178</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] | -4 | 3506 | 21.4% (MISS)
[Survey component legitimate skip/NA] | -8 | 171 | 1.1% (MISS)
[Missing] | -9 | 218 | 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%
35. How often do you use a computer at home or in school to communicate with students outside of class hours?

Source: ELS:2002 Teacher Questionnaire
Applies to: All teachers.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
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<td>5188</td>
<td>31.9</td>
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<tr>
<td>Less than once a month</td>
<td>2</td>
<td>2101</td>
<td>12.9</td>
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<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>2764</td>
<td>17.0</td>
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<tr>
<td>A few times a week</td>
<td>4</td>
<td>1407</td>
<td>8.7</td>
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<tr>
<td>Almost every day</td>
<td>5</td>
<td>574</td>
<td>3.5</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>351</td>
<td>2.2</td>
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<tr>
<td>RESERVE CODES: [Nonrespondent]</td>
<td>-4</td>
<td>3506</td>
<td>21.6</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>190</td>
<td>1.2</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0</td>
</tr>
</tbody>
</table>

36. In the last 3 years, how many hours of training or professional development have you had to teach special education students? (English)

Source: ELS:2002 Teacher Questionnaire
Applies to: All teachers.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0-99)</td>
<td>-9</td>
<td>171</td>
<td>1.1</td>
</tr>
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<td>-8</td>
<td>173</td>
<td>1.1</td>
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<tr>
<td>[Missing]</td>
<td>-9</td>
<td>329</td>
<td>2.5</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0</td>
</tr>
</tbody>
</table>

37. In the last 3 years, have you had 8 hours or more of training in these areas from any source? (English)

Source: ELS:2002 Teacher Questionnaire
Applies to: All teachers.

<table>
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<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<tbody>
<tr>
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<td>10303</td>
<td>63.4</td>
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<tr>
<td>Yes</td>
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<td>2038</td>
<td>12.5</td>
</tr>
<tr>
<td>RESERVE CODES: [Nonrespondent]</td>
<td>-4</td>
<td>3506</td>
<td>21.6</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>234</td>
<td>1.4</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0</td>
</tr>
</tbody>
</table>

38. In the last 3 years, have you received training in these areas from any source? (English)

Source: ELS:2002 Teacher Questionnaire
Applies to: All teachers.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<td>63.0</td>
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<td>2040</td>
<td>12.9</td>
</tr>
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<td>3506</td>
<td>21.6</td>
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<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>173</td>
<td>1.1</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>238</td>
<td>1.5</td>
</tr>
<tr>
<td>TOTALS:</td>
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<td>100.0</td>
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</table>
### Appendix G: Base-Year to First Follow-up Electronic Codebook

**BYTE38B**

**STUDENT.PUB Rec. 3/5**

Pos. 955-956

Format: N2

**BYTE38C STUDENT.PUB Rec. 3/5**

Pos. 957-958

Format: N2

**BYTE38D STUDENT.PUB Rec. 3/5**

Pos. 959-960

Format: N2

**BYTE38E STUDENT.PUB Rec. 3/5**

Pos. 961-962

Format: N2

**BYTE38F STUDENT.PUB Rec. 3/5**

Pos. 963-964

Format: N2

**BYTE39 STUDENT.PUB Rec. 3/5**

Pos. 965-966

Format: N2

#### Received training in technology applications

**38.** In the last 3 years, have you received training in these areas from any source?  
(Yes; No)

**b. Software applications**

Note: This is one of a series of items, a through f.

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
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<td>Yes</td>
<td>9675</td>
<td>83.9%</td>
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</table>

**RESERVE CODES:**

-4 3506 21.6% (MISS)
-8 171 1.1% (MISS)
-9 285 1.8% (MISS)

**TOTALS:**

-4 16252 100.0%

#### Received training in use of Internet

**38.** In the last 3 years, have you received training in these areas from any source?  
(Yes; No)

c. Use of the Internet

Note: This is one of a series of items, a through f.

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
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<td>83.8%</td>
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</table>

**RESERVE CODES:**

-4 3506 21.6% (MISS)
-8 171 1.1% (MISS)
-9 301 1.9% (MISS)

**TOTALS:**

-4 16252 100.0%

#### Received training in other technology

**38.** In the last 3 years, have you received training in these areas from any source?  
(Yes; No)

d. Use of other technology (e.g., satellite access, wireless Web, interactive video, closed-circuit TV, videoconferencing)

Note: This is one of a series of items, a through f.

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
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<tr>
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<td>59.0%</td>
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**RESERVE CODES:**

-4 3506 21.6% (MISS)
-8 171 1.1% (MISS)
-9 297 1.4% (MISS)

**TOTALS:**

-4 16252 100.0%

#### Days missed teaching during 1st semester

**39.** During the first semester of the current school year, how many days of teaching did you miss for any reason?  
Number of days

Note: Values of 40 represent 40 or more days of teaching missed.

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Pct</th>
<th>Wtd</th>
</tr>
</thead>
<tbody>
<tr>
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<td>-</td>
</tr>
<tr>
<td>Yes</td>
<td>4596</td>
<td>91.0%</td>
<td>-</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-4 3506 21.6% (MISS)
-8 171 1.1% (MISS)
-9 322 2.0% (MISS)

**TOTALS:**

-4 16252 100.0%
Holds additional full-time job (English)

40. In addition to your duties at this school, do you hold any other paying jobs that are full-time at any time of the year?
(MARK ONE RESPONSE)
Yes, during the entire year (GO TO QUESTION 43)
Yes, school year only (GO TO QUESTION 43)
Yes, summer only (GO TO QUESTION 43)
No (SKIP TO QUESTION 44 ON PAGE 21)

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD</th>
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</thead>
<tbody>
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<td>3</td>
<td>2126</td>
<td>13.1%</td>
</tr>
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<td>2</td>
<td>739</td>
<td>4.5%</td>
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</tr>
<tr>
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<td>1</td>
<td>739</td>
<td>4.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>2126</td>
<td>13.1%</td>
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</table>

RESERVE CODES:
[Nonrespondent] -4
[Survey component legitimate skip/NA] -8
[Missing] -9

TOTALS: 16252 100.0% 100.0%

Holds additional part-time job related to education (English)

41. Is this part-time work related to the field of education?
Yes
No

Apply to: Teachers who have additional job part-time.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
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<td>2524</td>
<td>15.5%</td>
</tr>
<tr>
<td>No</td>
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<td>1597</td>
<td>9.8%</td>
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RESERVE CODES:
[Item legitimate skip/NA] -3
[Nonrespondent] -4
[Survey component legitimate skip/NA] -8
[Missing] -9

TOTALS: 16252 100.0% 100.0%

Importance of home background to student success (English)

42. In addition to your duties at this school, do you hold any other paying jobs that are part-time at any time of the year?
(MARK ONE RESPONSE)
Yes, summer only (GO TO QUESTION 43)
Yes, school year only (GO TO QUESTION 43)
Yes, during the entire year (GO TO QUESTION 43)
No (SKIP TO QUESTION 44 ON PAGE 21)

Apply to: All teachers.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
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<td>250</td>
<td>1.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>75</td>
<td>0.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1327</td>
<td>8.2%</td>
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RESERVE CODES:
[Nonrespondent] -4
[Survey component legitimate skip/NA] -8
[Missing] -9

TOTALS: 16252 100.0% 100.0%

Importance of intellectual ability to student success (English)

43. Is this part-time work related to the field of education?
Yes
No

Apply to: Teachers who have additional job part-time.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>2524</td>
<td>15.5%</td>
</tr>
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RESERVE CODES:
[Item legitimate skip/NA] -3
[Nonrespondent] -4
[Survey component legitimate skip/NA] -8
[Missing] -9

TOTALS: 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Importance of student’s enthusiasm to student success (English)

44. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. In your opinion, how important is each source of success? (Mark one response on each line)

- **a.** Student’s enthusiasm or perseverance
- **b.** Teacher’s enthusiasm or perseverance

**Note:** This is one of a series of items, a through f.

<table>
<thead>
<tr>
<th>Source: ELS:2002 Teacher Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
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<tr>
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<tr>
<td><em>Extremely important</em></td>
</tr>
<tr>
<td><em>Very important</em></td>
</tr>
<tr>
<td><em>Not very important</em></td>
</tr>
<tr>
<td><em>Not at all important</em></td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
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<tr>
<td>(Missing)</td>
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</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

#### Importance of teacher’s enthusiasm to student success (English)

44. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. In your opinion, how important is each source of success? (Mark one response on each line)

- **c.** Teacher’s use of effective methods of teaching

**Note:** This is one of a series of items, a through f.

<table>
<thead>
<tr>
<th>Source: ELS:2002 Teacher Questionnaire</th>
</tr>
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<tbody>
<tr>
<td>Code</td>
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<tr>
<td>------</td>
</tr>
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<td><em>Extremely important</em></td>
</tr>
<tr>
<td><em>Very important</em></td>
</tr>
<tr>
<td><em>Not very important</em></td>
</tr>
<tr>
<td><em>Not at all important</em></td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
</tr>
<tr>
<td>(Missing)</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

#### Importance of teacher’s attention to student success (English)

44. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. In your opinion, how important is each source of success? (Mark one response on each line)

- **d.** Teacher’s attention to the unique interests and abilities of the student

**Note:** This is one of a series of items, a through f.

<table>
<thead>
<tr>
<th>Source: ELS:2002 Teacher Questionnaire</th>
</tr>
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<tbody>
<tr>
<td>Code</td>
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<td>------</td>
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<tr>
<td><em>Extremely important</em></td>
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<tr>
<td><em>Very important</em></td>
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<td><em>Not very important</em></td>
</tr>
<tr>
<td><em>Not at all important</em></td>
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<tr>
<td><strong>RESERVE CODES:</strong></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
</tr>
<tr>
<td>(Missing)</td>
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</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

#### Importance of teaching methods to student success (English)

44. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. In your opinion, how important is each source of success? (Mark one response on each line)

- **e.** Teacher’s enthusiasm or perseverance

**Note:** This is one of a series of items, a through f.

<table>
<thead>
<tr>
<th>Source: ELS:2002 Teacher Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
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<td>------</td>
</tr>
<tr>
<td><em>Extremely important</em></td>
</tr>
<tr>
<td><em>Very important</em></td>
</tr>
<tr>
<td><em>Not very important</em></td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
</tr>
<tr>
<td>(Missing)</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%
By Teacher Questionnaire (Math)

---

1. Did you teach this student during the fall of 2001?
   Yes (If yes, go to question 2)
   No (If no, skip to question 3)

   Note: The following reserve codes are used throughout the ECB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.

   -1: "Don't know" represents respondents who indicated that they didn't know the answer to the question.
   -2: "Refused" represents respondents who indicated that they refused to answer the question.
   -3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.
   -4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
   -5: "Out of range" represents questionnaire respondents who reported values that are out of range.
   -6: "Multiple response" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
   -7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.
   -8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey); 2) the sample member was not a part of the study at the time of the survey (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).
   -9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

2. How well do you remember this student from the fall semester?
   Very well
   Well
   Don't know
   No

Applies to: Teachers who taught 10th grader in fall 2001.

Source: ELS:2002 Teacher Questionnaire

---

3. Are you teaching this student during the spring of 2002?
   Yes
   No (Do not answer the remaining questions in Part 1 for this student if you did not teach this student in the fall of 2001 either)

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

4. Does this student usually work hard for good grades in your class?
   Yes
   No
   Don't know

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

5. Does this student seem to relate well to other students in your class?
   Yes
   No
   Don't know

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

Student relates well to others (Math)

---

2. How well do you remember this student from the fall semester?
   Very well
   Well
   Not well

Applies to: Teachers who taught 10th grader in fall 2001.

Source: ELS:2002 Teacher Questionnaire

---

Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

G-299
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Spoke to parents about poor performance (math)

6. Is this student exceptionally passive or withdrawn in your class?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>10913</td>
<td>67.1%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>1675</td>
<td>10.3%</td>
</tr>
<tr>
<td>Don’t Know...</td>
<td>-1</td>
<td>71</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Reserve Codes:
- Nonrespondent...
- Multiple response...
- Survey component legitimate skip/NA...
- Missing...

TotaLs: 16252 100.0% 100.0%

#### Spoke to parents about disruptive behavior (math)

8. Have you communicated with this student’s parents this year about the following?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>7937</td>
<td>46.4%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>909</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

Reserve Codes:
- Item legitimate skip/NA...
- Nonrespondent...
- Survey component legitimate skip/NA...
- Missing...

TotaLs: 16252 100.0% 100.0%

#### Spoke to parents about absenteeism (math)

8. Have you communicated with this student’s parents this year about the following?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>738</td>
<td>47.1%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>909</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

Reserve Codes:
- Item legitimate skip/NA...
- Nonrespondent...
- Survey component legitimate skip/NA...
- Missing...

TotaLs: 16252 100.0% 100.0%

#### Spoke to parents about not doing homework (math)

8. Have you communicated with this student’s parents this year about the following?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>6733</td>
<td>40.9%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>909</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

Reserve Codes:
- Item legitimate skip/NA...
- Nonrespondent...
- Survey component legitimate skip/NA...
- Missing...

TotaLs: 16252 100.0% 100.0%

#### Spoke to parents about poor performance (math)

8. Have you communicated with this student’s parents this year about the following?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>6519</td>
<td>40.1%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>3437</td>
<td>21.2%</td>
</tr>
</tbody>
</table>

Reserve Codes:
- Item legitimate skip/NA...
- Nonrespondent...
- Multiple response...
- Survey component legitimate skip/NA...
- Missing...

TotaLs: 16252 100.0% 100.0%

#### Spoke to parents about absenteesim (math)

8. Have you communicated with this student’s parents this year about the following?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>7648</td>
<td>47.3%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>925</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Reserve Codes:
- Item legitimate skip/NA...
- Nonrespondent...
- Survey component legitimate skip/NA...
- Missing...

TotaLs: 16252 100.0% 100.0%
### Spoke to parents about accomplishments (math)

8. Have you communicated with this student’s parents this year about the following?
   - (Yes; No; Not applicable)
   - Student’s accomplishments

Note: This is one of a series of items, a through e.

**Applies to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4975</td>
<td>30.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>724</td>
<td>4.5%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3242</td>
<td>19.9%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>318</td>
<td>2.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Parents’ level of involvement (math)

9. How involved are the parents of this student in his/her academic performance?
   - Very involved
   - Somewhat involved
   - Not involved
   - Don’t know

**Applies to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very involved</td>
<td>1</td>
<td>2328</td>
<td>14.3%</td>
</tr>
<tr>
<td>Somewhat involved</td>
<td>2</td>
<td>3525</td>
<td>21.7%</td>
</tr>
<tr>
<td>Not involved</td>
<td>3</td>
<td>1705</td>
<td>10.7%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>-1</td>
<td>5144</td>
<td>31.7%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3242</td>
<td>19.9%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>107</td>
<td>0.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Difficulty of class for student (math)

10. Is this class too difficult, the appropriate level, or not challenging enough for this student?
   - Too difficult
   - Appropriate level
   - Not challenging enough

**Applies to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too difficult</td>
<td>1</td>
<td>1399</td>
<td>8.6%</td>
</tr>
<tr>
<td>Appropriate level</td>
<td>2</td>
<td>10439</td>
<td>64.2%</td>
</tr>
<tr>
<td>Not challenging enough</td>
<td>3</td>
<td>906</td>
<td>5.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>8387</td>
<td>51.6%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3242</td>
<td>19.9%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>104</td>
<td>0.6%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Has this student fallen behind in school work (math)

12. Has this student fallen behind in school work?
   - Yes
   - No
   - Don’t know

**Applies to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>8304</td>
<td>51.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4335</td>
<td>26.7%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>-1</td>
<td>83</td>
<td>0.5%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3242</td>
<td>19.9%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>107</td>
<td>0.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Health problem that affects school work (math)

11. In your opinion, does this student have a learning-, physical-, or emotional- disability that affects his/her school work?
   - Yes
   - No
   - Don’t know

**Applies to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>8304</td>
<td>51.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4335</td>
<td>26.7%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>-1</td>
<td>83</td>
<td>0.5%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3242</td>
<td>19.9%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>107</td>
<td>0.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Limited proficiency in English language (math)

13. Has this student fallen behind in school work?
   - Yes
   - No
   - Don’t know

**Applies to:** All teachers.

**Source:** ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>8304</td>
<td>51.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4335</td>
<td>26.7%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>-1</td>
<td>83</td>
<td>0.5%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3242</td>
<td>19.9%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>107</td>
<td>0.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Appendix G:

**Base-Year to First Follow-up Electronic Codebook**

---

#### BYTM12B

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>4130</td>
<td>25.4%</td>
<td>97.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>165</td>
<td>1.0%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Nonrespondent} -4 3242 19.9% (MISS)
- {Item legitimate skip/NA} -3 8387 51.6% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing} -9 157 1.0% (MISS)

**TOTALS:** 16452 100.0% 100.0%

---

#### BYTM12C

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>3981</td>
<td>24.5%</td>
<td>92.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>314</td>
<td>1.9%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Nonrespondent} -4 3242 19.9% (MISS)
- {Item legitimate skip/NA} -3 8387 51.6% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing} -9 157 1.0% (MISS)

**TOTALS:** 16352 100.0% 100.0%

---

#### BYTM12D

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>912</td>
<td>5.6%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>3183</td>
<td>20.4%</td>
<td>79.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Item legitimate skip/NA} -3 8387 51.6% (MISS)
- {Nonrespondent} -4 3242 19.9% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing} -9 157 1.0% (MISS)

**TOTALS:** 16452 100.0% 100.0%

---

### BYTM13

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>3023</td>
<td>18.6%</td>
<td>70.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1272</td>
<td>7.8%</td>
<td>29.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Item legitimate skip/NA} -3 8387 51.6% (MISS)
- {Nonrespondent} -4 3242 19.9% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing} -9 157 1.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### BYTM14

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>52</td>
<td>3.1%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Rarely</td>
<td>14</td>
<td>0.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Never</td>
<td>259</td>
<td>1.6%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Nonrespondent} -4 3242 19.9% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing} -9 157 1.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK**

**Appendix G:**

#### TOTALS:

- 16252 100.0% 100.0%

**RESERVE CODES:**

- {Missing} -9 125 0.8% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Nonrespondent} -4 3242 19.9% (MISS)
- {_item legitimate skip/NA} -3 8387 51.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**FORMAT:**

- N2

---

**Note:** No Homework Assigned was given a value of -3.

---

**12. Why has this student fallen behind in school work?**

- {MARK ALL THAT APPLY}
  - BYTM12A Health problem
  - BYTM12B Limited proficiency in English language
  - BYTM12C A disciplinary action
  - BYTM12D Lack of effort
  - BYTM12E Some other reason

**APPLIES TO:** Teachers who report 10th grader is behind in school work.

Source: ELS:2002 Teacher Questionnaire

---

**13. How often does this student complete homework assignments for your class?**

- Never
  - Rarely
  - Some of the time
  - Most of the time
  - All of the time
  - No Homework Assigned
  - Don’t Know

**Note:** No Homework Assigned was given a value of -3.

**APPLIES TO:** All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**14. How often is this student absent from your class?**

- Never
  - Rarely
  - Some of the time
  - Most of the time
  - All of the time
  - Don’t Know

**APPLIES TO:** All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**Note:** No Homework Assigned was given a value of -3.
### BYTM15

**Question:** How often is this student disruptive in your class?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7435</td>
<td>45.7%</td>
<td>57.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>3541</td>
<td>21.8%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>1418</td>
<td>8.7%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>254</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>All of the time</td>
<td>50</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>336.9%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.

### BYTM16

**Question:** How often is this student attentive in your class?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>50</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Rarely</td>
<td>1418</td>
<td>8.7%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>1418</td>
<td>8.7%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>50</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>All of the time</td>
<td>5</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>336.9%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.

### BYTM17

**Question:** Student disruptive behavior in school

<table>
<thead>
<tr>
<th>Condition</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2011</td>
<td>12.4%</td>
<td>16.2%</td>
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<tr>
<td>Yes</td>
<td>1219</td>
<td>7.5%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.

### BYTM18

**Question:** Recommended student for AP/honors classes/academic honors (math)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>No</td>
<td>5492</td>
<td>33.8%</td>
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<tr>
<td>Yes</td>
<td>849</td>
<td>5.2%</td>
<td>13.7%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.

### BYTM18A

**Question:** Spoke to counselor about poor performance (math)

<table>
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<tr>
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<th>Percent</th>
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<tbody>
<tr>
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<td>1207</td>
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<td>7.4%</td>
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</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.

### BYTM19

**Question:** Spoke to counselor about disruptive behavior (math)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>5492</td>
<td>33.8%</td>
<td>32.6%</td>
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<tr>
<td>Yes</td>
<td>1219</td>
<td>7.5%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.

### BYTM35

**Question:** Recommended student for AP/honors classes/academic honors (math)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
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<tr>
<td>No</td>
<td>9333</td>
<td>57.8%</td>
<td>83.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1219</td>
<td>7.5%</td>
<td>16.2%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.

### BYTM38A

**Question:** Spoke to counselor about poor performance (math)

<table>
<thead>
<tr>
<th>Condition</th>
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<th>Percent</th>
<th>Weight</th>
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<tbody>
<tr>
<td>No</td>
<td>5492</td>
<td>33.8%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1219</td>
<td>7.5%</td>
<td>5.4%</td>
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</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.

### BYTM68

**Question:** Spoke to counselor about disruptive behavior (math)

<table>
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<th>Condition</th>
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<th>Weight</th>
</tr>
</thead>
<tbody>
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<td>32.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1219</td>
<td>7.5%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.

### BYTM40

**Question:** Recommended student for AP/honors classes/academic honors (math)

<table>
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<th>Condition</th>
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<th>Percent</th>
<th>Weight</th>
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<td>57.8%</td>
<td>83.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1219</td>
<td>7.5%</td>
<td>16.2%</td>
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</table>

**Source:** ELS:2002 Teacher Questionnaire

** Applies to: All teachers.
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYTM20**  
STUDENT.PUB Rec. 4/5  
---

How far teacher expects student to get in school (math)

20. How far in school do you expect this student to get?

<table>
<thead>
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<th>CODES</th>
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<th>CENT</th>
<th>PCT</th>
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Less than high school graduation

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<th>FREQ</th>
<th>CENT</th>
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<td></td>
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</table>

High school graduation or GED only

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<th>CENT</th>
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<tr>
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</table>

Attend or complete 2-year college/school

<table>
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<th>FREQ</th>
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</table>

Attend college, 4-year degree incomplete

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Graduate from college

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<tr>
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</table>

Obtain Master's degree or equivalent

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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Obtain PhD, MD, other advanced degree

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Don't Know

<table>
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</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

**BYTM22**  
STUDENT.PUB Rec. 4/5  
---

Teacher's sex (math)

22. What is your sex?

<table>
<thead>
<tr>
<th>CODES</th>
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</table>

Female

<table>
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<tr>
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</table>

Male

<table>
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<th>CODES</th>
<th>FREQ</th>
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<th>PCT</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

**BYTM25**  
STUDENT.PUB Rec. 4/5  
---

Teacher's year of birth (math)

25. In what year were you born?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
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Year

<table>
<thead>
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<th>FREQ</th>
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<th>PCT</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Values of 1935 represent birth year of 1935 or earlier; values of 1979 represent birth year of 1979 or later.

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

**BYTM26A**  
STUDENT.PUB Rec. 4/5  
---

Years teaching at elementary level/K-6 (math)

26. Counting this year, how many years have you taught at the elementary and secondary level? Please also note the number of years in total.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Elementary Total (K-6) years

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

**BYTM26B**  
STUDENT.PUB Rec. 4/5  
---

Years teaching at secondary level/7-12 (math)

26. Counting this year, how many years have you taught at the elementary and secondary level? Please also note the number of years in total.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Secondary Total (7-12) years

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM45**  
STUDENT.PUB Rec. 4/5  
---

Teacher's year of birth (math)

25. In what year were you born?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Years teaching at elementary level/K-6 (math)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Years teaching at secondary level/7-12 (math)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**G-304**
### Employment Status in This School/System (Math)

1. **Long-term substitute teacher**
   - Frequency: 3
   - Percentage: 0.8%
   - Weighted Percentage: 1.0%

2. **Regular part-time teacher**
   - Frequency: 2
   - Percentage: 2.2%
   - Weighted Percentage: 1.9%

3. **Regular full-time teacher**
   - Frequency: 1
   - Percentage: 77.2%
   - Weighted Percentage: 97.1%

Source: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Total Years Teaching in This School/System (Math)

1. **{0-40,9.2562/8.803}**
   - Frequency: 12998
   - Percentage: 80.0%
   - Weighted Percentage: 100.0%

2. **{0-40,14.8771/10.7069}**
   - Frequency: 12891
   - Percentage: 79.3%
   - Weighted Percentage: 100.0%

Note: Values of 40 represent 40 or more years of teaching.

Sources: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Type of Certification Held in Math (Math)

1. **Regular or standard certification**
   - Frequency: 10636
   - Percentage: 65.4%
   - Weighted Percentage: 86.6%

2. **Probationary certification**
   - Frequency: 486
   - Percentage: 3.0%
   - Weighted Percentage: 4.1%

3. **Temporary/provisional/emergency certification**
   - Frequency: 708
   - Percentage: 4.4%
   - Weighted Percentage: 5.4%

4. **Probationary certification**
   - Frequency: 486
   - Percentage: 3.0%
   - Weighted Percentage: 4.1%

5. **In program to obtain state certification**
   - Frequency: 250
   - Percentage: 1.5%
   - Weighted Percentage: 1.4%

Note: Values of 40 represent 40 or more years of teaching.

Sources: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Employment Status in This School/System (Math)

1. **Regular full-time teacher**
   - Frequency: 1
   - Percentage: 77.2%
   - Weighted Percentage: 97.1%

2. **Regular part-time teacher**
   - Frequency: 2
   - Percentage: 2.2%
   - Weighted Percentage: 1.9%

3. **Long-term substitute teacher**
   - Frequency: 3
   - Percentage: 0.8%
   - Weighted Percentage: 1.0%

Source: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Total Years Teaching in This School/System (Math)

1. **{0-40,9.2562/8.803}**
   - Frequency: 12998
   - Percentage: 80.0%
   - Weighted Percentage: 100.0%

2. **{0-40,14.8771/10.7069}**
   - Frequency: 12891
   - Percentage: 79.3%
   - Weighted Percentage: 100.0%

Note: Values of 40 represent 40 or more years of teaching.

Sources: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Type of Certification Held in Math (Math)

1. **Regular or standard certification**
   - Frequency: 10636
   - Percentage: 65.4%
   - Weighted Percentage: 86.6%

2. **Probationary certification**
   - Frequency: 486
   - Percentage: 3.0%
   - Weighted Percentage: 4.1%

3. **Temporary/provisional/emergency certification**
   - Frequency: 708
   - Percentage: 4.4%
   - Weighted Percentage: 5.4%

4. **Probationary certification**
   - Frequency: 486
   - Percentage: 3.0%
   - Weighted Percentage: 4.1%

5. **In program to obtain state certification**
   - Frequency: 250
   - Percentage: 1.5%
   - Weighted Percentage: 1.4%

Note: Values of 40 represent 40 or more years of teaching.

Sources: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Employment Status in This School/System (Math)

1. **Regular full-time teacher**
   - Frequency: 1
   - Percentage: 77.2%
   - Weighted Percentage: 97.1%

2. **Regular part-time teacher**
   - Frequency: 2
   - Percentage: 2.2%
   - Weighted Percentage: 1.9%

3. **Long-term substitute teacher**
   - Frequency: 3
   - Percentage: 0.8%
   - Weighted Percentage: 1.0%

Source: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Total Years Teaching in This School/System (Math)

1. **{0-40,9.2562/8.803}**
   - Frequency: 12998
   - Percentage: 80.0%
   - Weighted Percentage: 100.0%

2. **{0-40,14.8771/10.7069}**
   - Frequency: 12891
   - Percentage: 79.3%
   - Weighted Percentage: 100.0%

Note: Values of 40 represent 40 or more years of teaching.

Sources: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Type of Certification Held in Math (Math)

1. **Regular or standard certification**
   - Frequency: 10636
   - Percentage: 65.4%
   - Weighted Percentage: 86.6%

2. **Probationary certification**
   - Frequency: 486
   - Percentage: 3.0%
   - Weighted Percentage: 4.1%

3. **Temporary/provisional/emergency certification**
   - Frequency: 708
   - Percentage: 4.4%
   - Weighted Percentage: 5.4%

4. **Probationary certification**
   - Frequency: 486
   - Percentage: 3.0%
   - Weighted Percentage: 4.1%

5. **In program to obtain state certification**
   - Frequency: 250
   - Percentage: 1.5%
   - Weighted Percentage: 1.4%

Note: Values of 40 represent 40 or more years of teaching.

Sources: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Employment Status in This School/System (Math)

1. **Regular full-time teacher**
   - Frequency: 1
   - Percentage: 77.2%
   - Weighted Percentage: 97.1%

2. **Regular part-time teacher**
   - Frequency: 2
   - Percentage: 2.2%
   - Weighted Percentage: 1.9%

3. **Long-term substitute teacher**
   - Frequency: 3
   - Percentage: 0.8%
   - Weighted Percentage: 1.0%

Source: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Total Years Teaching in This School/System (Math)

1. **{0-40,9.2562/8.803}**
   - Frequency: 12998
   - Percentage: 80.0%
   - Weighted Percentage: 100.0%

2. **{0-40,14.8771/10.7069}**
   - Frequency: 12891
   - Percentage: 79.3%
   - Weighted Percentage: 100.0%

Note: Values of 40 represent 40 or more years of teaching.

Sources: ELS:2002 Teacher Questionnaire

Applies to: All teachers.

### Type of Certification Held in Math (Math)

1. **Regular or standard certification**
   - Frequency: 10636
   - Percentage: 65.4%
   - Weighted Percentage: 86.6%

2. **Probationary certification**
   - Frequency: 486
   - Percentage: 3.0%
   - Weighted Percentage: 4.1%

3. **Temporary/provisional/emergency certification**
   - Frequency: 708
   - Percentage: 4.4%
   - Weighted Percentage: 5.4%

4. **Probationary certification**
   - Frequency: 486
   - Percentage: 3.0%
   - Weighted Percentage: 4.1%

5. **In program to obtain state certification**
   - Frequency: 250
   - Percentage: 1.5%
   - Weighted Percentage: 1.4%

Note: Values of 40 represent 40 or more years of teaching.

Sources: ELS:2002 Teacher Questionnaire

Applies to: All teachers.
Appendix G: Base-Year to First Follow-up Electronic Codebook

30. What academic degree(s) do you hold?

(MARK ALL THAT APPLY)

BYTM30A No degree
BYTM30B Associate degree (A.A., A.S., etc.)
BYTM30C Bachelor's degree (B.A., B.S., etc.)
BYTM30D Education specialist/professional diploma
BYTM30E Master's (M.A., M.S., M.B.A., etc.)
BYTM30F Doctorate (Ph.D., Ed.D., D.P.H., etc.)
BYTM30G First professional (M.D., D.D.S., J.D./L.L.B., etc.)

Note: Question 30 was followed by these instructions: IF YOU DO NOT HAVE A DEGREE OR YOUR HIGHEST DEGREE IS AN ASSOCIATE DEGREE, SKIP TO QUESTION 33 ON PAGE 17. IF YOUR HIGHEST DEGREE IS A BACHELOR'S DEGREE OR HIGHER, GO TO QUESTION 31 ON PAGE 15.

Applies to: All teachers.
Source: ELS:2002 Teacher Questionnaire

<table>
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</table>

RESERVE CODES:

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<th>MTD</th>
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<td>{Missing}</td>
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<td>39</td>
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TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

### Bachelor's degree minor/2nd major (math)

31. What were your major and minor (or 2nd major) fields of study for your bachelor's degree?

<table>
<thead>
<tr>
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<th>No.</th>
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<th>Percent</th>
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<td>Education</td>
<td>3013</td>
<td>171</td>
<td>5.4%</td>
<td>-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2702</td>
<td>687</td>
<td>2.3%</td>
<td>-8</td>
</tr>
<tr>
<td>History/social studies/social science</td>
<td>1557</td>
<td>375</td>
<td>1.4%</td>
<td>-8</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>280</td>
<td>75</td>
<td>0.5%</td>
<td>-8</td>
</tr>
<tr>
<td>Physical education</td>
<td>308</td>
<td>138</td>
<td>0.8%</td>
<td>-8</td>
</tr>
<tr>
<td>Vocational education</td>
<td>52</td>
<td>12</td>
<td>0.3%</td>
<td>-8</td>
</tr>
<tr>
<td>Business</td>
<td>1807</td>
<td>1807</td>
<td>100.0%</td>
<td>-8</td>
</tr>
</tbody>
</table>

Note: Question 31 was followed by these instructions: IF YOUR HIGHEST DEGREE IS A BACHELOR'S DEGREE OR HIGHER, GO TO QUESTION 33 ON PAGE 15.

### Bachelor's degree major (math)

31. What were your major and minor (or 2nd major) fields of study for your bachelor's degree?

<table>
<thead>
<tr>
<th>Major</th>
<th>No.</th>
<th>Yes.</th>
<th>Percent</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>3013</td>
<td>171</td>
<td>5.4%</td>
<td>-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2702</td>
<td>687</td>
<td>2.3%</td>
<td>-8</td>
</tr>
<tr>
<td>History/social studies/social science</td>
<td>1557</td>
<td>375</td>
<td>1.4%</td>
<td>-8</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>280</td>
<td>75</td>
<td>0.5%</td>
<td>-8</td>
</tr>
<tr>
<td>Physical education</td>
<td>308</td>
<td>138</td>
<td>0.8%</td>
<td>-8</td>
</tr>
<tr>
<td>Vocational education</td>
<td>52</td>
<td>12</td>
<td>0.3%</td>
<td>-8</td>
</tr>
<tr>
<td>Business</td>
<td>1807</td>
<td>1807</td>
<td>100.0%</td>
<td>-8</td>
</tr>
</tbody>
</table>

Note: Question 31 was followed by these instructions: IF YOUR HIGHEST DEGREE IS A BACHELOR'S DEGREE OR HIGHER, GO TO QUESTION 33 ON PAGE 15.

### Highest graduate degree major (math)

32. What were your major and minor (or 2nd major) fields of study for your highest graduate qualification?

<table>
<thead>
<tr>
<th>Major</th>
<th>No.</th>
<th>Yes.</th>
<th>Percent</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>3013</td>
<td>171</td>
<td>5.4%</td>
<td>-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2702</td>
<td>687</td>
<td>2.3%</td>
<td>-8</td>
</tr>
<tr>
<td>History/social studies/social science</td>
<td>1557</td>
<td>375</td>
<td>1.4%</td>
<td>-8</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>280</td>
<td>75</td>
<td>0.5%</td>
<td>-8</td>
</tr>
<tr>
<td>Physical education</td>
<td>308</td>
<td>138</td>
<td>0.8%</td>
<td>-8</td>
</tr>
<tr>
<td>Vocational education</td>
<td>52</td>
<td>12</td>
<td>0.3%</td>
<td>-8</td>
</tr>
<tr>
<td>Business</td>
<td>1807</td>
<td>1807</td>
<td>100.0%</td>
<td>-8</td>
</tr>
</tbody>
</table>

Note: Question 31 was followed by these instructions: IF YOUR HIGHEST DEGREE IS A BACHELOR'S DEGREE OR HIGHER, GO TO QUESTION 33 ON PAGE 15.
### Base-Year to First Follow-up Electronic Codebook

#### Appendix G:

#### # graduate math courses taken (math)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>2685</td>
<td>16.3%</td>
</tr>
<tr>
<td>1-3</td>
<td>2</td>
<td>2710</td>
<td>16.7%</td>
</tr>
<tr>
<td>4-6</td>
<td>3</td>
<td>1754</td>
<td>10.8%</td>
</tr>
<tr>
<td>7-9</td>
<td>4</td>
<td>940</td>
<td>5.8%</td>
</tr>
<tr>
<td>10 or more</td>
<td>5</td>
<td>1498</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

#### Source: ELS:2002 Teacher Questionnaire
**Applies to:** All math teachers.

#### # undergraduate math courses taken (math)

<table>
<thead>
<tr>
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<th>Freq</th>
<th>PER-CENT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>128</td>
<td>0.8%</td>
</tr>
<tr>
<td>1-3</td>
<td>2</td>
<td>653</td>
<td>4.3%</td>
</tr>
<tr>
<td>4-6</td>
<td>3</td>
<td>1193</td>
<td>7.9%</td>
</tr>
<tr>
<td>7-9</td>
<td>4</td>
<td>2003</td>
<td>12.3%</td>
</tr>
<tr>
<td>10 or more</td>
<td>5</td>
<td>7817</td>
<td>48.1%</td>
</tr>
</tbody>
</table>

#### Source: ELS:2002 Teacher Questionnaire
**Applies to:** All teachers.

#### # graduate math courses taken (math)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>128</td>
<td>0.8%</td>
</tr>
<tr>
<td>1-3</td>
<td>2</td>
<td>653</td>
<td>4.3%</td>
</tr>
<tr>
<td>4-6</td>
<td>3</td>
<td>1193</td>
<td>7.9%</td>
</tr>
<tr>
<td>7-9</td>
<td>4</td>
<td>2003</td>
<td>12.3%</td>
</tr>
<tr>
<td>10 or more</td>
<td>5</td>
<td>7817</td>
<td>48.1%</td>
</tr>
</tbody>
</table>

#### Source: ELS:2002 Teacher Questionnaire
**Applies to:** All math teachers.

#### How often use computer to create materials (math)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>6</td>
<td>1287</td>
<td>8.3%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>4</td>
<td>3932</td>
<td>25.3%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>5</td>
<td>7817</td>
<td>48.1%</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>614</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

#### Source: ELS:2002 Teacher Questionnaire
**Applies to:** All teachers.

#### How often do you use a computer at home or in school to create instructional materials (math)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>1287</td>
<td>8.3%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>1262</td>
<td>8.1%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>3246</td>
<td>20.9%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>3932</td>
<td>25.3%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>2639</td>
<td>16.2%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>1262</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

#### Source: ELS:2002 Teacher Questionnaire
**Applies to:** All teachers.

---

**Note:** This is one of a series of items, a through d.

---

**Note:** This is one of a series of items, a through n.
35. How often do you use a computer at home or in school to (Mark one response on each line)

<table>
<thead>
<tr>
<th></th>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>1</td>
<td>2598</td>
<td>16.0%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>4325</td>
<td>26.0%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>3853</td>
<td>23.7%</td>
<td>29.6%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>1587</td>
<td>9.8%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>477</td>
<td>2.9%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>124</td>
<td>0.8%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 3013 18.5% [MISS]
- [Survey component legitimate skip/NA] -8 171 1.1% [MISS]
- [Missing] -9 8 0.0% [MISS]

TOTALES: 16252 100.0% 100.0%

35. How often use Web sites to plan lessons (math)

<table>
<thead>
<tr>
<th></th>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>1</td>
<td>180</td>
<td>0.1%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>258</td>
<td>1.6%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>588</td>
<td>3.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>178</td>
<td>1.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>47</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>12</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 3013 18.5% [MISS]
- [Survey component legitimate skip/NA] -8 171 1.1% [MISS]
- [Missing] -9 8 0.0% [MISS]

TOTALES: 16252 100.0% 100.0%

35. How often use research on teaching (math)

<table>
<thead>
<tr>
<th></th>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>1</td>
<td>5760</td>
<td>35.4%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>4612</td>
<td>28.4%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>1019</td>
<td>11.9%</td>
<td>14.0%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>489</td>
<td>3.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>110</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>23</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 3013 18.5% [MISS]
- [Survey component legitimate skip/NA] -8 171 1.1% [MISS]
- [Missing] -9 8 0.0% [MISS]

TOTALES: 16252 100.0% 100.0%
### BYTM3K/student.pub Rec. 4/5

#### How often use computer to give class presentations (math)

<table>
<thead>
<tr>
<th>CODES FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7117</td>
<td>43.8%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>3571</td>
<td>22.0%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>1480</td>
<td>9.1%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>449</td>
<td>2.8%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>599</td>
<td>1.9%</td>
</tr>
<tr>
<td>Every day</td>
<td>81</td>
<td>0.5%</td>
</tr>
<tr>
<td>RESERVE CODES</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- {Missing} | -9 | 130 | 0.8% (MISS)
- {Survey component legitimate skip/NA} | -8 | 171 | 1.1% (MISS)
- {Nonrespondent} | -4 | 3013 | 18.5% (MISS)
- {Missing} | -9 | 236 | 1.5% (MISS)

Note: This is one of a series of items, a through n.

#### Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

### BYTM3K/student.pub Rec. 4/5

#### How often use computer to communicate w/colleagues (math)

<table>
<thead>
<tr>
<th>CODES FREQ</th>
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<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>864</td>
<td>5.3%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>880</td>
<td>5.4%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>1170</td>
<td>7.2%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>1588</td>
<td>9.8%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>1922</td>
<td>11.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>2862</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- {Nonrespondent} | -4 | 3013 | 18.5% (MISS)
- {Survey component legitimate skip/NA} | -8 | 171 | 1.1% (MISS)
- {Missing} | -9 | 169 | 1.1% (MISS)

Note: This is one of a series of items, a through n.

#### Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

### Base-Year to First Follow-up Electronic Codebook

Applies to: All teachers.

---

### Appendix G:

#### Base-Year to First Follow-up Electronic Codebook

Not valid.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

ByTM35N  
**STUDENT.PUB Rec. 4/5**  
Pos. 103-104  
Format: N2  

**How often use computer to post homework/information (math)**

**Note:** This is one of a series of items, a through n.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>10232</td>
<td>63.0%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>1017</td>
<td>6.3%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>866</td>
<td>5.5%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>549</td>
<td>3.4%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>704</td>
<td>4.3%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>1747</td>
<td>10.7%</td>
</tr>
<tr>
<td>RESERVE CODES: [Nonrespondent]</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>92</td>
<td>0.6%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**  
-9 207 1.3% (MISS)  
-8 171 1.1% (MISS)  
-4 3013 18.5% (MISS)

**ByTM38A  
**STUDENT.PUB Rec. 4/5**  
Pos. 109-110  
Format: N2  

**Received training in basic computer skills (math)**

**Note:** This is one of a series of items, a through f.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>0</td>
<td>2546</td>
<td>15.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>10382</td>
<td>63.9%</td>
</tr>
<tr>
<td>RESERVE CODES: [Nonrespondent]</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>140</td>
<td>0.9%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**  
-9 182 1.1% (MISS)  
-8 171 1.1% (MISS)  
-4 3013 18.5% (MISS)

**ByTM38C  
**STUDENT.PUB Rec. 4/5**  
Pos. 111-112  
Format: N2  

**Received training in software applications (math)**

**Note:** This is one of a series of items, a through f.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>2353</td>
<td>14.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>10552</td>
<td>64.9%</td>
</tr>
<tr>
<td>RESERVE CODES: [Nonrespondent]</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>163</td>
<td>1.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**  
-9 163 1.0% (MISS)  
-8 171 1.1% (MISS)  
-4 3013 18.5% (MISS)

**ByTM35N  
**STUDENT.PUB Rec. 4/5**  
Pos. 105-106  
Format: N2  

**Hours of training on teaching special education students (math)**

**Note:** This is one of a series of items, a through f.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
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</thead>
<tbody>
<tr>
<td>0-99</td>
<td>c</td>
<td>12868</td>
<td>79.2%</td>
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<tr>
<td>RESERVE CODES: [Nonrespondent]</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>200</td>
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</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**  
-9 182 1.1% (MISS)  
-8 171 1.1% (MISS)  
-4 3013 18.5% (MISS)

**ByTM35C  
**STUDENT.PUB Rec. 4/5**  
Pos. 107-108  
Format: N2  

**Had eight hours training on teaching LEP students (math)**

**Note:** This is one of a series of items, a through f.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>11643</td>
<td>71.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1218</td>
<td>7.5%</td>
</tr>
<tr>
<td>RESERVE CODES: [Nonrespondent]</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>207</td>
<td>1.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**  
-9 207 1.3% (MISS)  
-8 171 1.1% (MISS)  
-4 3013 18.5% (MISS)

**ByTM38B  
**STUDENT.PUB Rec. 4/5**  
Pos. 115-116  
Format: N2  

**Received training in software applications (math)**

**Note:** This is one of a series of items, a through f.

<table>
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<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
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</thead>
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<td>2654</td>
<td>16.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>10232</td>
<td>63.0%</td>
</tr>
<tr>
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<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>182</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**  
-9 182 1.1% (MISS)  
-8 171 1.1% (MISS)  
-4 3013 18.5% (MISS)

**ByTM38A  
**STUDENT.PUB Rec. 4/5**  
Pos. 109-110  
Format: N2  

**Received training in basic computer skills (math)**

**Note:** This is one of a series of items, a through f.

<table>
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<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
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<td>0</td>
<td>2546</td>
<td>15.7%</td>
</tr>
<tr>
<td>Yes</td>
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<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>140</td>
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</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**  
-9 182 1.1% (MISS)  
-8 171 1.1% (MISS)  
-4 3013 18.5% (MISS)

**ByTM35N  
**STUDENT.PUB Rec. 4/5**  
Pos. 103-104  
Format: N2  

**How often use computer to post homework/information (math)**

**Note:** This is one of a series of items, a through n.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>8073</td>
<td>49.7%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>1017</td>
<td>6.3%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>866</td>
<td>5.5%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>549</td>
<td>3.4%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>704</td>
<td>4.3%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>1747</td>
<td>10.7%</td>
</tr>
<tr>
<td>RESERVE CODES: [Nonrespondent]</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>92</td>
<td>0.6%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**  
-9 207 1.3% (MISS)  
-8 171 1.1% (MISS)  
-4 3013 18.5% (MISS)

**ByTM35C  
**STUDENT.PUB Rec. 4/5**  
Pos. 107-108  
Format: N2  

**Had eight hours training on teaching LEP students (math)**

**Note:** This is one of a series of items, a through f.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>11643</td>
<td>71.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1218</td>
<td>7.5%</td>
</tr>
<tr>
<td>RESERVE CODES: [Nonrespondent]</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>207</td>
<td>1.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**  
-9 207 1.3% (MISS)  
-8 171 1.1% (MISS)  
-4 3013 18.5% (MISS)
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYTM38D STUDENT.PUB Rec. 4/5**

Received training in use of other technology (math)

38. In the last 3 years, have you received training in these areas from any source? (Mark one response on each line)

(Yes; No)

*Note: This is one of a series of items, a through f.*

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM38E STUDENT.PUB Rec. 4/5**

Received training in integrating technology in curriculum (math)

38. In the last 3 years, have you received training in these areas from any source? (Mark one response on each line)

(Yes; No)

e. Integration of computers and other technology into the classroom curriculum

*Note: This is one of a series of items, a through f.*

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM38F STUDENT.PUB Rec. 4/5**

Received follow-up or advanced training (math)

38. In the last 3 years, have you received training in these areas from any source? (Mark one response on each line)

(Yes; No)

f. Follow-up or advanced training

*Note: This is one of a series of items, a through f.*

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM39 STUDENT.PUB Rec. 4/5**

Days missed teaching during 1st semester (math)

39. During the first semester of the current school year, how many days of teaching did you miss for any reason? Number of days

*Note: Values of 40 represent 40 or more days of teaching missed.*

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM40 STUDENT.PUB Rec. 4/5**

Holds additional full-time job (math)

40. In addition to your duties at this school, do you hold any other paying jobs that are full-time at any time of the year? (Mark one response)

Yes, summer only (GO TO QUESTION 41)
Yes, school year only (GO TO QUESTION 41)
Yes, during the entire year (GO TO QUESTION 41)

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM41 STUDENT.PUB Rec. 4/5**

Additional full-time job related to education (math)

41. Is this full-time work related to the field of education? Yes No

Applies to: Teachers who have additional job full-time.

Source: ELS:2002 Teacher Questionnaire

---

G-312
## Importance of intellectual ability to student success (math)

44. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. In your opinion, how important is each source of success? (MARK ONE RESPONSE ON EACH LINE)

- Extremely important
- Very important
- Not very important
- Not at all important

### MARK ONE RESPONSE ON EACH LINE

<table>
<thead>
<tr>
<th>Source</th>
<th>Sample Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Missing</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

### RESERVE CODES:
- [Survey component legitimate skip/NA]
- [Nonrespondent]

### TOTALS:
- 16252

### Note:
- This is one of a series of items, a through f.

### Applies to:
- All teachers.

### Source:
- ELS:2002 Teacher Questionnaire

## Importance of student’s enthusiasm to student success (math)

44. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. In your opinion, how important is each source of success? (MARK ONE RESPONSE ON EACH LINE)

- Extremely important
- Very important
- Not very important
- Not at all important

### MARK ONE RESPONSE ON EACH LINE

<table>
<thead>
<tr>
<th>Source</th>
<th>Sample Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

### RESERVE CODES:
- [Survey component legitimate skip/NA]
- [Nonrespondent]

### TOTALS:
- 16252

### Note:
- This is one of a series of items, a through f.

### Applies to:
- All teachers.

### Source:
- ELS:2002 Teacher Questionnaire

## Importance of teacher’s attention to student success (math)

44. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. In your opinion, how important is each source of success? (MARK ONE RESPONSE ON EACH LINE)

- Extremely important
- Very important
- Not very important
- Not at all important

### MARK ONE RESPONSE ON EACH LINE

<table>
<thead>
<tr>
<th>Source</th>
<th>Sample Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

### RESERVE CODES:
- [Survey component legitimate skip/NA]
- [Nonrespondent]

### TOTALS:
- 16252

### Note:
- This is one of a series of items, a through f.

### Applies to:
- All teachers.

### Source:
- ELS:2002 Teacher Questionnaire
Appendix G:
Base-Year to First Follow-up Electronic Codebook

Importance of teaching methods to student success (math)

> 44. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. In your opinion, how important is each source of success?
>
> (MAKE ONE RESPONSE ON EACH LINE)
>
> a. Teacher’s use of effective methods of teaching
>
> Note: This is one of a series of items, a through f, intended only for math teachers.

<p>| Source: ELS:2002 Teacher Questionnaire |</p>
<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely important</td>
<td>1 4500</td>
<td>26.2%</td>
<td>36.1%</td>
</tr>
<tr>
<td>Very important</td>
<td>2 7998</td>
<td>49.2%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Not very important</td>
<td>3 674</td>
<td>3.9%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Not at all important</td>
<td>4 6</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4 3013</td>
<td>18.5%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8 171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9 183</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS: 16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Importance of teacher’s enthusiasm to student success (math)

> 44. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. In your opinion, how important is each source of success?
>
> (MAKE ONE RESPONSE ON EACH LINE)
>
> b. Teacher’s enthusiasm or perseverance
>
> Note: This is one of a series of items, a through f, intended only for math teachers.

<p>| Source: ELS:2002 Teacher Questionnaire |</p>
<table>
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<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>MTD</th>
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<td>39.7%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Very important</td>
<td>2 6157</td>
<td>37.9%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Not very important</td>
<td>3 265</td>
<td>1.6%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Not at all important</td>
<td>4 47</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4 3013</td>
<td>18.5%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8 171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9 183</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS: 16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

People can learn to be good at math (math)

> 45. How much do you agree or disagree with the following statements?
>
> (MAKE ONE RESPONSE ON EACH LINE)
>
> a. Most people can learn to be good at math.

<p>| Source: ELS:2002 Teacher Questionnaire |</p>
<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1 4663</td>
<td>28.7%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>2 7405</td>
<td>45.6%</td>
<td>56.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3 757</td>
<td>4.7%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4 72</td>
<td>0.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4 3013</td>
<td>18.5%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8 171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9 183</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS: 16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
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</table>

---
**Appendix G:**

**Base-Year to First Follow-up Electronic Codebook**

### BY School Composites

<table>
<thead>
<tr>
<th>BYADMSTA</th>
<th>STUDENT.PUB Rec. 4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. 153-154</td>
<td>Format: N2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Base year administrator questionnaire status</th>
</tr>
</thead>
</table>

School administrator questionnaire status:
- 0 No admin ques completed
- 1 Full admin ques completed
- 2 Abbrev admin ques completed

SAS Code:

```sas
/* BYAVERS indicates whether the respondent completed a full admin ques, an abbreviated admin ques, or if they didn't complete a ques at all. Values are assigned to BYADMSTA accordingly */
if BYAVERS=-4 then
  BYADMSTA=0;
else
  if BYAVERS=2 then
    BYADMSTA=2;
  else
    BYADMSTA=1;
```

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Note: The following reserve codes are used throughout the ECB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.

-1: "Don't know" represents respondents who indicated that they didn't know the answer to the question.
-2: "Refused" represents respondents who indicated that they refused to answer the question.
-3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.
-4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
-5: "Out of range" represents questionnaire respondents who reported values that are out of range.
-6: "Multiple response" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
-7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.
-8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).
-9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Source: ELS:2002 School Administrator Questionnaire

### BYSCMDFG

<table>
<thead>
<tr>
<th>STUDENT.PUB Rec. 4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. 155-156</td>
</tr>
<tr>
<td>Format: N2</td>
</tr>
</tbody>
</table>

| Base year library media center questionnaire flag |

Whether library media center questionnaire completed:
- 0 Not completed
- 1 Completed

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Source: ELS:2002 Library Questionnaire

### BYFTTP

<table>
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<tbody>
<tr>
<td>Pos. 157-158</td>
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</table>

| Number of full-time teachers categorical |

Total number of certified teachers. Continuous on the restricted file; categorical on public use:

<table>
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<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>MWT</th>
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<tr>
<td>1-10</td>
<td>1</td>
<td>1.1%</td>
<td>1.1%</td>
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<tr>
<td>11-20</td>
<td>2</td>
<td>5.1%</td>
<td>4.9%</td>
</tr>
<tr>
<td>21-30</td>
<td>3</td>
<td>8.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>31-45</td>
<td>4</td>
<td>11.3%</td>
<td>9.6%</td>
</tr>
<tr>
<td>46-60</td>
<td>5</td>
<td>13.4%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>
| More than 60 | 6 | 53.5% | 66.1%

RESERVE CODES:

-8 Survey component legitimate skip/NA | 171 1.1% (MISS)
-9 Missing | 825 5.1% (MISS)

TOTALS: 16252 100.0% 100.0%

<table>
<thead>
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<th>BYFTTP</th>
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</thead>
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<tr>
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<tr>
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</table>

| Number of full-time teachers categorical |

Total number of certified teachers. Continuous on the restricted file; categorical on public use:

<table>
<thead>
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<th>MWT</th>
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<tr>
<td>1-10</td>
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<td>2.2%</td>
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<tr>
<td>11-20</td>
<td>2</td>
<td>5.1%</td>
<td>4.1%</td>
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<tr>
<td>21-30</td>
<td>3</td>
<td>8.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>31-45</td>
<td>4</td>
<td>11.3%</td>
<td>9.6%</td>
</tr>
<tr>
<td>46-60</td>
<td>5</td>
<td>13.4%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>
| More than 60 | 6 | 53.5% | 66.1%

RESERVE CODES:

-8 Survey component legitimate skip/NA | 171 1.1% (MISS)
-9 Missing | 825 5.1% (MISS)

TOTALS: 16252 100.0% 100.0%
FI School Composites

--------
F1ADMSTA STUDENT.PUB Rec. 4/5
Pos. 159-160
Full Version:
Format: N2
Source:ELS:2002 First Follow-Up Administrator Questionnaire

F1 School percent free lunch-categorical

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<tr>
<td>400-599 students........................</td>
<td>2</td>
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<tr>
<td>600-799 students........................</td>
<td>3</td>
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<td>7.6%</td>
</tr>
<tr>
<td>800-999 students........................</td>
<td>4</td>
<td>1555</td>
<td>6.5%</td>
</tr>
<tr>
<td>1,000-1,199 students..................</td>
<td>5</td>
<td>987</td>
<td>6.1%</td>
</tr>
<tr>
<td>1,200-1,499 students..................</td>
<td>6</td>
<td>1209</td>
<td>7.6%</td>
</tr>
<tr>
<td>1,600-1,999 students..................</td>
<td>7</td>
<td>1210</td>
<td>7.4%</td>
</tr>
<tr>
<td>2,000-2,499 students..................</td>
<td>8</td>
<td>1221</td>
<td>7.5%</td>
</tr>
<tr>
<td>2,500 or more students................</td>
<td>9</td>
<td>705</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-7: "Missing": 436 2.7% (MISS)
-8: "Survey component legitimate skip/NA": 3825 23.5% (MISS)
-9: "Missing": 774 4.6% (MISS)

TOTALS:
16252 100.0% 100.0%

FI School percent free lunch-categorical

Percent of students receiving free or reduced-price lunch. Percentages categorised for public use file.

- 1-5% receive free, reduced-price lunch

- 2 6-10% receive free, reduced-price lunch

- 3 11-20% receive free, reduced-price lunch

- 4 21-30% receive free, reduced-price lunch

- 5 31-50% receive free, reduced-price lunch

- 6 51-75% receive free, reduced-price lunch

- 7 76-100% receive free, reduced-price lunch

Programming Notes: F1SCFLP is taken from the school file and replicated across each student belonging to that school.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Source:ELS:2002 First Follow-Up Administrator Questionnaire

---

FI School enrollment-administrator qmx-categorical

Total school enrollment from school questionnaire. Public use version is categorical.

- 1 School enrollment from 1-399

- 2 School enrollment from 400-599

- 3 School enrollment from 600-799

- 4 School enrollment from 800-999

- 5 School enrollment from 1000-1199

- 6 School enrollment from 1200-1599

- 7 School enrollment from 1600-1999

- 8 School enrollment from 2000-2499

- 9 School enrollment greater than or equal to 2500

Programming Notes: F1SCE is taken from the school file and replicated across each student belonging to that school.

SAS Code:
/* Total school enrollment is taken from the Admin questionnaire */
BY SCENP is categorized, based on enrollment, into nine different categories (if F1A01 non-missing)/
IF 1<=F1A01<=399 THEN F1SCENP=1;
else IF 400<=F1A01<=499 THEN F1SCENP=2;
else IF 500<=F1A01<=599 THEN F1SCENP=3;
else IF 600<=F1A01<=699 THEN F1SCENP=4;
else IF 700<=F1A01<=799 THEN F1SCENP=5;
else IF 800<=F1A01<=899 THEN F1SCENP=6;
else IF 900<=F1A01<=999 THEN F1SCENP=7;
else IF 1000<=F1A01<=1499 THEN F1SCENP=8;
else IF 1500<=F1A01<=2499 THEN F1SCENP=9;
else F1SCENP=-9; /* missing */

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Source:ELS:2002 First Follow-Up Administrator Questionnaire

---

Appendix G:
Base-Year to First Follow-up Electronic Codebook
### Appendix G: Base-Year to First Follow-up Electronic Codebook

**FI FTTP STUDENT.PUB Rec. 4/5**

**Pos. 165-166**

**Format: N2**

**FI Number of full-time teachers categorical**

Total number of certified teachers. Continuous on the restricted file; categorical on public use:

- 0-10
- 11-20
- 21-30
- 21-35
- 46-60
- 61-75
- 76-100
- 101-150
- More than 150

Note: FI FTTP includes expanded categories beyond BY FTTP categories. Value 6 from BY FTTP maps to values 6-9 in FI FTTP.

Note: This school level variable is replicated on the student file for all FI responding students attending the sampled school as of spring 2004.

**Source:** ELS:2002 First Follow-up Administrator Questionnaire

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</thead>
<tbody>
<tr>
<td>0-10</td>
<td>185</td>
<td>1.1%</td>
<td>0.7%</td>
</tr>
<tr>
<td>11-20</td>
<td>628</td>
<td>3.9%</td>
<td>3.5%</td>
</tr>
<tr>
<td>21-30</td>
<td>991</td>
<td>6.1%</td>
<td>6.5%</td>
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<tr>
<td>21-35</td>
<td>1717</td>
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<td>11.1%</td>
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<td>46-60</td>
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<td>13.3%</td>
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<td>61-75</td>
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</tr>
<tr>
<td>76-100</td>
<td>2187</td>
<td>13.5%</td>
<td>21.4%</td>
</tr>
<tr>
<td>101-150</td>
<td>2114</td>
<td>13.0%</td>
<td>22.2%</td>
</tr>
<tr>
<td>More than 150</td>
<td>765</td>
<td>4.7%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Nonrespondent: -4, 565, 3.5% [MISS]
- Survey component legitimate skip/NA: -8, 3825, 23.5% [MISS]
- Missing: -9, 274, 1.7% [MISS]

**TOTALS:** 16352, 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

**BYA54 STUDENT.PUB Rec. 4/5**

Pos. 170-171

Format: R2

Way of teaching students with different abilities

4. Which of the following statements best describes your school's approach to providing instruction in your core curriculum to students who come to you with different abilities, learning rates, interests or motives (do not include Special Education students when considering your answer)?

(MARK ONE RESPONSE)

We offer differentiated courses in our core curriculum but students have open access to any course provided they have taken the required prerequisite(s).

We offer differentiated courses and do not offer differentiated groups in our core curriculum.

We offer a variety of undifferentiated courses in our core curriculum, and students have open access to any course provided they have taken the required prerequisite(s).

Other

Note: This question contained a footnote with the following text:

**DEFINITIONS**

Ability levels - the distinction among students, or courses, on the basis of the students' learning aptitudes or past academic achievements, or each course's adaptation to students' levels of readiness and learning rates.

Core curriculum - courses in English, Math, Science, and Social Studies that students can choose from in order to fulfill the school district's graduation requirements.

Differentially courses - courses that fulfill the same requirements in the core curriculum but differ in terms of content, quantity and/or intensity of work, or expectations regarding independent work.

Differently grouping - a school's approach to providing instruction to students who have been grouped because of similar learning aptitudes or past academic achievements for the purpose of academics through instruction in core curriculum areas that is geared to their abilities in terms of content, quantity and/or intensity of work, or expectations regarding independent work.

Undifferentiated courses - courses that are equivalent in terms of content, quantity and/or intensity of work, or expectations regarding independent work, and are open to students who may have widely differing learning aptitudes or past academic achievements.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Note: The following reserve codes are used throughout the ECB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.

-1: "Don't know" represents respondents who indicated that they didn't know the answer to the question.

-2: "Refused" represents respondents who indicated that they refused to answer the question.

-3: "Item legitimate skip/NA" is filled for questions that are not administered based on reading level; i.e., the items are not applicable based on responses to prior questions.

-4: "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.

-5: "Out of range" represents questionnaire respondents who reported values that are out of range.

-6: "Multiple response" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.

-7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.

-8: "Survey component legitimate skip/NA" is filled for all items with a survey component for sample members who were not administered that component by design for one of the reasons listed: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).

-9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

---

**BYA55 STUDENT.PUB Rec. 4/5**

Pos. 169-170

Format: R2

Crime in students' neighborhood

5. How would you describe the crime level in the neighborhood(s) in which your students live? (MAKE ONE RESPONSE)

(MARK ONE RESPONSE)

High level of crime

Moderate level of crime

Low level of crime

Mixed levels of crime

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

---

**BYA56 STUDENT.PUB Rec. 4/5**

Pos. 171-172

Format: R2

Type of academic calendar

6. What kind of academic calendar does your high school have? (MAKE ONE RESPONSE)

Semester system

Trimester system

Quarter system

Other

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

---

**BYA57 STUDENT.PUB Rec. 4/5**

Pos. 173-175

Format: R3

# of days in school year for 10th graders

7. How many days are in the school year for 10th grade students in your school?

Note: This school level variable is replicated on the student file for all BY eligible sample members. Values greater than 190 applied.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

---

**Appendix G:** Base-Year to First Follow-up Electronic Codebook
# class periods in day for 10th graders
8. How many class periods are in the school day for the average 10th grade student in your school?
(MARK ONE RESPONSE)
One
Two
Three
Four
Five
Six
Seven
Eight
Nine

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

## CODES

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<thead>
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<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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<tr>
<td>4</td>
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<td>5</td>
<td>104</td>
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</tr>
<tr>
<td>6</td>
<td>3576</td>
<td>22.0%</td>
<td>24.7%</td>
</tr>
<tr>
<td>7</td>
<td>4283</td>
<td>26.4%</td>
<td>25.0%</td>
</tr>
<tr>
<td>8</td>
<td>2463</td>
<td>15.2%</td>
<td>14.4%</td>
</tr>
<tr>
<td>9</td>
<td>616</td>
<td>3.8%</td>
<td>3.1%</td>
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<table>
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<th>FREQ</th>
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<td>174</td>
<td>1.1%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>118</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

# of minutes of average 10th grade period
9. How many minutes is the average class period for 10th grade students in your school?

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

## CODES

<table>
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<th>CENT</th>
<th>PCT</th>
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<td>5</td>
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<td>3576</td>
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<tr>
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<td>25.0%</td>
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<td>8</td>
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<td>9</td>
<td>616</td>
<td>3.8%</td>
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<tbody>
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<td>-4</td>
<td>174</td>
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</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>118</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

Typical semester class load for 10th graders
10. What is a typical full academic class load for 10th grade students in your school?
(MARK ONE RESPONSE)
Two classes
Three classes
Four classes
Five classes
Six classes
Seven classes
Eight classes
Nine classes

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

## CODES

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<td>681</td>
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<td>4.3%</td>
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<td>6</td>
<td>5066</td>
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<td>17.7%</td>
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<td>29.9%</td>
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<td>9</td>
<td>215</td>
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<th>CENT</th>
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</thead>
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<td>-4</td>
<td>174</td>
<td>1.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>1829</td>
<td>11.3%</td>
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<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>43</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

% in work study program
12. In the first half of the current school year, about what percentage of your student body participated in the following programs? If the school does not have a program, mark the appropriate circle.

Note: This is one in a series of items, a through i.

Apply to: Respondents whose school has a work-study program.
Source: ELS:2002 School Administrator Questionnaire

## CODES

<table>
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<tbody>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>43</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYA12C STUDENT.PUB Rec. 4/5  
Pos. 191-193  
Format: N3

% in academic counseling program

12. In the first half of the current school year, about what percentage of your student body participated in the following programs? If the school does not have a program, mark the appropriate circle.

Academic counseling

Note: This is one in a series of items, a through i.

Applicable to: Respondents whose school has academic counseling program.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
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<th>PERCENT</th>
<th>MWT</th>
<th>PCT</th>
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<td>c</td>
<td>99</td>
<td>0.0%</td>
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</table>

RESERVE CODES:

[Item legitimate skip/NA] -3 433 2.7% (MISS)
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 347 2.1% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA12D STUDENT.PUB Rec. 4/5  
Pos. 194-196  
Format: N3

% in vocational counseling program

12. In the first half of the current school year, about what percentage of your student body participated in the following programs? If the school does not have a program, mark the appropriate circle.

Vocational counseling

Note: This is one in a series of items, a through i.

Applicable to: Respondents whose school has vocational counseling program.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>MWT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100,47.7715/34.8874]</td>
<td>c</td>
<td>10522 64.5% 100.0%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Item legitimate skip/NA] -3 3084 19.0% (MISS)
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 401 2.3% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA12E STUDENT.PUB Rec. 4/5  
Pos. 197-199  
Format: N3

% in dropout prevention program

12. In the first half of the current school year, about what percentage of your student body participated in the following programs? If the school does not have a program, mark the appropriate circle.

Dropout prevention

Note: This is one in a series of items, a through i.

Applicable to: Respondents whose school has a dropout prevention program.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>MWT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100,19.6127/28.6173]</td>
<td>c</td>
<td>7659 47.1% 100.0%</td>
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</tbody>
</table>

RESERVE CODES:

[Item legitimate skip/NA] -3 6069 37.3% (MISS)
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 350 2.1% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA12F STUDENT.PUB Rec. 4/5  
Pos. 200-202  
Format: N3

% in gang prevention program

12. In the first half of the current school year, about what percentage of your student body participated in the following programs? If the school does not have a program, mark the appropriate circle.

Gang prevention

Note: This is one in a series of items, a through i.

Applicable to: Respondents whose school has a gang prevention program.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>MWT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100,23.3594/33.6417]</td>
<td>c</td>
<td>9561 61.3% 100.0%</td>
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</tr>
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</table>

RESERVE CODES:

[Item legitimate skip/NA] -3 174 1.1% (MISS)
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 384 2.4% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA12G STUDENT.PUB Rec. 4/5  
Pos. 203-205  
Format: N3

% in alcohol/drug prevention program

12. In the first half of the current school year, about what percentage of your student body participated in the following programs? If the school does not have a program, mark the appropriate circle.

Alcohol/Drug prevention

Note: This is one in a series of items, a through i.

Applicable to: Respondents whose school has alcohol-drug prevention program.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>MWT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100,43.6878/37.7868]</td>
<td>c</td>
<td>11460 70.5% 100.0%</td>
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</tr>
</tbody>
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RESERVE CODES:

[Item legitimate skip/NA] -3 2113 13.0% (MISS)
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 505 3.1% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA12H STUDENT.PUB Rec. 4/5  
Pos. 206-208  
Format: N3

% in AIDS education program

12. In the first half of the current school year, about what percentage of your student body participated in the following programs? If the school does not have a program, mark the appropriate circle.

AIDS education

Note: This is one in a series of items, a through i.

Applicable to: Respondents whose school has AIDS education program.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>MWT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100,42.6911/32.8695]</td>
<td>c</td>
<td>9779 60.2% 100.0%</td>
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</tr>
</tbody>
</table>

RESERVE CODES:

[Item legitimate skip/NA] -3 3854 23.7% (MISS)
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 445 2.7% (MISS)

TOTALS: 16252 100.0% 100.0%
12. In the first half of the current school year, about what percentage of your 10th grade students participated in the following programs? If they do not have a program, mark the appropriate circle.

Crisis prevention

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose school has a crisis prevention program.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

13. When students are absent without an excuse, are parents notified?

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

14. Approximately what percentage of your 10th grade students are in each of the following instructional programs? (Write "000" if no 10th grade students are in a given program.)

College prep, academic, or specialized academic (such as science or math)

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

15. Approximately what percentage of your 10th grade students is in each of the following instructional programs? (Write "000" if no 10th grade students are in a given program.)

Vocational, technical or business program

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

10th graders in college prep program

10th graders in other specialized programs

10th graders in general high school program

10th graders in voc/tech/business program

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYA14E STUDENT.PUB Rec. 4/5  
Pos. 226-228  
Format: N3

% 10th graders in special ed program

14. Approximately what percentage of your 10th grade students is in each of the following instructional programs? (Write "000" if no 10th grade students are in a given program.)

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
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<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
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</thead>
<tbody>
<tr>
<td>0-100,9.2592/9.0928</td>
<td>c</td>
<td>15011</td>
<td>92.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
(Nonrespondent)............. -4 174 1.1% (MISS)
(Survey component legitimate skip/NA)...... -8 171 1.1% (MISS)
(Missing).................. -9 896 5.5% (MISS)

TOTALS:
16252 100.0% 100.0%

---

BYA14F STUDENT.PUB Rec. 4/5  
Pos. 229-231  
Format: N3

% 10th graders in alternative program

14. Approximately what percentage of your 10th grade students is in each of the following instructional programs? (Write "000" if no 10th grade students are in a given program.)

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
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<tbody>
<tr>
<td>0-100,1.3954/6.208</td>
<td>c</td>
<td>12772</td>
<td>78.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
(Nonrespondent)............. -4 174 1.1% (MISS)
(Partial interview-breakoff)...... -7 1829 11.3% (MISS)
(Survey component legitimate skip/NA)...... -8 171 1.1% (MISS)
(Missing).................. -9 1306 8.0% (MISS)

TOTALS:
16252 100.0% 100.0%

---

BYA14G STUDENT.PUB Rec. 4/5  
Pos. 232-234  
Format: N3

% 10th graders receive bilingual education

14. Approximately what percentage of your 10th grade students is in each of the following instructional programs? (Write "000" if no 10th grade students are in a given program.)

Bilingual education

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
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<tbody>
<tr>
<td>0-100,3.6478/13.333</td>
<td>c</td>
<td>12723</td>
<td>78.3%</td>
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</tbody>
</table>

RESERVE CODES:
(Nonrespondent)............. -4 174 1.1% (MISS)
(Partial interview-breakoff)...... -7 1829 11.3% (MISS)
(Survey component legitimate skip/NA)...... -8 171 1.1% (MISS)
(Missing).................. -9 1355 8.3% (MISS)

TOTALS:
16252 100.0% 100.0%

---

BYA14H STUDENT.PUB Rec. 4/5  
Pos. 235-237  
Format: N3

% 10th graders receive ESL

14. Approximately what percentage of your 10th grade students is in each of the following instructional programs? (Write "000" if no 10th grade students are in a given program.)

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
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<tr>
<td>0-100,3.6284/8.1098</td>
<td>c</td>
<td>12986</td>
<td>79.9%</td>
</tr>
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RESERVE CODES:
(Nonrespondent)............. -4 174 1.1% (MISS)
(Partial interview-breakoff)...... -7 1829 11.3% (MISS)
(Survey component legitimate skip/NA)...... -8 171 1.1% (MISS)
(Missing).................. -9 1092 6.7% (MISS)

TOTALS:
16252 100.0% 100.0%

---

BYA14I STUDENT.PUB Rec. 4/5  
Pos. 239-240  
Format: N3

% 10th graders receive remedial reading

14. Approximately what percentage of your 10th grade students is in each of the following instructional programs? (Write "000" if no 10th grade students are in a given program.)

Remedial reading

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
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<th>CODES</th>
<th>FREQ</th>
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<tr>
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<td>13062</td>
<td>80.4%</td>
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</table>

RESERVE CODES:
(Nonrespondent)............. -4 174 1.1% (MISS)
(Partial interview-breakoff)...... -7 1829 11.3% (MISS)
(Survey component legitimate skip/NA)...... -8 171 1.1% (MISS)
(Missing).................. -9 1016 6.3% (MISS)

TOTALS:
16252 100.0% 100.0%

---

BYA14J STUDENT.PUB Rec. 4/5  
Pos. 241-243  
Format: N3

% 10th graders receive remedial math

14. Approximately what percentage of your 10th grade students is in each of the following instructional programs? (Write "000" if no 10th grade students are in a given program.)

Remedial math

Note: This is one in a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-70,5.845/9.4679</td>
<td>c</td>
<td>12844</td>
<td>79.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
(Nonrespondent)............. -4 174 1.1% (MISS)
(Partial interview-breakoff)...... -7 1829 11.3% (MISS)
(Survey component legitimate skip/NA)...... -8 171 1.1% (MISS)
(Missing).................. -9 1234 7.6% (MISS)

TOTALS:
16252 100.0% 100.0%

---

G-322
Students develop career plan

15. Do students in your school engage in each of the following activities during their high school years?  
(MARK ONE RESPONSE ON EACH LINE)  
(No, students do not do this; Yes, some students do this; Yes, all students do this)  
a. Development of a career plan (i.e., a written plan of study based on the student's career interests)  
Yes (GO TO QUESTION 17 ON PAGE 7)  
No (SKIP TO QUESTION 18 ON PAGE 8)  
Note: This is one in a series of items, a through c.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTGT</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>12735</td>
<td>78.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Not offered............................. 3 5209 32.1% 48.2%
Offered on site......................... 1 3753 23.1% 36.7%

RESERVE CODES:
- [Nonrespondent] -4 174 1.1% (MISS)
- [Partial interview-breakoff] -7 1829 11.3% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 1343 8.3% (MISS)

TOTALS: 16252 100.0% 100.0%

Students select career major/pathway

15. Do students in your school engage in each of the following activities during their high school years?  
(MARK ONE RESPONSE ON EACH LINE)  
(No, students do not do this; Yes, some students do this; Yes, all students do this)  
b. Selection of a student career major or pathway that specifies students do this)  
Note: This is one in a series of items, a through c.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTGT</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>12735</td>
<td>78.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

No, students do not do this............. 1 4048 24.9% 26.1%
Yes, some students do this.............. 2 7503 46.2% 59.0%
Yes, all students do this............ 3 2140 13.2% 14.9%

RESERVE CODES:
- [Nonrespondent] -4 174 1.1% (MISS)
- [Partial interview-breakoff] -7 1829 11.3% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 387 2.4% (MISS)

TOTALS: 16252 100.0% 100.0%

Vocational-technical programs offered

16. Are any vocational-technical programs or services offered at your school?  
Yes (GO TO QUESTION 17 ON PAGE 7)  
No (SKIP TO QUESTION 18 ON PAGE 8)  
Note: This is one in a series of items, a through c.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<th>WTGT</th>
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</thead>
<tbody>
<tr>
<td>c</td>
<td>12735</td>
<td>78.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

No, students do not do this............. 1 4048 24.9% 26.1%
Yes, some students do this.............. 2 7503 46.2% 59.0%
Yes, all students do this............ 3 2140 13.2% 14.9%

RESERVE CODES:
- [Nonrespondent] -4 174 1.1% (MISS)
- [Partial interview-breakoff] -7 1829 11.3% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 387 2.4% (MISS)

TOTALS: 16252 100.0% 100.0%

Agriculture/renewable resource courses offered

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes, one or more courses in that program area are offered at your school.  
No (SKIP TO QUESTION 18 ON PAGE 8)  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has vot-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTGT</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>12735</td>
<td>78.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

No offered on site................. 1 3211 19.8% 26.7%
No offered at area vocational school 2 1349 8.3% 15.1%
Not offered...................... 3 5209 32.1% 48.2%

RESERVE CODES:
- [Item legitimate skip/NA] -3 1753 23.3% 16.7%
- [Nonrespondent] -4 174 1.1% (MISS)
- [Partial interview-breakoff] -7 1829 11.3% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 556 3.4% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

**BYA17B**

Student Pub Rec. 4/5

Pos. 257-258

Format: N2

Business courses offered

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

*(MARK ONE RESPONSE ON EACH LINE)*

- **Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered**
- **Business**

Note: This is one in a series of items, a through r.

Source: ELS:2002 School Administrator Questionnaire

Applies to: Respondents whose school has voc-tech programs or services.

---

**BYA17C**

Student Pub Rec. 4/5

Pos. 259-260

Format: N2

Marketing/distribution courses offered

---

**BYA17D**

Student Pub Rec. 4/5

Pos. 261-262

Format: N2

Health care courses offered

---

**BYA17E**

Student Pub Rec. 4/5

Pos. 257-258

Format: N2

Public/protective service courses offered

---

**BYA17F**

Student Pub Rec. 4/5

Pos. 263-264

Format: N2

---

**Total Codes**

16252

100.0%

100.0%

--------

**RESERVE CODES**

-9

475
4.0%
4.5%

-8

171
1.1%
MISS

-7

1829
11.3%
MISS

-4

174
1.1%
MISS

-6

171
1.1%
MISS

-3

3211
19.8%
MISS

---

**Total Codes**

16252

100.0%

100.0%

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Note: This is one in a series of items, a through r.
17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

(MARK ONE RESPONSE ON EACH LINE)

(Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered)

f. Construction trades

Note: This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

---

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

(MARK ONE RESPONSE ON EACH LINE)

(Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered)

g. Mechanics and repair

Note: This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

---

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

(MARK ONE RESPONSE ON EACH LINE)

(Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered)

h. Precision production (e.g., drafting, graphics, metals/ woods/ plastics)

Note: This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

---

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

(MARK ONE RESPONSE ON EACH LINE)

(Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered)

i. Trade and industry, transportation and material moving

Note: This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

---

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

(MARK ONE RESPONSE ON EACH LINE)

(Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered)

j. Trade, industry, transportation and material moving

Note: This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

---
### Appendix G:
Base-Year to First Follow-up Electronic Codebook

#### Computer technology courses offered

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

<table>
<thead>
<tr>
<th>MARK ONE RESPONSE ON EACH LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered)</td>
</tr>
</tbody>
</table>

j. Computer technology

Note: This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8388</td>
<td>51.6%</td>
<td>83.5%</td>
</tr>
<tr>
<td>2</td>
<td>1386</td>
<td>8.5%</td>
<td>13.4%</td>
</tr>
<tr>
<td>3</td>
<td>380</td>
<td>2.3%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

#### Other technology courses offered

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

<table>
<thead>
<tr>
<th>MARK ONE RESPONSE ON EACH LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered)</td>
</tr>
</tbody>
</table>

1. Other technology

Note: This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
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<th>PCT</th>
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<tbody>
<tr>
<td>1</td>
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<td>23.8%</td>
<td>34.4%</td>
</tr>
<tr>
<td>2</td>
<td>2367</td>
<td>14.6%</td>
<td>25.2%</td>
</tr>
<tr>
<td>3</td>
<td>3622</td>
<td>22.3%</td>
<td>34.4%</td>
</tr>
</tbody>
</table>

#### Communication technology courses offered

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

<table>
<thead>
<tr>
<th>MARK ONE RESPONSE ON EACH LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered)</td>
</tr>
</tbody>
</table>

k. Communication technology

Note: This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
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<tr>
<td>2</td>
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<td>17.9%</td>
</tr>
<tr>
<td>3</td>
<td>3807</td>
<td>23.4%</td>
<td>33.0%</td>
</tr>
</tbody>
</table>

#### Food service and hospitality courses offered

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

<table>
<thead>
<tr>
<th>MARK ONE RESPONSE ON EACH LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered)</td>
</tr>
</tbody>
</table>

l. Food service and hospitality

Note: This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
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<th>PCT</th>
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</thead>
<tbody>
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<td>20.7%</td>
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</tr>
<tr>
<td>2</td>
<td>3487</td>
<td>21.5%</td>
<td>34.7%</td>
</tr>
<tr>
<td>3</td>
<td>3533</td>
<td>21.7%</td>
<td>30.4%</td>
</tr>
</tbody>
</table>

#### Other technology courses offered

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3669</td>
<td>23.8%</td>
<td>34.4%</td>
</tr>
<tr>
<td>2</td>
<td>2367</td>
<td>14.6%</td>
<td>25.2%</td>
</tr>
<tr>
<td>3</td>
<td>3622</td>
<td>22.3%</td>
<td>34.4%</td>
</tr>
</tbody>
</table>

---

**Appendix G: Base-Year to First Follow-up Electronic Codebook**

**TOTALS:** 16252 100.0% 100.0%

**RESERVE CODES:**
- {Missing}............................ -9 463 2.8% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Partial interview-breakoff}......... -7 1829 11.3% (MISS)
- {Multiple response}.................. -6 419 2.6% (MISS)
- {Nonrespondent}...................... -4 174 1.1% (MISS)
- {Item legitimate skip/NA}............ -3 3211 19.8% (MISS)

**Note:** This school level variable is replicated on the student file for all BY eligible sample members.

**Note:** This is one in a series of items, a through r.
### Personal and other services courses offered

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

(MARK ONE RESPONSE ON EACH LINE)

- Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered

Note: This is one in a series of items, a through r.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTID</th>
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</thead>
<tbody>
<tr>
<td>Offered on site</td>
<td>1</td>
<td>5404</td>
<td>13.3%</td>
</tr>
<tr>
<td>Offered at area vocational school</td>
<td>2</td>
<td>2233</td>
<td>13.7%</td>
</tr>
<tr>
<td>Not offered</td>
<td>3</td>
<td>2756</td>
<td>21.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA]........... -3 3211 19.8% (MISS)
- [Nonrespondent]..................... -4 174 1.1% (MISS)
- [Multiple response]............... -6 143 0.9% (MISS)
- [Partial interview-breakoff]....... -7 1829 11.2% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing].......................... -9 331 2.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### Other occupational courses offered

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

(MARK ONE RESPONSE ON EACH LINE)

- Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered
- Other occupational program

Note: This is one in a series of items, a through r.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<td>2061</td>
<td>12.7%</td>
</tr>
<tr>
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</tr>
<tr>
<td>Not offered</td>
<td>3</td>
<td>4158</td>
<td>25.6%</td>
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</table>

**RESERVE CODES:**
- [Item legitimate skip/NA]........... -3 3211 19.8% (MISS)
- [Nonrespondent]..................... -4 174 1.1% (MISS)
- [Multiple response]............... -6 27 0.2% (MISS)
- [Partial interview-breakoff]....... -7 1829 11.2% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing].......................... -9 1056 6.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### Family/consumer sciences courses offered

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

(MARK ONE RESPONSE ON EACH LINE)

- Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered
- Other occupational program

Note: This is one in a series of items, a through r.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<th>WTID</th>
</tr>
</thead>
<tbody>
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<td>7777</td>
<td>47.9%</td>
</tr>
<tr>
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</tr>
<tr>
<td>Not offered</td>
<td>3</td>
<td>5226</td>
<td>30.3%</td>
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**RESERVE CODES:**
- [Item legitimate skip/NA]........... -3 3211 19.8% (MISS)
- [Nonrespondent]..................... -4 174 1.1% (MISS)
- [Multiple response]............... -6 89 0.5% (MISS)
- [Partial interview-breakoff]....... -7 1829 11.2% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing].......................... -9 404 2.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

---
**BYA17R**  
**STUDENT. PUB** Rec. 4/5  
**Pos. 289-290**  
**Format: N2**

**Industrial arts/technology courses offered**

17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.
   (MARK ONE RESPONSE ON EACH LINE)
   (Offered on site at your school; Not Offered; Offered off site at an area/ regional vocational school; Not Offered)
   - Industrial arts/technology education

*Note:* This is one in a series of items, a through r.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

---
**BYA18A**  
**STUDENT. PUB** Rec. 4/5  
**Pos. 291-292**  
**Format: N2**

**Cooperative education offered to 10th graders**

18. For each work-based learning experience program or service, indicate whether or not it is offered to 10th graders at your school.
   (MARK ONE RESPONSE ON EACH LINE)
   a. Cooperative education (work experience that is part of a vocational class and for which you earn class credit)

*Note:* This is one in a series of items, a through f.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

---
**BYA18B**  
**STUDENT. PUB** Rec. 4/5  
**Pos. 293-294**  
**Format: N2**

**Internships offered to 10th graders**

18. For each work-based learning experience program or service, indicate whether or not it is offered to 10th graders at your school.
   (MARK ONE RESPONSE ON EACH LINE)
   b. Internship (work experience arranged by your school, but not necessarily part of a vocational class)

*Note:* This is one in a series of items, a through f.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

---
**BYA18C**  
**STUDENT. PUB** Rec. 4/5  
**Pos. 295-296**  
**Format: N2**

**Job shadowing offered to 10th graders**

18. For each work-based learning experience program or service, indicate whether or not it is offered to 10th graders at your school.
   (MARK ONE RESPONSE ON EACH LINE)
   c. Job shadowing or work-site visits (school-arranged visits to work places to observe one worker or many workers)

*Note:* This is one in a series of items, a through f.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

---
**BYA18D**  
**STUDENT. PUB** Rec. 4/5  
**Pos. 297-298**  
**Format: N2**

**Mentoring offered to 10th graders**

18. For each work-based learning experience program or service, indicate whether or not it is offered to 10th graders at your school.
   (MARK ONE RESPONSE ON EACH LINE)
   d. Mentoring (a school-arranged match with an adult in your career area for advice and support)

*Note:* This is one in a series of items, a through f.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

---
**BYA18E**  
**STUDENT. PUB** Rec. 4/5  
**Pos. 299-300**  
**Format: N2**
18. For each work-based learning experience program or service, indicate whether or not it is offered to 10th graders at your school:

- [ ] Community service (volunteer work arranged by your school to support your local community)

Note: This is one in a series of items, a through f.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

RESERVE CODES:

- [ ] Item legitimate skip/NA
- [ ] Partial interview-breakoff
- [ ] Nonrespondent

BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK

Appendix G:
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

<table>
<thead>
<tr>
<th>CODES</th>
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<th>WTGT</th>
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</tr>
<tr>
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<td>1</td>
<td>12479</td>
<td>78.4%</td>
</tr>
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</table>

**RESERVE CODES:**
- Item legitimate skip/NA
- Nonresponder
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALES:**
16252 100.0% 100.0%

---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTGT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1412</td>
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</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>12216</td>
<td>76.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Item legitimate skip/NA
- Nonresponder
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALES:**
16252 100.0% 100.0%

---

BYA19EB Student PB Pub Rec. 4/5
Pos. 319-314
Format: N2

Basketball offered to females
19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)
- b. Basketball

Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents for all BY eligible sample members.

---

BYA19EC Student PB Pub Rec. 4/5
Pos. 313-314
Format: N2

Basketball offered to males
19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)
- c. Basketball

Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents for all BY eligible sample members.

---

BYA19EA Student PB Pub Rec. 4/5
Pos. 313-314
Format: N2

Football offered to males
19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)
- d. Football

Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents for all BY eligible sample members.

---

BYA19EB Student PB Pub Rec. 4/5
Pos. 319-314
Format: N2

Soccer offered to males
19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)
- e. Soccer

Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents for all BY eligible sample members.

---

BYA19DA Student PB Pub Rec. 4/5
Pos. 313-316
Format: N2

Football offered to females
19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)
- b. Football

Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents for all BY eligible sample members.

---

BYA19EC Student PB Pub Rec. 4/5
Pos. 313-314
Format: N2

Softball offered to males
19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)
- b. Softball

Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents for all BY eligible sample members.

---

BYA19EB Student PB Pub Rec. 4/5
Pos. 319-314
Format: N2

Softball offered to females
19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)
- c. Softball

Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents for all BY eligible sample members.

---

BYA19DA Student PB Pub Rec. 4/5
Pos. 313-316
Format: N2

Soccer offered to females
19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)
- e. Soccer

Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents for all BY eligible sample members.

---
<table>
<thead>
<tr>
<th>BYA19FA</th>
<th>STUDENT.PUB Rec. 4/5</th>
<th>Pos. 321-324</th>
<th>Format: N2</th>
</tr>
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</table>

19. Which of the following extracurricular sports are offered for male students and/or female students?

a. Soccer
BYA19FA Males
BYA19FB Females

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<th>PCT</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
{Item legitimate skip/NA} -3 393 2.4% (MISS)
{Nonrespondent} -4 174 1.1% (MISS)
{Partial interview-breakoff} -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing} -9 126 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

---

<table>
<thead>
<tr>
<th>BYA19FB</th>
<th>STUDENT.PUB Rec. 4/5</th>
<th>Pos. 325-326</th>
<th>Format: N2</th>
</tr>
</thead>
</table>

19. Which of the following extracurricular sports are offered for male students and/or female students?

f. Ice hockey
BYA19FA Females
BYA19HA Males

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
{Item legitimate skip/NA} -3 350 2.2% (MISS)
{Nonrespondent} -4 174 1.1% (MISS)
{Partial interview-breakoff} -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing} -9 100 0.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

<table>
<thead>
<tr>
<th>BYA19GA</th>
<th>STUDENT.PUB Rec. 4/5</th>
<th>Pos. 327-328</th>
<th>Format: N2</th>
</tr>
</thead>
</table>

19. Which of the following extracurricular sports are offered for male students and/or female students?

g. Field hockey

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
{Item legitimate skip/NA} -3 350 2.2% (MISS)
{Nonrespondent} -4 174 1.1% (MISS)
{Partial interview-breakoff} -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing} -9 100 0.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

<table>
<thead>
<tr>
<th>BYA19GB</th>
<th>STUDENT.PUB Rec. 4/5</th>
<th>Pos. 329-330</th>
<th>Format: N2</th>
</tr>
</thead>
</table>

19. Which of the following extracurricular sports are offered for male students and/or female students?

h. Swim team

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
{Item legitimate skip/NA} -3 312 1.9% (MISS)
{Nonrespondent} -4 174 1.1% (MISS)
{Partial interview-breakoff} -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing} -9 100 0.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

Appendix G:
Base-Year to First Follow-up Electronic Codebook

G-331
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYA19IA STUDENT/pub Rec. 4/5
Pos. 335-336 Format: N2

Volleyball offered to males

19. Which of the following extracurricular sports are offered for male students and/or female students?

MARK ALL THAT APPLY IN EACH COLUMN

i. Volleyball

BYA19IA Males
BYA19IA Females

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
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<td>Yes</td>
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<td>3930</td>
<td>24.6%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>393</td>
<td>2.4% (MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>393</td>
<td>16.1%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>393</td>
<td>11.3%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-2</td>
<td>387</td>
<td>13.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-2</td>
<td>387</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

BYA19JB STUDENT/pub Rec. 4/5
Pos. 337-338 Format: N2

Tennis offered to males

19. Which of the following extracurricular sports are offered for male students and/or female students?

MARK ALL THAT APPLY IN EACH COLUMN

k. Tennis

BYA19IA Males
BYA19IA Females

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
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<td>10359</td>
<td>63.7%</td>
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<td>Yes</td>
<td>1</td>
<td>3930</td>
<td>24.6%</td>
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<tr>
<td>RESERVE CODES:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>393</td>
<td>2.4% (MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>393</td>
<td>16.1%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>393</td>
<td>11.3%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-2</td>
<td>387</td>
<td>13.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-2</td>
<td>387</td>
<td>13.1%</td>
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</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---
BYA19LA STUDENT.PUB Rec. 4/5
Pos. 345-346
Format: N2

Tennis offered to females

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
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<th>PERCENT</th>
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<tr>
<td>No</td>
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<td>19.5%</td>
<td>20.0%</td>
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<td>Yes</td>
<td>1</td>
<td>80.5%</td>
<td></td>
</tr>
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</table>

RESERVE CODES:
- [Item legitimate skip/NA]........-3 382 2.0% (MISS)
- [Nonrespondent]..................4 143 1.1% (MISS)
- [Partial interview-breakoff]........-7 289 1.1% (MISS)
- [Missing]..............................-9 16 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA19LB STUDENT.PUB Rec. 4/5
Pos. 347-348
Format: N2

Cross-country offered to males

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
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<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>19.5%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>80.5%</td>
<td></td>
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</table>

RESERVE CODES:
- [Item legitimate skip/NA]........-3 193 2.4% (MISS)
- [Nonrespondent]..................4 174 1.5% (MISS)
- [Partial interview-breakoff]........-7 1829 11.3% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]..............................-9 126 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA19MA STUDENT.PUB Rec. 4/5
Pos. 350-351
Format: N2

Track offered to males

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
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<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
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<tr>
<td>No</td>
<td>0</td>
<td>19.5%</td>
<td>20.0%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>80.5%</td>
<td></td>
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</table>

RESERVE CODES:
- [Item legitimate skip/NA]........-3 382 2.0% (MISS)
- [Nonrespondent]..................4 143 1.1% (MISS)
- [Partial interview-breakoff]........-7 289 1.1% (MISS)
- [Survey component legitimate skip/NA] -8 167 1.1% (MISS)
- [Missing]..............................-9 16 0.2% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA19NB STUDENT.PUB Rec. 4/5
Pos. 353-354
Format: N2

Golf offered to males

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
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<th>PERCENT</th>
<th>WEIGHT</th>
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<td>0</td>
<td>19.5%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>80.5%</td>
<td></td>
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</table>

RESERVE CODES:
- [Item legitimate skip/NA]........-3 193 2.4% (MISS)
- [Nonrespondent]..................4 174 1.5% (MISS)
- [Partial interview-breakoff]........-7 1829 11.3% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]..............................-9 126 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

19. Which of the following extracurricular sports are offered for male students and/or female students?
(MARK ALL THAT APPLY IN EACH COLUMN)

- Gymnastics
- Golf
- Cheerleading
- Wrestling
- Wrestling
- Cheerleading

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

19. Which of the following extracurricular sports are offered for male students and/or female students?
(MARK ALL THAT APPLY IN EACH COLUMN)

- Gymnastics
- Golf
- Cheerleading
- Wrestling
- Wrestling
- Cheerleading

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

19. Which of the following extracurricular sports are offered for male students and/or female students?
(MARK ALL THAT APPLY IN EACH COLUMN)

- Gymnastics
- Golf
- Cheerleading
- Wrestling
- Wrestling
- Cheerleading

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

19. Which of the following extracurricular sports are offered for male students and/or female students?
(MARK ALL THAT APPLY IN EACH COLUMN)

- Gymnastics
- Golf
- Cheerleading
- Wrestling
- Wrestling
- Cheerleading

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

19. Which of the following extracurricular sports are offered for male students and/or female students?
(MARK ALL THAT APPLY IN EACH COLUMN)

- Gymnastics
- Golf
- Cheerleading
- Wrestling
- Wrestling
- Cheerleading

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

19. Which of the following extracurricular sports are offered for male students and/or female students?
(MARK ALL THAT APPLY IN EACH COLUMN)

- Gymnastics
- Golf
- Cheerleading
- Wrestling
- Wrestling
- Cheerleading

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

19. Which of the following extracurricular sports are offered for male students and/or female students?
(MARK ALL THAT APPLY IN EACH COLUMN)

- Gymnastics
- Golf
- Cheerleading
- Wrestling
- Wrestling
- Cheerleading

Note: This is one in a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
### BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK

#### BYA19QA

**STUDENT.PUB Rec. 4/5**

**Pos. 369-376**

**Format: N2**

**Other sport offered to males**

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
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<td>0</td>
<td>12439</td>
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<td>Yes</td>
<td>1</td>
<td>3506</td>
<td>24.0%</td>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3
  - [Nonrespondent] -4
  - [Partial interview-breakoff] -7
  - [Missing] -9

**TOTALS:**

16252 100.0% 100.0%

---

#### BYA19RB

**STUDENT.PUB Rec. 4/5**

**Pos. 369-370**

**Format: N2**

Cheerleading offered to females

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
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<td>0</td>
<td>1120</td>
<td>6.9%</td>
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<td>Yes</td>
<td>1</td>
<td>11439</td>
<td>73.1%</td>
</tr>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3
  - [Nonrespondent] -4

**TOTALS:**

16252 100.0% 100.0%

---

#### BYA19SA

**STUDENT.PUB Rec. 4/5**

**Pos. 370-376**

**Format: N2**

Drill team offered to males

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>11058</td>
<td>68.0%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>5194</td>
<td>32.0%</td>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3
  - [Nonrespondent] -4

**TOTALS:**

16252 100.0% 100.0%

---

#### BYA19SB

**STUDENT.PUB Rec. 4/5**

**Pos. 375-378**

**Format: N2**

Other sport offered to females

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
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<th>PCT</th>
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<tr>
<td>No</td>
<td>0</td>
<td>11058</td>
<td>68.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5194</td>
<td>32.0%</td>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3
  - [Nonrespondent] -4

**TOTALS:**

16252 100.0% 100.0%

---

#### BYA19TA

**STUDENT.PUB Rec. 4/5**

**Pos. 373-374**

**Format: N2**

Drill team offered to females

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
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<td>6513</td>
<td>56.6%</td>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3
  - [Nonrespondent] -4
  - [Partial interview-breakoff] -7

**TOTALS:**

16252 100.0% 100.0%

---

#### BYA19TA

**STUDENT.PUB Rec. 4/5**

**Pos. 373-374**

**Format: N2**

Sports offered to males

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<td>1</td>
<td>2189</td>
<td>16.9%</td>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3
  - [Nonrespondent] -4

**TOTALS:**

16252 100.0% 100.0%

---

#### BYA19QA

**STUDENT.PUB Rec. 4/5**

**Pos. 369-376**

**Format: N2**

Other sport offered to males

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
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<tr>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
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<td>11439</td>
<td>70.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2189</td>
<td>29.6%</td>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3
  - [Nonrespondent] -4

**TOTALS:**

16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### # of part-time teachers

23. For each of the subject areas listed below, please indicate the number of full-time faculty. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

#### # of full-time math teachers

- **Note:** This is one in a series of items, a through l.
- **Note:** This school level variable is replicated on the student file for all BY eligible sample members.

#### # of full-time science teachers

- **Note:** This is one in a series of items, a through l.
- **Note:** This school level variable is replicated on the student file for all BY eligible sample members.

#### # of full-time art teachers

- **Note:** This is one in a series of items, a through l.
- **Note:** This school level variable is replicated on the student file for all BY eligible sample members.
# of full-time music teachers

23. For each of the subject areas listed below, please indicate the number of full-time faculty. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

# of Full-time in this subject area: Music

Note: This is one in a series of items, a through l.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

{ Missing }............................ -9 542 3.3% (MISS)

{ Survey component legitimate skip/NA } -8 171 1.1% (MISS)

{ Nonrespondent }..................... -4 174 1.1% (MISS)

{ Partial interview-breakoff }........... -7 1829 11.3% (MISS)

{ Survey component legitimate skip/NA } -8 171 1.1% (MISS)

{ Missing }............................ -9 663 4.1% (MISS)

TOTALS: 16252 100.0% 100.0%

# of full-time English teachers

23. For each of the subject areas listed below, please indicate the number of full-time faculty. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

# of Full-time in this subject area: English

Note: This is one in a series of items, a through l.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

{ Missing }............................ -9 542 3.3% (MISS)

{ Survey component legitimate skip/NA } -8 171 1.1% (MISS)

{ Nonrespondent }..................... -4 174 1.1% (MISS)

{ Partial interview-breakoff }........... -7 1829 11.3% (MISS)

{ Survey component legitimate skip/NA } -8 171 1.1% (MISS)

{ Missing }............................ -9 663 4.1% (MISS)

TOTALS: 16252 100.0% 100.0%

# of full-time foreign language teachers

23. For each of the subject areas listed below, please indicate the number of full-time faculty. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

# of Full-time in this subject area: Foreign language

Note: This is one in a series of items, a through l.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

{ Missing }............................ -9 542 3.3% (MISS)

{ Survey component legitimate skip/NA } -8 171 1.1% (MISS)

{ Nonrespondent }..................... -4 174 1.1% (MISS)

{ Partial interview-breakoff }........... -7 1829 11.3% (MISS)

{ Survey component legitimate skip/NA } -8 171 1.1% (MISS)

{ Missing }............................ -9 663 4.1% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

# Full-time Physical Education Teachers

23. For each of the subject areas listed below, please indicate the number of full-time faculty. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

# of Full-time in this subject area:

Physical Education

Note: This is one in a series of items, a through b. 

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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</thead>
<tbody>
<tr>
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</table>

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# Full-time Guidance Counselors

23. For each of the subject areas listed below, please indicate the number of full-time faculty. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

# of Full-time in this subject area:

Guidance Counseling

Note: This is one in a series of items, a through b. 

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
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<tbody>
<tr>
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</tbody>
</table>

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# Full-time Special Education Teachers

23. For each of the subject areas listed below, please indicate the number of full-time faculty. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

# of Full-time in this subject area:

Special Education

Note: This is one in a series of items, a through b. 

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
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<tbody>
<tr>
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</tbody>
</table>

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# Percentage of Full-time and Part-time Teachers in Your School are Certified

24. What percentage of full-time and part-time teachers in your school are certified? (If you share a teacher with another school, please count that teacher as part-time.)

Certified Full-time teachers

Note: This is one in a series of items, a through b. 

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<table>
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<tr>
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<th>FREQ</th>
<th>PER-</th>
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<tbody>
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</tbody>
</table>

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# Part-time Teachers Teach Out of Field

25. Of the full-time and part-time teachers who are certified, what percentage teach outside their field of certification? (If you share a teacher with another school, please count that teacher as part-time. If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

Teach out of field Full-time teachers

Note: This is one in a series of items, a through b. 

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<table>
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<th>FREQ</th>
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<tbody>
<tr>
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<td></td>
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--- End ---
### Principal/administrator evaluates teachers

27. Does your school currently use any of these forms of teacher evaluation?  
(MARK ONE RESPONSE ON EACH LINE)  
(Tick Yes/No)

Appplies to: Respondents whose school uses teacher evaluation.  
Source: ELS:2002 School Administrator Questionnaire  
Applies to: All BY eligible sample members.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

- **Yes:**
  - Principal/administrator evaluates teachers  
  - Teachers evaluate teachers  
  - Students evaluate teachers

### Teachers evaluate teachers

27. Does your school currently use any of these forms of teacher evaluation?  
(MARK ONE RESPONSE ON EACH LINE)  
(Tick Yes/No)

Appplies to: Respondents whose school uses teacher evaluation.  
Source: ELS:2002 School Administrator Questionnaire  
Applies to: All BY eligible sample members.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

- **Yes:**
  - Principal/administrator evaluates teachers  
  - Teachers evaluate teachers  
  - Students evaluate teachers

### Students evaluate teachers

27. Does your school currently use any of these forms of teacher evaluation?  
(MARK ONE RESPONSE ON EACH LINE)  
(Tick Yes/No)

Applies to: Respondents whose school uses teacher evaluation.  
Source: ELS:2002 School Administrator Questionnaire  
Applies to: All BY eligible sample members.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

- **Yes:**
  - Principal/administrator evaluates teachers  
  - Teachers evaluate teachers  
  - Students evaluate teachers

---

### Data Table

#### Principal/administrator evaluates teachers

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#### Students evaluate teachers

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### Note

- This school level variable is replicated on the student file.
- This is one in a series of items, a through c.
- Note: This school level variable is replicated on the student file for all BY eligible sample members.
Good teachers given special awards

28. Which of the following kinds of recognition are given to good teachers in your school?

(MARK ALL THAT APPLY)

BYA28A Special awards for teaching
BYA28B Assigned to teach better students
BYA28C Given a lighter teaching load
BYA28D Relieved of administrative or disciplinary duties
BYA28E Given priority on requests for materials
BYA28F Higher pay
BYA28G None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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<tr>
<td>Yes.............................. 1 7020 43.2% 53.8%</td>
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RESERVE CODES:

{Nonrespondent}...................... -4 174 1.1% (MISS)
{Partial interview-breakoff}......... -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 274 1.7% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYA28E STUDENT.PUB Rec. 4/5
Pos. 448-449
Format: N2

Good teachers given priority on requests for materials

28. Which of the following kinds of recognition are given to good teachers in your school?

[MARK ALL THAT APPLY]
BYA28A Special awards for teaching
BYA28B Assigned to teach better students
BYA28C Given a lighter teaching load
BYA28D Relieved of administrative or disciplinary duties
BYA28E Given priority on requests for materials
BYA28F Higher pay
BYA28G None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

PER- WGTD CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 13462 82.8% 98.1%
Yes..................................... 1 342 2.1% 1.9%
RESERVE CODES:
{Nonrespondent}...................... -4 174 1.1% (MISS)
{Partial interview-breakoff}......... -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 274 1.7% (MISS)
----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYA28F STUDENT.PUB Rec. 4/5
Pos. 450-451
Format: N2

Good teachers receive higher pay

28. Which of the following kinds of recognition are given to good teachers in your school?

[MARK ALL THAT APPLY]
BYA28A Special awards for teaching
BYA28B Assigned to teach better students
BYA28C Given a lighter teaching load
BYA28D Relieved of administrative or disciplinary duties
BYA28E Given priority on requests for materials
BYA28F Higher pay
BYA28G None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

PER- WGTD CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 13067 80.4% 96.5%
Yes..................................... 1 737 4.5% 3.5%
RESERVE CODES:
{Nonrespondent}...................... -4 174 1.1% (MISS)
{Partial interview-breakoff}......... -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 348 2.1% (MISS)
----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYA28G STUDENT.PUB Rec. 4/5
Pos. 452-453
Format: N2

Good teachers are not recognized in these ways

28. Which of the following kinds of recognition are given to good teachers in your school?

[MARK ALL THAT APPLY]
BYA28A Special awards for teaching
BYA28B Assigned to teach better students
BYA28C Given a lighter teaching load
BYA28D Relieved of administrative or disciplinary duties
BYA28E Given priority on requests for materials
BYA28F Higher pay
BYA28G None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

PER- WGTD CODES FREQ CENT PCT
----- ----- ------ ------
Recognized.............................. 0 7691 47.3% 57.4%
Not recognized.......................... 1 6039 37.2% 42.6%
RESERVE CODES:
{Nonrespondent}...................... -4 174 1.1% (MISS)
{Partial interview-breakoff}......... -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 348 2.1% (MISS)
----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYA28G STUDENT.PUB Rec. 4/5
Pos. 455-455
Format: N2

Content standards for academic subjects

29. In general, are there any internal or external content standards for academic subjects in your school that must be adhered to by teachers?

Yes (GO TO QUESTION 30)
No (SKIP TO QUESTION 32)

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

PER- WGTD CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 586 3.6% 2.8%
Yes..................................... 1 13405 82.5% 97.2%
RESERVE CODES:
{Nonrespondent}...................... -4 174 1.1% (MISS)
{Partial interview-breakoff}......... -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 87 0.5% (MISS)
----- ------ ------
TOTALS: 16252 100.0% 100.0%

G-341
Appendix G: Base-Year to First Follow-up Electronic Codebook

### BYA31

**Main source of content standards**

30. What is the main source of these content standards?

-MARK ONE RESPONSE-

State

District or Diocese

Department head

Principal

Teachers

Other

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has academic content standards.

Source: ELS:2002 School Administrator Questionnaire

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</tr>
<tr>
<td></td>
<td>111</td>
<td>2.1%</td>
<td>1.1%</td>
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</table>

**RESERVE CODES:**

- Missing............................ -9 176 1.1% (MISS)
- Survey component legitimate skip/NA -8 171 1.1% (MISS)
- Partial interview-breakoff......... -7 111 0.7% (MISS)
- Survey component legitimate skip/NA -8 171 1.1% (MISS)
- Missing]............................ -9 115 0.7% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### BYA32

**Content standards linked with performance standards**

31. Are these content standards linked to performance standards for assessment of students' mastery of this content?

-Yes

-No

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has academic content standards.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
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**RESERVE CODES:**

- Item legitimate skip/NA]............ -3 596 1.8% (MISS)
- Multiple responses]............... -4 474 1.5% (MISS)
- Partial interview-breakoff[]........ -7 111 0.7% (MISS)
- Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- Missing]............................ -9 176 1.1% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### BYA33

**Minimum competency test given in grade 7**

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

-MARK ONE RESPONSE-

School does not have 7th grade.......... 1 8524 52.4% 88.7%

No....................................... 2 814 5.0% 8.1%

Yes..................................... 3 314 1.9% 2.1%

**RESERVE CODES:**

- Item legitimate skip/NA]............ -3 5968 36.7% (MISS)
- Multiple responses]............... -4 174 1.1% (MISS)
- Partial interview-breakoff[]........ -7 111 0.7% (MISS)
- Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- Missing]............................ -9 115 0.7% (MISS)

**TOTALS:**

16252 100.0% 100.0%

No (SKIP TO QUESTION 38 ON PAGE 14)

Yes (GO TO QUESTION 33)

32. Are students required to pass a minimum competency or proficiency test in order to receive a high school diploma?

-Yes

-No

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<td>9.5%</td>
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**RESERVE CODES:**

- Item legitimate skip/NA]............ -3 15306 94.2% (MISS)
- Multiple responses]............... -4 174 1.1% (MISS)
- Partial interview-breakoff[]........ -7 111 0.7% (MISS)
- Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- Missing]............................ -9 176 1.1% (MISS)

**TOTALS:**

16252 100.0% 100.0%
Science is on grade 7 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

*BYA33AB This grade’s test covers math*
*BYA33AC This grade’s test covers science*
*BYA33AD This grade’s test covers English*
*BYA33AE This grade’s test covers history/social studies*

Note: Questions BYA33AB through BYA33AE refer to grade 7.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school gives competency test in grade 7.

Source: ELS:2002 School Administrator Questionnaire

Applies to: Respondents whose school gives competency test in grade 7.

Source: ELS:2002 School Administrator Questionnaire

---

English is on grade 7 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

*BYA33AB This grade’s test covers math*
*BYA33AC This grade’s test covers science*
*BYA33AD This grade’s test covers English*
*BYA33AE This grade’s test covers history/social studies*

Note: Questions BYA33AB through BYA33AE refer to grade 7.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school gives competency test in grade 7.

Source: ELS:2002 School Administrator Questionnaire

---

History/social studies is on grade 7 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

*BYA33AB This grade’s test covers math*
*BYA33AC This grade’s test covers science*
*BYA33AD This grade’s test covers English*
*BYA33AE This grade’s test covers history/social studies*

Note: Questions BYA33AB through BYA33AE refer to grade 7.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school gives competency test in grade 7.

Source: ELS:2002 School Administrator Questionnaire

---

Minimum competency test given in grade 8

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

a. Grade 8

b. Grade 8

Note: This is one in a series of items, a through f. If the competency test is given, answer J3BA through J3BE. If not, skip to question 33CA.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school requires passing test to graduate.

Source: ELS:2002 School Administrator Questionnaire

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Appendix G: Base-Year to First Follow-up Electronic Codebook
### Science is on grade 8 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

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RESERVE CODES:
- [Item legitimate skip/NA]... -3 | 14502 | 89.2% | (MISS)
- [Nonrespondent]... -4 | 174 | 1.1% | (MISS)
- [Partial interview-breakoff]... -7 | 152 | 0.9% | (MISS)
- [Survey component legitimate skip/NA]... -8 | 171 | 1.1% | (MISS)
- [Missing]... -9 | 208 | 1.3% | (MISS)

TOTALS: 16252 100.0% 100.0%

Applying to: Respondents whose school gives competency test in grade 8

Note: Questions BYA33BB through BYA33BE refer to grade 8.

#### Math is on grade 8 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

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<td>N/A</td>
<td>N/A</td>
</tr>
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</table>

RESERVE CODES:
- [Item legitimate skip/NA]... -3 | 14502 | 89.2% | (MISS)
- [Nonrespondent]... -4 | 174 | 1.1% | (MISS)
- [Partial interview-breakoff]... -7 | 152 | 0.9% | (MISS)
- [Survey component legitimate skip/NA]... -8 | 171 | 1.1% | (MISS)
- [Missing]... -9 | 208 | 1.3% | (MISS)

TOTALS: 16252 100.0% 100.0%

Applying to: Respondents whose school gives competency test in grade 8

Note: Questions BYA33BB through BYA33BE refer to grade 8.

#### English is on grade 8 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

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<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA]... -3 | 14502 | 89.2% | (MISS)
- [Nonrespondent]... -4 | 174 | 1.1% | (MISS)
- [Partial interview-breakoff]... -7 | 152 | 0.9% | (MISS)
- [Survey component legitimate skip/NA]... -8 | 171 | 1.1% | (MISS)
- [Missing]... -9 | 208 | 1.3% | (MISS)

TOTALS: 16252 100.0% 100.0%

Applying to: Respondents whose school gives competency test in grade 8

Note: Questions BYA33BB through BYA33BE refer to grade 8.

#### History/social studies is on grade 8 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

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<td>Yes</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA]... -3 | 14502 | 89.2% | (MISS)
- [Nonrespondent]... -4 | 174 | 1.1% | (MISS)
- [Partial interview-breakoff]... -7 | 152 | 0.9% | (MISS)
- [Survey component legitimate skip/NA]... -8 | 171 | 1.1% | (MISS)
- [Missing]... -9 | 208 | 1.3% | (MISS)

TOTALS: 16252 100.0% 100.0%

Applying to: Respondents whose school gives competency test in grade 8

Note: Questions BYA33BB through BYA33BE refer to grade 8.
### Math is on grade 9 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

[MARK ONE ON EACH LINE]

(School does not have this grade; Competency test is not given in this grade; Competency test is given in this grade)

NOTE: This is one in a series of items, a through f. If the competency test is given, answer 33CB through 33CE. If not, skip to question 33DA.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school requires passing test to graduate.

Source: ELS:2002 School Administrator Questionnaire

**Note:** This school level variable is replicated on the student file for all BY eligible sample members.

### Science is on grade 9 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

BYA33CB This grade's test covers math
BYA33CC This grade's test covers science
BYA33CD This grade's test covers English
BYA33CE This grade's test covers history/social studies

Note: Questions BYA33CB through BYA33CE refer to grade 9.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school gives competency test in grade 9.

Source: ELS:2002 School Administrator Questionnaire

### English is on grade 9 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

BYA33CB This grade's test covers math
BYA33CC This grade's test covers science
BYA33CD This grade's test covers English
BYA33CE This grade's test covers history/social studies

Note: Questions BYA33CB through BYA33CE refer to grade 9.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school gives competency test in grade 9.

Source: ELS:2002 School Administrator Questionnaire

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**Appendix G:** Base-Year to First Follow-up Electronic Codebook

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**G-345**
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYA33CE

**Student:** PUB Rec. 4/5  
**Pos.:** 490-491  
**Format:** N2

**History/social studies is on grade 9 competency test**

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

- **BYA33CB** This grade's test covers math
- **BYA33CC** This grade's test covers science
- **BYA33CD** This grade's test covers English
- **BYA33CE** This grade's test covers history/social studies

**Note:** Questions BYA33CB through BYA33CE refer to grade 9.

**Note:** This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose school gives competency test in grade 9.

Source: ELS:2002 School Administrator Questionnaire

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**RESERVE CODES:**

- **[Item legitimate skip/NA]** -3: 9690 59.6% (MISS)
- **[Nonrespondent]** -4: 174 1.1% (MISS)
- **[Partial interview-breakoff]** -7: 1767 10.9% (MISS)
- **[Survey component legitimate skip/NA]** -8: 171 1.1% (MISS)
- **[Missing]** -9: 1369 8.4% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYA33DC

**Student:** PUB Rec. 4/5  
**Pos.:** 492-493  
**Format:** N2

**Math is on grade 10 competency test**

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

- **BYA33DB** This grade's test covers math
- **BYA33DD** This grade's test covers English
- **BYA33DE** This grade's test covers science
- **BYA33DF** This grade's test covers history/social studies

**Note:** Questions BYA33DB through BYA33DE refer to grade 10.

**Note:** This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose school gives competency test in grade 10.

Source: ELS:2002 School Administrator Questionnaire

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**RESERVE CODES:**

- **[Item legitimate skip/NA]** -3: 7419 45.6% (MISS)
- **[Nonrespondent]** -4: 174 1.1% (MISS)
- **[Partial interview-breakoff]** -7: 1829 11.3% (MISS)
- **[Survey component legitimate skip/NA]** -8: 171 1.1% (MISS)
- **[Missing]** -9: 904 4.9% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYA33DE

**Student:** PUB Rec. 4/5  
**Pos.:** 494-495  
**Format:** N2

**Science is on grade 10 competency test**

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

- **BYA33DB** This grade's test covers math
- **BYA33DD** This grade's test covers English
- **BYA33DC** This grade's test covers science
- **BYA33DE** This grade's test covers history/social studies

**Note:** Questions BYA33DB through BYA33DE refer to grade 10.

**Note:** This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose school gives competency test in grade 10.

Source: ELS:2002 School Administrator Questionnaire

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**RESERVE CODES:**

- **[Item legitimate skip/NA]** -3: 7419 45.6% (MISS)
- **[Nonrespondent]** -4: 174 1.1% (MISS)
- **[Partial interview-breakoff]** -7: 1829 11.3% (MISS)
- **[Survey component legitimate skip/NA]** -8: 171 1.1% (MISS)
- **[Missing]** -9: 804 4.9% (MISS)

**TOTALS:** 16252 100.0% 100.0%
### History/social studies is on grade 10 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

**IF TEST IS GIVEN IN THIS GRADE, MAKE ALL THAT APPLY ON EACH LINE**

- **BYA33CB** This grade's test covers math
- **BYA33CC** This grade's test covers science
- **BYA33CD** This grade's test covers history/social studies

**Note:** Questions BYA33CB through BYA33CD refer to grade 10.

**Note:** This school level variable is replicated on the student file for all BY eligible sample members.

**Apply to:** Respondents whose school gives competency test in grade 10.

Source: ELS:2002 School Administrator Questionnaire

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<td>Yes</td>
<td>1</td>
<td>1899</td>
<td>11.7%</td>
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**RESERVE CODES:**
- 3 Missing
- 4 Nonrespondent
- 7 Partial interview-breakoff
- 8 Survey component legitimate skip/NA

**TOTALS:**
- 16252 100.0% 100.0%

### Math is on grade 11 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

**IF TEST IS GIVEN IN THIS GRADE, MAKE ALL THAT APPLY ON EACH LINE**

- **BYA33EB** This grade's test covers math
- **BYA33EC** This grade's test covers science
- **BYA33ED** This grade's test covers English

**Note:** Questions BYA33EB through BYA33ED refer to grade 11.

**Note:** This school level variable is replicated on the student file for all BY eligible sample members.

**Apply to:** Respondents whose school gives competency test in grade 11.

Source: ELS:2002 School Administrator Questionnaire

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**RESERVE CODES:**
- 3 Missing
- 4 Nonrespondent
- 7 Partial interview-breakoff
- 8 Survey component legitimate skip/NA

**TOTALS:**
- 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

BYA33ED STUDENT.PUB Rec. 4/5
-------
Pos. 506-507
Format: R2

Science is on grade 11 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

BYA33EB This grade's test covers math
BYA33EC This grade's test covers science
BYA33ED This grade's test covers English

Note: Questions BYA33EB through BYA33EE refer to grade 11.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose school gives competency test in grade 11.
Source: ELS:2002 School Administrator Questionnaire

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<td>1</td>
<td>1996</td>
<td>12.3%</td>
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RESERVE CODES:

{Missing}............................ -9 1447 8.9% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Partial interview-breakoff}......... -7 1744 10.7% (MISS)
{Nonrespondent}...................... -4 174 1.1% (MISS)
{Item legitimate skip/NA}............ -3 8669 53.3% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYA33EE STUDENT.PUB Rec. 4/5
-------
Pos. 508-509
Format: R2

History/social studies is on grade 11 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

BYA33EB This grade's test covers math
BYA33EC This grade's test covers science
BYA33ED This grade's test covers English
BYA33EE This grade's test covers history/social studies

Note: Questions BYA33EB through BYA33EE refer to grade 11.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose school gives competency test in grade 11.
Source: ELS:2002 School Administrator Questionnaire

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<td>Yes..................</td>
<td>1</td>
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<td>22.6%</td>
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RESERVE CODES:

{Missing}............................ -9 2063 12.7% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Partial interview-breakoff}......... -7 1744 10.7% (MISS)
{Nonrespondent}...................... -4 174 1.1% (MISS)
{Item legitimate skip/NA}............ -3 5968 36.7% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYA33ED STUDENT.PUB Rec. 4/5
-------
Pos. 505-507
Format: R2

English is on grade 11 competency test

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MAKE ALL THAT APPLY ON EACH LINE)

BYA33EB This grade's test covers math
BYA33EC This grade's test covers science
BYA33ED This grade's test covers English
BYA33EE This grade's test covers history/social studies

Note: Questions BYA33EB through BYA33EE refer to grade 11.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose school gives competency test in grade 11.
Source: ELS:2002 School Administrator Questionnaire

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<td>1996</td>
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RESERVE CODES:

{Missing}............................ -9 1447 8.9% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Partial interview-breakoff}......... -7 1744 10.7% (MISS)
{Nonrespondent}...................... -4 174 1.1% (MISS)
{Item legitimate skip/NA}............ -3 5968 36.7% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYA33FA STUDENT.PUB Rec. 4/5
-------
Pos. 512-513
Format: R2

Minimum competency test given in grade 12

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

BYA33EB This grade's test covers math
BYA33EC This grade's test covers science
BYA33ED This grade's test covers English
BYA33EE This grade's test covers history/social studies
BYA33FA This grade's test covers English

Note: This is one in a series of items, a through f. If the competency test is given, answer 33FB through 33FE. If not, skip to question 34.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose school requires passing test to graduate.
Source: ELS:2002 School Administrator Questionnaire

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RESERVE CODES:

{Missing}............................ -9 2063 12.7% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Partial interview-breakoff}......... -7 1744 10.7% (MISS)
{Nonrespondent}...................... -4 174 1.1% (MISS)
{Item legitimate skip/NA}............ -3 5968 36.7% (MISS)

TOTALS: 16252 100.0% 100.0%

---
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYA33FB

Math is on grade 12 competency test

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#### BYA33FC

Science is on grade 12 competency test

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#### BYA33FD

English is on grade 12 competency test

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#### BYA33FE

History/social studies is on grade 12 competency test

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<td>100.0%</td>
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</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYA44A

COMPETENCY TEST IS STATE REQUIREMENT

14. Is competency testing a state, district, or school requirement? (MARK ONE RESPONSE ON EACH LINE)
   (YES: NO)
   a. State requirement
   No: This is one in a series of items, a through c.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.
   Applies to: Respondents whose school requires passing test to graduate.
   Source: ELS:2002 School Administrator Questionnaire

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<td>Yes</td>
<td>1</td>
<td>7733</td>
<td>47.6%</td>
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RESERVE CODES:
- {Missing} -9 170 1.0% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Item legitimate skip/NA} -3 5968 36.7% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA44B

COMPETENCY TEST IS DISTRICT REQUIREMENT

14. Is competency testing a state, district, or school requirement? (MARK ONE RESPONSE ON EACH LINE)
   (YES: NO)
   a. District requirement
   No: This is one in a series of items, a through c.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.
   Applies to: Respondents whose school requires passing test to graduate.
   Source: ELS:2002 School Administrator Questionnaire

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<td>47.6%</td>
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RESERVE CODES:
- {Missing} -9 170 1.0% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Item legitimate skip/NA} -3 5968 36.7% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA44C

COMPETENCY TEST IS SCHOOL REQUIREMENT

14. Is competency testing a state, district, or school requirement? (MARK ONE RESPONSE ON EACH LINE)
   (YES: NO)
   c. School requirement
   No: This is one in a series of items, a through c.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.
   Applies to: Respondents whose school requires passing test to graduate.
   Source: ELS:2002 School Administrator Questionnaire

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<td>7733</td>
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RESERVE CODES:
- {Missing} -9 170 1.0% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Item legitimate skip/NA} -3 5968 36.7% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA45

COMPETENCY TEST TIED TO CONTENT STANDARDS

35. Is the competency testing program tied to explicit content standards or curriculum frameworks? (YES: NO)
   Note: This school level variable is replicated on the student file for all BY eligible sample members.
   Applies to: Respondents whose school requires passing test to graduate.
   Source: ELS:2002 School Administrator Questionnaire

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RESERVE CODES:
- {Missing} -9 170 1.0% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Item legitimate skip/NA} -3 5968 36.7% (MISS)
- {Nonrespondent} -4 174 1.1% (MISS)
- {Partial interview-breakoff} -7 1829 11.3% (MISS)

TOTALS: 16252 100.0% 100.0%

BYA47A

RETAKE COMPETENCY TEST IF FAILED

37. When a student fails a competency test, which of the following options are available to the student at the school and which are required of the students? (MAKE ONE RESPONSE ON EACH LINE)
   (MARK ONE RESPONSE ON EACH LINE)
   (This option is not available; This option is available, but not required; This option is required of student who fails the test)
   a. Retaking the test
   Note: This is one in a series of items, a through f.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.
   Applies to: Respondents whose school requires passing test to graduate.
   Source: ELS:2002 School Administrator Questionnaire

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<td>Option available, but not required</td>
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<td>Required</td>
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<td>8553</td>
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RESERVE CODES:
- {Missing} -9 170 1.0% (MISS)
- {Nonrespondent} -4 174 1.1% (MISS)
- {Partial interview-breakoff} -7 1829 11.3% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%
37. When a student fails a competency test, which of the following options are available to the student at the school and which are required of the students?

(MARK ONE RESPONSE ON EACH LINE)

a. Taking remedial or repeat classes in deficient subject areas required; This option is required of student who fails the test.

b. Taking remedial or repeat classes in deficient subject areas available, but not required; This option is available, but not required; This option is required of student who fails the test.

Note: This is one in a series of items, a through f.

Apply to: Respondents whose school requires passing test to graduate.
Source: ELS:2002 School Administrator Questionnaire
Applies to: Respondents whose school requires passing test to graduate.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Note: This is one in a series of items, a through f.

Summer school if fail competency test

(MARK ONE RESPONSE ON EACH LINE)

c. Completing a general competency test preparation class if fail

(MARK ONE RESPONSE ON EACH LINE)

d. Tutoring or individualized academic program if fail competency test

(MARK ONE RESPONSE ON EACH LINE)

e. Summer school

(MARK ONE RESPONSE ON EACH LINE)

f. Tutoring/individualized academic program if fail competency test

(MARK ONE RESPONSE ON EACH LINE)

Applies to: Respondents whose school requires passing test to graduate.
Source: ELS:2002 School Administrator Questionnaire
Applies to: Respondents whose school requires passing test to graduate.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Note: This is one in a series of items, a through f.
### Appendix G:
Base-Year to First Follow-up Electronic Codebook

#### BYA37F

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Reflected to alternative/continuing ed school if fail competency test

#### BYA38A

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Required................................ 3 19 0.1% 0.2%

Option not available.................... 1 3665 22.6% 47.7%

Source: ELS:2002 School Administrator Questionnaire
Applies to: Respondents whose school requires passing test to graduate.

#### BYA38C

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Control access to buildings during school hours

37. When a student fails a competency test, which of the following options are available to the student at the school and which are required of the students?

- [MARK ONE RESPONSE ON EACH LINE]
- (This option is not available; This option is available, but not required; This option is required of student who fails the test; Referal to an alternative or continuing education school)

Note: This is one in a series of items, a through f.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school requires passing test to graduate.

#### BYA38B

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<thead>
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<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Require students pass through metal detector

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)

- [MARK ONE RESPONSE ON EACH LINE]
- (Yes; No)

Note: This is one in a series of items, p. through p.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school requires passing test to graduate.

#### BYA38D

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Referral to alternative or continuing education school if fail competency test

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)

- [MARK ONE RESPONSE ON EACH LINE]
- (Yes; No)

Note: This is one in a series of items, a through f.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school requires passing test to graduate.

#### BYA38E

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Control access to grounds during school hours

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)

- [MARK ONE RESPONSE ON EACH LINE]
- (Yes; No)

Note: This is one in a series of items, a through p.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school requires passing test to graduate.

#### BYA38F

<table>
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<th>WTD</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Require students pass through metal detector

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)

- [MARK ONE RESPONSE ON EACH LINE]
- (Yes; No)

Note: This is one in a series of items, a through p.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

#### BYA38H

<table>
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<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Random metal detector checks on students

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)

- [MARK ONE RESPONSE ON EACH LINE]
- (Yes; No)

Note: This is one in a series of items, a through p.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)

(MARK ONE RESPONSE ON EACH LINE)

f. Use one or more random dog sniffs to check for drugs
Note: This is one in a series of items, a through p.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)

(MARK ONE RESPONSE ON EACH LINE)

g. Perform one or more random sweeps for contraband (e.g., drugs or weapons) but not including dog sniffs
Note: This is one in a series of items, a through p.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)

(MARK ONE RESPONSE ON EACH LINE)

h. Require drug testing for any students (e.g., athletes)
Note: This is one in a series of items, a through p.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYA38E STUDENT.PUB Rec. 4/5

---

**Require clear book bags/ban book bags**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>12381</td>
<td>77.4% 90.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1444</td>
<td>8.9% 9.5%</td>
</tr>
</tbody>
</table>

**REQUIRE CODES**:  
- **Nonrespondent** [MISS]
- **Partial interview-breakoff** [MISS]
- **Survey component legitimate skip/NA** [MISS]

**TOTALS**: 16252 100.0% 100.0%

---

**Source**: ELS:2002 School Administrator Questionnaire  
**Applies to**: All respondents.

---

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)  
**MARK ONE RESPONSE ON EACH LINE**  

**No.**  
- **Require faculty/staff to wear badges/picture ID**
- **Require students to wear badges/picture ID**
- **Require telephones in most classrooms**
- **Provide security cameras to monitor school**
- **Use emergency call buttons in classrooms**

**Yes.**  
- **Require faculty/staff to wear badges/picture ID**
- **Require students to wear badges/picture ID**
- **Require telephones in most classrooms**
- **Provide security cameras to monitor school**
- **Use emergency call buttons in classrooms**

---

#### BYA38N STUDENT.PUB Rec. 4/5

---

**Use security cameras to monitor school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>7322</td>
<td>45.3% 49.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6659</td>
<td>41.0% 50.9%</td>
</tr>
</tbody>
</table>

**REQUIRE CODES**:  
- **Nonrespondent** [MISS]
- **Partial interview-breakoff** [MISS]
- **Survey component legitimate skip/NA** [MISS]

**TOTALS**: 16252 100.0% 100.0%

---

**Source**: ELS:2002 School Administrator Questionnaire  
**Applies to**: All respondents.

---

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)  
**MARK ONE RESPONSE ON EACH LINE**  

**No.**  
- **Require faculty/staff to wear badges/picture ID**
- **Require students to wear badges/picture ID**
- **Require telephones in most classrooms**
- **Provide security cameras to monitor school**
- **Use emergency call buttons in classrooms**

**Yes.**  
- **Require faculty/staff to wear badges/picture ID**
- **Require students to wear badges/picture ID**
- **Require telephones in most classrooms**
- **Provide security cameras to monitor school**
- **Use emergency call buttons in classrooms**

---

#### BYA38O STUDENT.PUB Rec. 4/5

---

**Telephones in most classrooms**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>7036</td>
<td>43.3% 43.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6659</td>
<td>41.0% 50.9%</td>
</tr>
</tbody>
</table>

**REQUIRE CODES**:  
- **Nonrespondent** [MISS]
- **Partial interview-breakoff** [MISS]
- **Survey component legitimate skip/NA** [MISS]

**TOTALS**: 16252 100.0% 100.0%

---

**Source**: ELS:2002 School Administrator Questionnaire  
**Applies to**: All respondents.

---

38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)  
**MARK ONE RESPONSE ON EACH LINE**  

**No.**  
- **Require faculty/staff to wear badges/picture ID**
- **Require students to wear badges/picture ID**
- **Require telephones in most classrooms**
- **Provide security cameras to monitor school**
- **Use emergency call buttons in classrooms**

**Yes.**  
- **Require faculty/staff to wear badges/picture ID**
- **Require students to wear badges/picture ID**
- **Require telephones in most classrooms**
- **Provide security cameras to monitor school**
- **Use emergency call buttons in classrooms**

---

#### BYA38P STUDENT.PUB Rec. 4/5

---

**Emergency call button in classrooms**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>6476</td>
<td>39.8% 42.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>7487</td>
<td>46.1% 57.8%</td>
</tr>
</tbody>
</table>

**REQUIRE CODES**:  
- **Nonrespondent** [MISS]
- **Partial interview-breakoff** [MISS]
- **Survey component legitimate skip/NA** [MISS]

**TOTALS**: 16252 100.0% 100.0%

---

**Source**: ELS:2002 School Administrator Questionnaire  
**Applies to**: All respondents.
### BYA39A Student Public Use Rec. 4/5
Format: N2

**Process to get parent input on discipline policies**

39. Which of the following does your school do to involve or help parents deal with school discipline issues?  
*MARK ONE RESPONSE ON EACH LINE*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3.9%</td>
</tr>
<tr>
<td>1791</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

Note: This is one in a series of items, a through c.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
Applies to: All BY eligible sample members.

### BYA39B Student Public Use Rec. 4/5
Format: N2

**Training parents to deal with problem behavior**

39. Which of the following does your school do to involve or help parents deal with school discipline issues?  
*MARK ONE RESPONSE ON EACH LINE*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>8798</td>
<td>54.1%</td>
</tr>
<tr>
<td>5119</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

Note: This is one in a series of items, a through c.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
Applies to: All BY eligible sample members.

### BYA39C Student Public Use Rec. 4/5
Format: N2

**Program involves parents in school discipline**

39. Which of the following does your school do to involve or help parents deal with school discipline issues?  
*MARK ONE RESPONSE ON EACH LINE*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>11954</td>
<td>73.0%</td>
</tr>
<tr>
<td>1987</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

Note: This is one in a series of items, a through c.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
Applies to: All BY eligible sample members.

---

### BYA40A Student Public Use Rec. 4/5
Format: N2

**Use paid security at any time during school hours**

40. During the 2001-2002 school year, did your school regularly use paid law enforcement or security services at school at the following times?  
*MARK ONE RESPONSE ON EACH LINE*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1557</td>
<td>9.6%</td>
</tr>
<tr>
<td>12394</td>
<td>76.3%</td>
</tr>
</tbody>
</table>

Note: This is one in a series of items, a through e.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
Applies to: All BY eligible sample members.

### BYA40B Student Public Use Rec. 4/5
Format: N2

**Use paid security as students arrive or leave**

40. During the 2001-2002 school year, did your school regularly use paid law enforcement or security services at school at the following times?  
*MARK ONE RESPONSE ON EACH LINE*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>5444</td>
<td>33.5%</td>
</tr>
<tr>
<td>8533</td>
<td>52.5%</td>
</tr>
</tbody>
</table>

Note: This is one in a series of items, a through e.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
Applies to: All BY eligible sample members.

### BYA40C Student Public Use Rec. 4/5
Format: N2

**Use paid security at school activities**

40. During the 2001-2002 school year, did your school regularly use paid law enforcement or security services at school at the following times?  
*MARK ONE RESPONSE ON EACH LINE*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1557</td>
<td>9.6%</td>
</tr>
<tr>
<td>12394</td>
<td>76.3%</td>
</tr>
</tbody>
</table>

Note: This is one in a series of items, a through e.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
Applies to: All BY eligible sample members.

---

**Reserve Codes**

- Missing
- Survey component legitimate skip/NA
- Partial interview-breakoff
- Nonrespondent

**Source**

ELS:2002 School Administrator Questionnaire
Applies to: All respondents.
40. During the 2001-2002 school year, did your school regularly use paid law enforcement or security services at school at the following times? (MARK ONE RESPONSE ON EACH LINE)

- [ ] Yes
- [ ] No

Note: This is one in a series of items, a through m.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

41. In your school, do teachers have access to each of the following for instructional use? (MARK ONE RESPONSE ON EACH LINE)

- [ ] Yes
- [ ] No

Note: This is one in a series of items, a through m.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

42. Teachers have access to closed-circuit TV

- [ ] Yes
- [ ] No

Applies to: All respondents.

44. Teachers have access to video camera

- [ ] Yes
- [ ] No

Applies to: All respondents.

45. Teachers have access to videodisc player/VCR/DVD

- [ ] Yes
- [ ] No

Applies to: All respondents.

46. Teachers have access to cable TV

- [ ] Yes
- [ ] No

Applies to: All respondents.

Note: This school level variable is replicated on the student file for all BY eligible sample members.
### Teachers have access to video production studio

41. In your school, do teachers have access to each of the following for instructional use?  
(Yes; No)  

- e. Video production studio  
  
Note: This is one in a series of items, a through n.  

Note: This school level variable is replicated on the student file for all BY eligible sample members.

 Applies to: All respondents.  

Source: ELS:2002 School Administrator Questionnaire  

<table>
<thead>
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<tbody>
<tr>
<td>0 7777 47.9% 57.9%</td>
</tr>
<tr>
<td>1 6125 37.7% 49.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  

- Nonrespondent] -4 174 1.1% (MISS)  
- Partial interview-breakoff] -7 1829 11.3% (MISS)  
- Survey component legitimate skip/NA] -8 171 1.1% (MISS)  
- Missing] -9 176 1.1% (MISS)  

TOTALS: 16252 100.0% 100.0%

### Teachers have access to satellite TV hook-up

41. In your school, do teachers have access to each of the following for instructional use?  
(Yes; No)  

- f. Satellite TV hook-up  
  
Note: This is one in a series of items, a through m.  

Note: This school level variable is replicated on the student file for all BY eligible sample members.

 Applies to: All respondents.  

Source: ELS:2002 School Administrator Questionnaire  

<table>
<thead>
<tr>
<th>CODES FREQ PER-CENT PCT</th>
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<tbody>
<tr>
<td>0 5299 32.6% 42.9%</td>
</tr>
<tr>
<td>1 12468 76.0% 91.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  

- Nonrespondent] -4 174 1.1% (MISS)  
- Partial interview-breakoff] -7 1829 11.3% (MISS)  
- Survey component legitimate skip/NA] -8 220 1.4% (MISS)  
- Missing] -9 127 0.8% (MISS)  

TOTALS: 16252 100.0% 100.0%

### Teachers have access to videoconferencing equipment

41. In your school, do teachers have access to each of the following for instructional use?  
(Yes; No)  

- g. Videoconferencing equipment  
  
Note: This is one in a series of items, a through m.  

Note: This school level variable is replicated on the student file for all BY eligible sample members.

 Applies to: All respondents.  

Source: ELS:2002 School Administrator Questionnaire  

<table>
<thead>
<tr>
<th>CODES FREQ PER-CENT PCT</th>
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</thead>
<tbody>
<tr>
<td>0 8794 54.1% 58.1%</td>
</tr>
<tr>
<td>1 5093 31.3% 41.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  

- Nonrespondent] -4 174 1.1% (MISS)  
- Partial interview-breakoff] -7 1829 11.3% (MISS)  
- Survey component legitimate skip/NA] -8 171 1.1% (MISS)  
- Missing] -9 197 1.2% (MISS)  

TOTALS: 16252 100.0% 100.0%

### Teachers have access to digital camera

41. In your school, do teachers have access to each of the following for instructional use?  
(Yes; No)  

- h. Digital camera  
  
Note: This is one in a series of items, a through m.  

Note: This school level variable is replicated on the student file for all BY eligible sample members.

 Applies to: All respondents.  

Source: ELS:2002 School Administrator Questionnaire  

<table>
<thead>
<tr>
<th>CODES FREQ PER-CENT PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 127 0.8% 6.9%</td>
</tr>
<tr>
<td>1 12769 78.6% 93.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  

- Nonrespondent] -4 174 1.1% (MISS)  
- Partial interview-breakoff] -7 1829 11.3% (MISS)  
- Survey component legitimate skip/NA] -8 171 1.1% (MISS)  
- Missing] -9 127 0.8% (MISS)  

TOTALS: 16252 100.0% 100.0%

### Teachers have access to scanner

41. In your school, do teachers have access to each of the following for instructional use?  
(Yes; No)  

- i. Scanner for images or text  
- e. Video production studio  
  
Note: This is one in a series of items, a through m.  

Note: This school level variable is replicated on the student file for all BY eligible sample members.

 Applies to: All respondents.  

Source: ELS:2002 School Administrator Questionnaire  

<table>
<thead>
<tr>
<th>CODES FREQ PER-CENT PCT</th>
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</thead>
<tbody>
<tr>
<td>0 977 6.0% 6.9%</td>
</tr>
<tr>
<td>1 12974 79.8% 93.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  

- Nonrespondent] -4 174 1.1% (MISS)  
- Partial interview-breakoff] -7 1829 11.3% (MISS)  
- Survey component legitimate skip/NA] -8 171 1.1% (MISS)  
- Missing] -9 127 0.8% (MISS)  

TOTALS: 16252 100.0% 100.0%

### Teachers have access to LCD panel or other projection device for projecting images

41. In your school, do teachers have access to each of the following for instructional use?  
(Yes; No)  

- j. LCD panel or other projection device for projecting images  
- e. Video production studio  
  
Note: This is one in a series of items, a through m.  

Note: This school level variable is replicated on the student file for all BY eligible sample members.

 Applies to: All respondents.  

Source: ELS:2002 School Administrator Questionnaire  

<table>
<thead>
<tr>
<th>CODES FREQ PER-CENT PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1433 8.7% 8.5%</td>
</tr>
<tr>
<td>1 12466 76.7% 91.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  

- Nonrespondent] -4 174 1.1% (MISS)  
- Partial interview-breakoff] -7 1829 11.3% (MISS)  
- Survey component legitimate skip/NA] -8 171 1.1% (MISS)  
- Missing] -9 197 1.2% (MISS)  

TOTALS: 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYA41K STUDENT.PUB Rec. 4/5
---

Teachers have access to laptop computer

41. In your school, do teachers have access to each of the following for instructional use? (MARK ONE RESPONSE ON EACH LINE)

(a) Computer printer
(b) Video production studio

Note: This is one in a series of items, a through n.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERC</th>
<th>WGT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3452</td>
<td>21.2%</td>
<td>99.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>10522</td>
<td>64.7%</td>
<td>99.3%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>174</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>57</td>
<td>0.3% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>97</td>
<td>0.6% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>152</td>
<td>0.9% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

BYA41L STUDENT.PUB Rec. 4/5
---

Teachers have access to Internet

41. In your school, do teachers have access to each of the following for instructional use? (MARK ONE RESPONSE ON EACH LINE)

(a) Internet
(b) Video production studio

Note: This is one in a series of items, a through n.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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BYA41M STUDENT.PUB Rec. 4/5
---

Teachers have access to computer printer

41. In your school, do teachers have access to each of the following for instructional use? (MARK ONE RESPONSE ON EACH LINE)

(a) Computer printer
(b) Video production studio

Note: This is one in a series of items, a through n.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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BYA42A STUDENT.PUB Rec. 4/5
---

Teachers use computers as instructional tools

42. Does your school use computers in the following ways? (MARK ONE RESPONSE ON EACH LINE)

(a) Teachers use computers in classrooms as instructional tools (e.g., for drill and practice; simulation and application; to correspond with experts, authors, researchers, etc. via E-mail or the Internet)

Note: This is one in a series of items, a through n.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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BYA42B STUDENT.PUB Rec. 4/5
---

Teachers use computers to plan lessons

42. Does your school use computers in the following ways? (MARK ONE RESPONSE ON EACH LINE)

(a) Teachers use computers to plan lessons

Note: This is one in a series of items, a through n.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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BYA42C STUDENT.PUB Rec. 4/5
---

Teachers use computers for professional development courses

42. Does your school use computers in the following ways? (MARK ONE RESPONSE ON EACH LINE)

(a) Teachers use computers to take professional development courses via the Internet

Note: This is one in a series of items, a through n.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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G-358
Appendix G:
Base-Year to First Follow-up Electronic Codebook

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BYA42D STUDENT.PUB Rec. 4/5
Pos. 625-626 Format: N2

Teachers use computers to communicate with colleagues

42. Does your school use computers in the following ways?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   d. Teachers use computers to communicate with colleagues and other
      professionals via E-mail, listserv or the Internet

   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

BYA42E STUDENT.PUB Rec. 4/5
Pos. 627-628 Format: N2

Teachers use computers to access best practices

42. Does your school use computers in the following ways?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   e. Teachers use computers to research and access best practices
      from the Internet

   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

BYA42F STUDENT.PUB Rec. 4/5
Pos. 629-630 Format: N2

Teachers use computers to communicate with parents

42. Does your school use computers in the following ways?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   f. Teachers use computers to communicate with students’ parents

   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

BYA42G STUDENT.PUB Rec. 4/5
Pos. 631-632 Format: N2

Teachers use computers to post homework

42. Does your school use computers in the following ways?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   g. Teachers use computers to post homework or other class
      requirements

   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

BYA42H STUDENT.PUB Rec. 4/5
Pos. 633-634 Format: N2

Teachers/staff use computers to communicate with each other

42. Does your school use computers in the following ways?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   h. Teachers and staff use computers to communicate via E-mail to
      one another

   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

BYA42I STUDENT.PUB Rec. 4/5
Pos. 635-636 Format: N2

Teachers use computers to teach job skills

42. Does your school use computers in the following ways?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   i. Teachers use computers to teach job skills (e.g., CAD/ CADD,
      automotive diagnostics)

   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

BYA42J STUDENT.PUB Rec. 4/5
Pos. 637-638 Format: N2

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Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYA42K STUDENT.PUB Rec. 4/5
Pos. 639-640 Format: N2

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BYA42L STUDENT.PUB Rec. 4/5
Pos. 641-642 Format: N2

---
Administrative staff use computers for administrative purposes

42. Does your school use computers in the following ways? (Mark one response on each line)
   (Yes; No)
   [ ] Administrative staff use computers for administrative purposes
   (e.g., reporting grades, tracking attendance, keeping student
   records)
   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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ByA42J STUDENT.PUB Rec. 4/5
Pos. 637-638
Format: N2

Administrative staff use computers to communicate with colleagues

42. Does your school use computers in the following ways? (Mark one response on each line)
   (Yes; No)
   a. Administrative staff use computers to communicate with colleagues
      and other professionals via E-mail, listservs or the Internet
   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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ByA42K STUDENT.PUB Rec. 4/5
Pos. 639-640
Format: N2

Administrative staff use computers to communicate with parents

42. Does your school use computers in the following ways? (Mark one response on each line)
   (Yes; No)
   1. Administrative staff use computers to communicate with students’
      parents
   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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ByA42L STUDENT.PUB Rec. 4/5
Pos. 641-642
Format: N2

School offers students distance learning courses

42. Does your school use computers in the following ways? (Mark one response on each line)
   (Yes; No)
   n. The school offers courses for credit to students via ‘distance
      learning’, which the school would not be able to offer otherwise
      (e.g., an AP course or advanced math course that the school
does not offer, but another school does)
   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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ByA42M STUDENT.PUB Rec. 4/5
Pos. 643-644
Format: N2

Teachers have access to Internet professional development programs

42. Does your school use computers in the following ways? (Mark one response on each line)
   (Yes; No)
   m. District or state education officials provide teachers with
      access to ongoing professional development programs through the
      Internet
   Note: This is one in a series of items, a through n.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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ByA42N STUDENT.PUB Rec. 4/5
Pos. 645-646
Format: N2

Teacher training on use of new software

43. Does either your school or your district offer the following types of formal training for teachers?
   (Mark one response on each line)
   (Yes; No)
   a. Learning to use new software
   Note: This is one in a series of items, a through e.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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ByA42A STUDENT.PUB Rec. 4/5
Pos. 647-648
Format: N2

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**Appendix G: Base-Year to First Follow-up Electronic Codebook**

### Teacher training on use of Internet

43. Does either your school or your district offer the following types of formal training for teachers?

- **MARK ONE RESPONSE ON EACH LINE**

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- [Partial interview-breakoff]... -7 1629 11.3% (MISS)
- [Survey component legitimate skip/NA]... -8 171 1.1% (MISS)
- [Missing]............. -9 92 0.6% (MISS)

**TOTALS:**
- 12525 100.0% 100.0%

Appplies to: All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

### Teacher training on using computers to teach skills

43. Does either your school or your district offer the following types of formal training for teachers?

- **MARK ONE RESPONSE ON EACH LINE**

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- [Partial interview-breakoff]... -7 1629 11.3% (MISS)
- [Survey component legitimate skip/NA]... -8 171 1.1% (MISS)
- [Missing]............. -9 127 0.8% (MISS)

**TOTALS:**
- 12525 100.0% 100.0%

Appplies to: All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

### Teacher training on integrating computer into class

43. Does either your school or your district offer the following types of formal training for teachers?

- **MARK ONE RESPONSE ON EACH LINE**

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- [Partial interview-breakoff]... -7 1629 11.3% (MISS)
- [Survey component legitimate skip/NA]... -8 171 1.1% (MISS)
- [Missing]............. -9 107 0.7% (MISS)

**TOTALS:**
- 12525 100.0% 100.0%

Appplies to: All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

### Computers in administrative offices

44. Please indicate whether computers are located in the following locations in your school.

- **MARK ONE RESPONSE ON EACH LINE**

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- [Partial interview-breakoff]... -7 1629 11.3% (MISS)
- [Survey component legitimate skip/NA]... -8 171 1.1% (MISS)
- [Missing]............. -9 82 0.5% (MISS)

**TOTALS:**
- 12525 100.0% 100.0%

Appplies to: All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

### Computers in teacher work rooms

44. Please indicate whether computers are located in the following locations in your school.

- **MARK ONE RESPONSE ON EACH LINE**

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<th>Codes</th>
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**RESERVE CODES:**
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- [Partial interview-breakoff]... -7 1629 11.3% (MISS)
- [Survey component legitimate skip/NA]... -8 171 1.1% (MISS)
- [Missing]............. -9 228 1.6% (MISS)

**TOTALS:**
- 12525 100.0% 100.0%

Appplies to: All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

---

**Note:** This school level variable is replicated on the student file for all BY eligible sample members.
### Computers in separate computer lab

44. Please indicate whether computers are located in the following locations in your school.

- **MARK ONE RESPONSE ON EACH LINE**
- **Yes:**
- **No:**

Note: This is one in a series of items, a through e.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

<table>
<thead>
<tr>
<th>CODES FREQ</th>
<th>PER-CENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>427</td>
<td>2.5%</td>
</tr>
<tr>
<td>1</td>
<td>13441</td>
<td>82.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent]..............................-4 174 1.1% (MISS)
- [Partial interview-breakoff]...........-7 1829 11.3% (MISS)
- [Survey component legitimate skip/NA]...-8 171 1.1% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%

---

### Computers in the library media center

44. Please indicate whether computers are located in the following locations in your school.

- **MARK ONE RESPONSE ON EACH LINE**
- **Yes:**
- **No:**

Note: This is one in a series of items, a through e.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

<table>
<thead>
<tr>
<th>CODES FREQ</th>
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<th>WTDT</th>
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</thead>
<tbody>
<tr>
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<td>479</td>
<td>2.3%</td>
</tr>
<tr>
<td>1</td>
<td>13602</td>
<td>83.8%</td>
</tr>
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</table>

**RESERVE CODES:**
- [Nonrespondent]..............................-4 174 1.1% (MISS)
- [Partial interview-breakoff]...........-7 1829 11.3% (MISS)
- [Survey component legitimate skip/NA]...-8 171 1.1% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%

---

### Computers in classrooms

44. Please indicate whether computers are located in the following locations in your school.

- **MARK ONE RESPONSE ON EACH LINE**
- **Yes:**
- **No:**

Note: This is one in a series of items, a through e.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

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<th>WTDT</th>
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<tbody>
<tr>
<td>0</td>
<td>519</td>
<td>2.8%</td>
</tr>
<tr>
<td>1</td>
<td>13559</td>
<td>83.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent]..............................-4 174 1.1% (MISS)
- [Partial interview-breakoff]...........-7 1829 11.3% (MISS)
- [Survey component legitimate skip/NA]...-8 171 1.1% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%
46. How much influence do you as a principal have on the following? (MARK ONE RESPONSE ON EACH LINE)

Note: This is one in a series of items, a through h. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS: 2002 School Administrator Questionnaire

---

46. How much influence do you as a principal have on the following? (MARK ONE RESPONSE ON EACH LINE)

Note: This is one in a series of items, a through h. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS: 2002 School Administrator Questionnaire

---

46. How much influence do you as a principal have on the following? (MARK ONE RESPONSE ON EACH LINE)

Note: This is one in a series of items, a through h. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS: 2002 School Administrator Questionnaire

---
School's relationship with school board

47. How would you characterize your school's relationship with each of the following individuals or groups?
   (MARK ONE RESPONSE ON EACH LINE)
   (Very cooperative; Cooperative; Somewhat cooperative; Not cooperative)
   a. School board or governing board
   b. Central office administrators
   Note: This is one in a series of items, a through c. This question was prefaced by an instruction that this section should be completed by the school principal only.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

School's relationship with central office

47. How would you characterize your school's relationship with each of the following individuals or groups?
   (MARK ONE RESPONSE ON EACH LINE)
   (Very cooperative; Cooperative; Somewhat cooperative; Not cooperative)
   a. The performance of your school's students on standardized tests
   b. The performance of your school's students on standardized tests
   c. The performance of your school's students on standardized tests
   Note: This is one in a series of items, a through c. This question was prefaced by an instruction that this section should be completed by the school principal only.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---

Principal evaluated on standardized test scores

48. How much influence do you feel each of the following factors has on how your superiors evaluate your performance?
   (MARK ONE RESPONSE ON EACH LINE)
   (No influence; Minor influence; Great deal of influence)
   a. The performance of your school's students on standardized tests
   b. The performance of your school's students on standardized tests
   c. The performance of your school's students on standardized tests
   Note: This is one in a series of items, a through f. This question was prefaced by an instruction that this section should be completed by the school principal only.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

---
48. How much influence do you feel each of the following factors has on how your superiors evaluate your performance?

**a. Efficient administration**

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence on evaluation</td>
<td>1</td>
<td>1135</td>
<td>7.0%</td>
</tr>
<tr>
<td>Minor influence on evaluation</td>
<td>2</td>
<td>12054</td>
<td>74.0%</td>
</tr>
<tr>
<td>Great deal of influence on evaluation</td>
<td>3</td>
<td>1591</td>
<td>9.8%</td>
</tr>
</tbody>
</table>

**b. A good disciplinary environment in the school**

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence on evaluation</td>
<td>1</td>
<td>23</td>
<td>0.1%</td>
</tr>
<tr>
<td>Minor influence on evaluation</td>
<td>2</td>
<td>11647</td>
<td>71.7%</td>
</tr>
<tr>
<td>Great deal of influence on evaluation</td>
<td>3</td>
<td>8610</td>
<td>53.0%</td>
</tr>
</tbody>
</table>

**c. Relationships with community**

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence on evaluation</td>
<td>1</td>
<td>401</td>
<td>2.5%</td>
</tr>
<tr>
<td>Minor influence on evaluation</td>
<td>2</td>
<td>4152</td>
<td>25.8%</td>
</tr>
<tr>
<td>Great deal of influence on evaluation</td>
<td>3</td>
<td>8610</td>
<td>53.0%</td>
</tr>
</tbody>
</table>

**d. Parent involvement**

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence on evaluation</td>
<td>1</td>
<td>5991</td>
<td>36.9%</td>
</tr>
<tr>
<td>Minor influence on evaluation</td>
<td>2</td>
<td>6609</td>
<td>40.7%</td>
</tr>
<tr>
<td>Great deal of influence on evaluation</td>
<td>3</td>
<td>5391</td>
<td>33.6%</td>
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</tbody>
</table>

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Note: This is one in a series of items, a through f. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

---

**Principal evaluated on school environment**

Note: This is one in a series of items, a through f. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

---

**Principal evaluated on efficient administration**

Note: This is one in a series of items, a through f. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYA49F

---

Principal evaluated on new programs/reform

48. How much influence do you feel each of the following factors has on how your superiors evaluate your performance?

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>WTCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence on evaluation</td>
<td>1</td>
<td>174</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Minor influence on evaluation</td>
<td>2</td>
<td>1829</td>
<td>11.3%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Great deal of influence on evaluation</td>
<td>3</td>
<td>958</td>
<td>5.9%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Reserve codes:</td>
<td>-4</td>
<td>171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>618</td>
<td>4.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-8</td>
<td>12016</td>
<td>73.9%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-9</td>
<td>740</td>
<td>4.8%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS</td>
<td>-9</td>
<td>875</td>
<td>5.4%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

---

BYA49A

---

How often tardiness a problem at school

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

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>WTCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>12362</td>
<td>76.1%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>474</td>
<td>2.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>10</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>452</td>
<td>2.8%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>40</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Reserve codes:</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>1829</td>
<td>11.3%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>740</td>
<td>4.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>958</td>
<td>5.9%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS</td>
<td>-9</td>
<td>875</td>
<td>5.4%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

---

BYA49B

---

How often absenteeism a problem at school

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

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>WTCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>12016</td>
<td>73.9%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>618</td>
<td>3.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>59</td>
<td>0.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>531</td>
<td>3.3%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>88</td>
<td>0.5%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Reserve codes:</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>1829</td>
<td>11.3%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>766</td>
<td>4.7%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>958</td>
<td>5.9%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS</td>
<td>-9</td>
<td>875</td>
<td>5.4%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

---

BYA49C

---

How often class cutting a problem at school

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

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>WTCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>12362</td>
<td>76.1%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>474</td>
<td>2.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>10</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>452</td>
<td>2.8%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>40</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Reserve codes:</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>1829</td>
<td>11.3%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>740</td>
<td>4.6%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>958</td>
<td>5.9%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS</td>
<td>-9</td>
<td>875</td>
<td>5.4%</td>
<td>(MISS)</td>
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</table>

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.
<table>
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<tbody>
<tr>
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<td>CENT</td>
<td>PCT</td>
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</table>

How often physical conflicts a problem at school

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

(MARK ONE RESPONSE ON EACH LINE)

- Happens daily; Happens at least once a week; Happens at least once a month; Happens on occasion; Never happens

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
</tbody>
</table>

How often robes theft a problem at school

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

(MARK ONE RESPONSE ON EACH LINE)

- Happens daily; Happens at least once a week; Happens at least once a month; Happens on occasion; Never happens

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
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<tr>
<th>CODES</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
</tbody>
</table>

How often vandalism a problem at school

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

(MARK ONE RESPONSE ON EACH LINE)

- Happens daily; Happens at least once a week; Happens at least once a month; Happens on occasion; Never happens

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
</tbody>
</table>

How often use of alcohol a problem at school

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

(MARK ONE RESPONSE ON EACH LINE)

- Happens daily; Happens at least once a week; Happens at least once a month; Happens on occasion; Never happens

e. Robbery or theft

f. Vandalism

g. Use of alcohol

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
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<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
</tbody>
</table>

Appendix G:

Base-Year to First Follow-up Electronic Codebook

G-367
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYA49H**  
**STUDENT.PUB Rec. 4/5**  
Pos. 715-716  
Format: N2

How often use of illegal drugs a problem at school

49. To the best of your knowledge how often do the following types of problems occur at your school?
(MARK ONE RESPONSE ON EACH LINE)

a. Use of illegal drugs

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

<table>
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<th>CODES</th>
<th>PER-CENT</th>
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</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>[MISS]</td>
<td>-4</td>
</tr>
<tr>
<td>Partial interview-breakof[ ]</td>
<td>[MISS]</td>
<td>-7</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>[MISS]</td>
<td>-8</td>
</tr>
<tr>
<td>[Missing]</td>
<td>[MISS]</td>
<td>-9</td>
</tr>
</tbody>
</table>

**TOTALES:**
16252 100.0% 100.0%

---

**BYA49K**  
**STUDENT.PUB Rec. 4/5**  
Pos. 717-718  
Format: N2

How often sale of drugs near school a problem

49. To the best of your knowledge how often do the following types of problems occur at your school?
(MARK ONE RESPONSE ON EACH LINE)

a. Use of illegal drugs

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<td>-4</td>
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<td>Partial interview-breakoff</td>
<td>[MISS]</td>
<td>-7</td>
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<td>Survey component legitimate skip/NA</td>
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<td>-8</td>
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<tr>
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<td>[MISS]</td>
<td>-9</td>
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**TOTALES:**
16252 100.0% 100.0%

---

**BYA49J**  
**STUDENT.PUB Rec. 4/5**  
Pos. 719-720  
Format: N2

How often use of weapons a problem at school

49. To the best of your knowledge how often do the following types of problems occur at your school?
(MARK ONE RESPONSE ON EACH LINE)

a. Use of illegal drugs

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<tr>
<td>Partial interview-breakoff</td>
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<td>[MISS]</td>
<td>-9</td>
</tr>
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**TOTALES:**
16252 100.0% 100.0%
49. To the best of your knowledge how often do the following types of problems occur at your school? (MARK ONE RESPONSE ON EACH LINE)

(a) Physical abuse of teachers

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

How often physical abuse of teachers a problem at school

------- STUDENT.PUB Rec. 4/5
-------- Pos. 723-724
Format: R2

How often physical abuse of teachers a problem at school

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<td>PCT</td>
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<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>27</td>
<td>0.2%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>26</td>
<td>0.2%</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>2529</td>
<td>15.6%</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>10702</td>
<td>65.9%</td>
</tr>
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RESERVE CODES:

[Nonrespondent]................. -4 174 1.1% (MISS)
[Multiple responses]............ -6 12 0.1% (MISS)
[Partial interview-breakoff]... -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing].......................... -9 762 4.8% (MISS)

TOTALS: 16252 100.0% 100.0%

------- STUDENT.PUB Rec. 4/5
-------- Pos. 725-726
Format: R2

How often student bullying a problem at school

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<th>WTD</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
</tbody>
</table>
| Happens daily........................ 1 299 1.8% 2.4%
| Happens at least once a week         | 2 1093 6.7% 9.2%
| Happens at least once a month        | 3 2796 17.3% 22.1%
| Happens on occasion                  | 4 8617 53.0% 63.1%
| Never happens                        | 5 447 2.8% 3.3%

RESERVE CODES:

[Nonrespondent]................. -4 174 1.1% (MISS)
[Partial interview-breakoff]... -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing].......................... -9 762 4.8% (MISS)

TOTALS: 16252 100.0% 100.0%

------- STUDENT.PUB Rec. 4/5
-------- Pos. 727-728
Format: R2

How often student verbal abuse of teachers a problem at school

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<th>PER-</th>
<th>WTD</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>CENT</td>
<td>PCT</td>
</tr>
</tbody>
</table>
| Happens daily........................ 1 105 0.6% 1.1%
| Happens at least once a week         | 2 812 5.1% 7.4%
| Happens at least once a month        | 3 2159 13.3% 19.0%
| Happens on occasion                  | 4 8514 52.4% 65.9%
| Never happens                        | 5 1712 10.5% 6.6%

RESERVE CODES:

[Nonrespondent]................. -4 174 1.1% (MISS)
[Partial interview-breakoff]... -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing].......................... -9 762 4.8% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYA49P**

**STUDENT.PUB Rec. 4/5**

**Pos. 711-732**

**Format: R2**

How often disorder in classrooms a problem at school

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

(Adapted from the school principal only)

- Happens daily (Happens at least once a week, Happens at least once a month, Happens on occasion, Never happens)

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<td>Happens daily</td>
<td>1</td>
<td>48</td>
<td>0.3%</td>
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<td>Happens at least once a week</td>
<td>2</td>
<td>141</td>
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<td>3</td>
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<td>4</td>
<td>4514</td>
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<td>Never happens</td>
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<td>51.2%</td>
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RESERVE CODES:

- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:** 16252 100.0% 100.0%

---

**BYA49R**

**STUDENT.PUB Rec. 4/5**

**Pos. 731-736**

**Format: R2**

How often student acts of disrespect for teachers a problem at school

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

(Adapted from the school principal only)

- Happens daily (Happens at least once a week, Happens at least once a month, Happens on occasion, Never happens)

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>1860</td>
<td>11.4%</td>
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<tr>
<td>Happens on occasion</td>
<td>4</td>
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<td>4.4%</td>
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RESERVE CODES:

- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:** 16252 100.0% 100.0%

---

**BYA49S**

**STUDENT.PUB Rec. 4/5**

**Pos. 733-734**

**Format: R2**

How often disorder in classrooms a problem at school

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

(Adapted from the school principal only)

- Happens daily (Happens at least once a week, Happens at least once a month, Happens on occasion, Never happens)

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<tr>
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<td>Happens on occasion</td>
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<td>8777</td>
<td>49.7%</td>
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RESERVE CODES:

- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:** 16252 100.0% 100.0%

---

**BYA48K**

**STUDENT.PUB Rec. 4/5**

**Pos. 737-738**

**Format: R2**

How often student acts of disrespect for teachers a problem at school

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

(Adapted from the school principal only)

- Happens daily (Happens at least once a week, Happens at least once a month, Happens on occasion, Never happens)

Note: This is one in a series of items, a through s. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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<td>453</td>
<td>2.8%</td>
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<td>1377</td>
<td>8.5%</td>
</tr>
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<td>Happens at least once a month</td>
<td>3</td>
<td>1860</td>
<td>11.4%</td>
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<tr>
<td>Happens on occasion</td>
<td>4</td>
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<tr>
<td>Never happens</td>
<td>5</td>
<td>702</td>
<td>4.3%</td>
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RESERVE CODES:

- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:** 16252 100.0% 100.0%
50. In your school, how much is the learning of 10th graders hindered by...
(MARK ONE RESPONSE ON EACH LINE)
(Not at all; Very little; To some extent; A lot)
a. poor condition of buildings?
Note: This is one in a series of items, a through k. This question was
prefaced by an instruction that this section should be completed by
the school principal only.
Note: This school level variable is replicated on the student file
for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

50. In your school, how much is the learning of 10th graders hindered by...
(MARK ONE RESPONSE ON EACH LINE)
b. poor heating, cooling, and/or lighting systems?
(Not at all; Very little; To some extent; A lot)

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

50. In your school, how much is the learning of 10th graders hindered by...
(MARK ONE RESPONSE ON EACH LINE)
c. inadequate science laboratory equipment?
(Not at all; Very little; To some extent; A lot)

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

50. In your school, how much is the learning of 10th graders hindered by...
(MARK ONE RESPONSE ON EACH LINE)
d. inadequate facilities for fine arts?
(Not at all; Very little; To some extent; A lot)

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

50. In your school, how much is the learning of 10th graders hindered by...
(MARK ONE RESPONSE ON EACH LINE)
e. inadequate science laboratory equipment?
(Not at all; Very little; To some extent; A lot)

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

50. In your school, how much is the learning of 10th graders hindered by...
(MARK ONE RESPONSE ON EACH LINE)
f. inadequate science laboratory equipment?
(Not at all; Very little; To some extent; A lot)

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

50. In your school, how much is the learning of 10th graders hindered by...
(MARK ONE RESPONSE ON EACH LINE)
g. inadequate science laboratory equipment?
(Not at all; Very little; To some extent; A lot)

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYA50E
STUDENT.PUB Rec. 4/5
Poz. 747-748
Format: N2
Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents.

50. In your school, how much is the learning of 10th graders hindered by...

   (MARK ONE RESPONSE ON EACH LINE)
   (Not at all; Very little; To some extent; A lot)
   e. lack of instructional space (e.g., classrooms)?
   Note: This is one in a series of items, a through k. This question was prefaced by an instruction that this section should be completed by the school principal only.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

   Applies to: All respondents.

Learning hindered by lack of space

--- --- ------ -----
CODES FREQ CENT PCT
--- --- ------ -----
Not at all.......................... 1 6307 37.3% 42.6%
Very little.......................... 2 3941 24.2% 33.3%
To some extent.......................... 3 2918 17.4% 20.1%
A lot................................... 4 739 4.5% 6.2%
RESERVE CODES:
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 873 5.4% (MISS)
TOTALS: 16252 100.0% 100.0%

--- --- ------ -----
CODES FREQ CENT PCT
--- --- ------ -----
Not at all.......................... 1 8232 50.7% 57.5%
Very little.......................... 2 3848 23.7% 32.7%
To some extent.......................... 3 1035 6.4% 8.9%
A lot................................... 4 148 0.9% 0.9%
RESERVE CODES:
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 815 5.0% (MISS)
TOTALS: 16252 100.0% 100.0%

BYA50F
STUDENT.PUB Rec. 4/5
Poz. 749-750
Format: N2
Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents.

Learning hindered by poor library

--- --- ------ -----
CODES FREQ CENT PCT
--- --- ------ -----
Not at all.......................... 1 6743 41.9% 49.9%
Very little.......................... 2 4152 25.5% 33.3%
To some extent.......................... 3 1941 11.9% 14.7%
A lot................................... 4 325 2.0% 2.1%
RESERVE CODES:
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 917 5.6% (MISS)
TOTALS: 16252 100.0% 100.0%

--- --- ------ -----
CODES FREQ CENT PCT
--- --- ------ -----
Not at all.......................... 1 5554 34.4% 39.1%
Very little.......................... 2 4344 26.7% 34.3%
To some extent.......................... 3 2822 17.4% 22.0%
A lot................................... 4 511 3.1% 4.0%
RESERVE CODES:
[Nonrespondent] -4 174 1.1% (MISS)
[Partial interview-breakoff] -7 1829 11.3% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 807 5.0% (MISS)
TOTALS: 16252 100.0% 100.0%
### Learning hindered by lack of discipline/safety

50. In your school, how much is the learning of 10th graders hindered by...  
(MARK ONE RESPONSE ON EACH LINE)  
(Not at all; Very little; To some extent; A lot)  
i. lack of multi-media resources for instruction?  
Note: This is one in a series of items, a through k. This question was prefaced by an instruction that this section should be completed by the school principal only.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

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<td>32.6%</td>
</tr>
<tr>
<td>Very little</td>
<td>2</td>
<td>7087</td>
<td>43.8%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>2529</td>
<td>15.6%</td>
</tr>
<tr>
<td>A lot.</td>
<td>4</td>
<td>332</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
1. {Missing}............................ -9 795 4.9% (MISS)  
2. {Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
3. {Partial interview-breakoff}......... -7 1829 11.3% (MISS)  
4. {Nonrespondent}...................... -4 174 1.1% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

### Learning hindered by lack of multi-media

50. In your school, how much is the learning of 10th graders hindered by...  
(MARK ONE RESPONSE ON EACH LINE)  
(Not at all; Very little; To some extent; A lot)  
j. lack of discipline/safety?  
Note: This is one in a series of items, a through k. This question was prefaced by an instruction that this section should be completed by the school principal only.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

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<tr>
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<td>1</td>
<td>620</td>
<td>3.8%</td>
</tr>
<tr>
<td>Very little</td>
<td>2</td>
<td>2085</td>
<td>12.8%</td>
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<tr>
<td>To some extent</td>
<td>3</td>
<td>4037</td>
<td>24.8%</td>
</tr>
<tr>
<td>A lot.</td>
<td>4</td>
<td>6337</td>
<td>39.0%</td>
</tr>
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**RESERVE CODES:**  
1. {Missing}............................ -9 999 6.1% (MISS)  
2. {Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
3. {Partial interview-breakoff}......... -7 1829 11.3% (MISS)  
4. {Nonrespondent}...................... -4 174 1.1% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

### Learning hindered by poor voc/tech equipment/facilities

50. In your school, how much is the learning of 10th graders hindered by...  
(MARK ONE RESPONSE ON EACH LINE)  
(Not at all; Very little; To some extent; A lot)  
k. inadequate or outdated vocational-technical education equipment or facilities?  
Note: This is one in a series of items, a through k. This question was prefaced by an instruction that this section should be completed by the school principal only.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

<table>
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<td>6337</td>
<td>39.9%</td>
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<td>Very little</td>
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<td>4337</td>
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<tr>
<td>To some extent</td>
<td>3</td>
<td>2085</td>
<td>12.8%</td>
</tr>
<tr>
<td>A lot.</td>
<td>4</td>
<td>5403</td>
<td>32.6%</td>
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**RESERVE CODES:**  
1. {Missing}............................ -9 999 6.1% (MISS)  
2. {Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
3. {Partial interview-breakoff}......... -7 1829 11.3% (MISS)  
4. {Nonrespondent}...................... -4 174 1.1% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%

### Student morale is high

51. Indicate how much each of the characteristics listed below describes your school's climate.  
(MARK ONE RESPONSE ON EACH LINE)  
(Not at all - 1; 2; Somewhat accurate - 3; 4; Very accurate - 5)  
a. Student morale is high  
Note: This is one in a series of items, a through e. This question was prefaced by an instruction that this section should be completed by the school principal only.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>1</td>
<td>620</td>
<td>3.8%</td>
</tr>
<tr>
<td>Very little</td>
<td>2</td>
<td>2085</td>
<td>12.8%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>4037</td>
<td>24.8%</td>
</tr>
<tr>
<td>A lot.</td>
<td>4</td>
<td>6337</td>
<td>39.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
1. {Missing}............................ -9 999 6.1% (MISS)  
2. {Survey component legitimate skip/NA} -8 171 1.1% (MISS)  
3. {Partial interview-breakoff}......... -7 1829 11.3% (MISS)  
4. {Nonrespondent}...................... -4 174 1.1% (MISS)  

**TOTALS:**  
16252 100.0% 100.0%
51. Indicate how much each of the characteristics listed below describes your school's climate.

(Not at all - 1; Somewhat accurate - 2; Very accurate - 5)

a. Teachers are expected to do homework

b. Teachers at this school press students to achieve academically

c. Teacher morale is high

d. Teachers place a high priority on learning

e. Students are expected to do homework

Note: This is one in a series of items, a through e. This question was prefaced by an instruction that this section should be completed by the school principal only.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

-------- Pos. 763-764

Format: N2

--- --- ------ -----
CODES FREQ CENT PCT
--- --- ------ -----
Not accurate at all.......................... 1 25 0.2% 0.2%
Between not at all and somewhat accurate 2 479 2.9% 3.5%
Somewhat accurate............................ 3 2327 14.3% 18.7%
Between somewhat and very accurate...... 4 5959 36.7% 49.2%
Very accurate.................................. 5 4473 27.5% 28.3%
RESERVE CODES:

{Nonrespondent}............................. -4 174 1.1% (MISS)
{Partial interview-breakoff}.............. -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA}.. -8 171 1.1% (MISS)
{Missing}...................................... -9 815 5.0% (MISS)

TOTALS: 16252 100.0% 100.0%

--- --- ------ -----
CODES FREQ CENT PCT
--- --- ------ -----
Not accurate at all.......................... 1 90 0.6% 0.9%
Between not at all and somewhat accurate 2 859 5.6% 7.3%
Somewhat accurate............................ 3 3072 19.9% 24.9%
Between somewhat and very accurate...... 4 4845 31.1% 36.7%
Very accurate.................................. 5 2427 14.9% 16.2%
RESERVE CODES:

{Nonrespondent}............................. -4 174 1.1% (MISS)
{Partial interview-breakoff}.............. -7 1829 11.3% (MISS)
{Survey component legitimate skip/NA}.. -8 171 1.1% (MISS)
{Missing}...................................... -9 765 4.7% (MISS)

TOTALS: 16252 100.0% 100.0%

--- --- ------ -----
CODES FREQ CENT PCT
--- --- ------ -----
Not accurate at all.......................... 1 1259 7.7% 9.5%
Between not at all and somewhat accurate 2 4644 28.6% 37.5%
Between somewhat and very accurate...... 4 5364 33.0% 41.3%
Very accurate.................................. 5 1960 12.1% 10.9%
RESERVE CODES:

{Nonrespondent}............................. -4 174 1.1% (MISS)
{Survey component legitimate skip/NA}.. -8 171 1.1% (MISS)
{Missing}...................................... -9 764 4.6% (MISS)

TOTALS: 16252 100.0% 100.0%
FI Administrator Questionnaire

# of days in school year for 12th graders

2. How many days are in the school year for 12th graders in your school?
   Days in the school year for 12th graders
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.
   Note: Values greater than 190 were set to 190. Values less than 160 were set to 160.
   Note: The following reserve codes are used throughout the ECB. This description is added to the first variable of each section to help users understand the meaning of each reserve code.
   1: “Don’t know” represents respondents who indicated that they didn’t know the answer to the question.
   2: “Refused” represents respondents who indicated that they refused to answer the question.
   3: “Item legitimate skip/NA” is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.
   4: “Nonrespondent” is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
   5: “Out of range” represents questionnaire respondents who reported values that are out of range.
   6: “Multiple response” represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
   7: “Partial interview-breakoff” is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.
   8: “Survey component legitimate skip/NA” is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey); 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up freshened sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey).
   9: “Missing” is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

Academic courses are block scheduled

4. Are any of the following types of courses offered through block scheduling at your school?
   (Yes; No)
   Note: This is one of a series of items, a through c.
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

# of minutes in block for academic courses

4. Are any of the following types of courses offered through block scheduling at your school?
   Minutes in block
   Note: This is one of a series of items, a through c.
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: Respondents whose school offers block academic courses.
Source: ELS:2002 First Follow-up School Administrator Questionnaire
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**Vocational/technical courses are block scheduled**

4. Are any of the following types of courses offered through block scheduling at your school?

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>6664</td>
<td>41.0%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4530</td>
<td>27.9%</td>
<td>48.3%</td>
</tr>
</tbody>
</table>

**Vocational/technical courses are block scheduled**

4. Are any of the following types of courses offered through block scheduling at your school?

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>6664</td>
<td>41.0%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4530</td>
<td>27.9%</td>
<td>48.3%</td>
</tr>
</tbody>
</table>

**# of minutes in block for vocational/technical courses**

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>6664</td>
<td>41.0%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4530</td>
<td>27.9%</td>
<td>48.3%</td>
</tr>
</tbody>
</table>

**# of minutes in block for other courses**

4. Are any of the following types of courses offered through block scheduling at your school?

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>6664</td>
<td>41.0%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4530</td>
<td>27.9%</td>
<td>48.3%</td>
</tr>
</tbody>
</table>

**Applies to: All respondents.**

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

**Students in a particular geographic area (or district) attend the school**

5. Which of the following describe admission practices for students in your school?

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>8722</td>
<td>53.7%</td>
<td>84.1%</td>
</tr>
</tbody>
</table>

**Applies to: All respondents.**

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

**Other courses are block scheduled**

4. Are any of the following types of courses offered through block scheduling at your school?

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
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<td>7763</td>
<td>47.8%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3447</td>
<td>21.3%</td>
<td>34.2%</td>
</tr>
</tbody>
</table>

**Applies to: All respondents.**

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

**Students in a particular geographic area (or district) attend the school**

5. Which of the following describe admission practices for students in your school?

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3335</td>
<td>20.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>7763</td>
<td>47.8%</td>
<td>84.1%</td>
</tr>
</tbody>
</table>

**Applies to: All respondents.**

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

**Note:** This school level variable is replicated on the student file

---

**Note:** This is one of a series of items, a through c.

---

**Note:** This school level variable is replicated on the student file

---

**Note:** This is one of a series of items, a through f.

---

**Note:** This school level variable is replicated on the student file
### Students assigned to school to achieve racial/ethnic composition

5. Which of the following describe admission practices for students in your school? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   a. Students are admitted from particular areas to achieve desired racial or ethnic composition in the school
      Note: This is one of a series of items, a through f.
      Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

   Applies to: All respondents.
   Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PDT</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>11243</td>
<td>69.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>589</td>
<td>3.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>30</td>
<td>0.2%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Students admitted to school based on test/audition/other criterion

5. Which of the following describe admission practices for students in your school? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   b. Students are admitted based on test, audition, or other criteria
      Note: This is one of a series of items, a through f.
      Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

   Applies to: All respondents.
   Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>11243</td>
<td>69.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>589</td>
<td>3.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>30</td>
<td>0.2%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Students admitted to school based on lottery/random selection

5. Which of the following describe admission practices for students in your school? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   c. Students are admitted from lottery/random selection
      Note: This is one of a series of items, a through f.
      Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

   Applies to: All respondents.
   Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>11243</td>
<td>69.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>589</td>
<td>3.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>30</td>
<td>0.2%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Base-Year to First Follow-up Electronic Codebook

---

**Influence of coaches on selecting 12th grader's courses**

6. Indicate the degree of influence the following have in assigning and/or selecting high school courses or programs for 12th grade students in your school. (Mark one response on each line)

<table>
<thead>
<tr>
<th>None; A little; Moderate; A lot</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>101</td>
<td>1.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>1077</td>
<td>6.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>4298</td>
<td>26.4%</td>
<td>38.6%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>5546</td>
<td>34.1%</td>
<td>49.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent].................. -4 565 3.0% (MISS)
- [Multiple responses]............. -6 15 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing]......................... -9 625 3.8% (MISS)

**Totals:**
16252 100.0% 100.0%

---

**Influence of counselors on selecting 12th grader's courses**

6. Indicate the degree of influence the following have in assigning and/or selecting high school courses or programs for 12th grade students in your school. (Mark one response on each line)

<table>
<thead>
<tr>
<th>None; A little; Moderate; A lot</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>101</td>
<td>1.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>1077</td>
<td>6.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>4298</td>
<td>26.4%</td>
<td>38.6%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>5546</td>
<td>34.1%</td>
<td>49.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent].................. -4 565 3.0% (MISS)
- [Multiple responses]............. -6 15 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing]......................... -9 625 3.8% (MISS)

**Totals:**
16252 100.0% 100.0%

---

**Influence of student’s preferences on selecting 12th grader’s courses**

6. Indicate the degree of influence the following have in assigning and/or selecting high school courses or programs for 12th grade students in your school. (Mark one response on each line)

<table>
<thead>
<tr>
<th>None; A little; Moderate; A lot</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>101</td>
<td>1.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>1077</td>
<td>6.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>4298</td>
<td>26.4%</td>
<td>38.6%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>5546</td>
<td>34.1%</td>
<td>49.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent].................. -4 565 3.0% (MISS)
- [Multiple responses]............. -6 15 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing]......................... -9 625 3.8% (MISS)

**Totals:**
16252 100.0% 100.0%

---

**Influence of parents on selecting 12th grader’s courses**

6. Indicate the degree of influence the following have in assigning and/or selecting high school courses or programs for 12th grade students in your school. (Mark one response on each line)

<table>
<thead>
<tr>
<th>None; A little; Moderate; A lot</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>101</td>
<td>1.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>1077</td>
<td>6.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>4298</td>
<td>26.4%</td>
<td>38.6%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>5546</td>
<td>34.1%</td>
<td>49.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent].................. -4 565 3.0% (MISS)
- [Multiple responses]............. -6 15 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing]......................... -9 625 3.8% (MISS)

**Totals:**
16252 100.0% 100.0%

---

**Influence of student’s preferences on selecting 12th grader’s courses**

6. Indicate the degree of influence the following have in assigning and/or selecting high school courses or programs for 12th grade students in your school. (Mark one response on each line)

<table>
<thead>
<tr>
<th>None; A little; Moderate; A lot</th>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>101</td>
<td>1.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>1077</td>
<td>6.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>4298</td>
<td>26.4%</td>
<td>38.6%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>5546</td>
<td>34.1%</td>
<td>49.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent].................. -4 565 3.0% (MISS)
- [Multiple responses]............. -6 15 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing]......................... -9 625 3.8% (MISS)

**Totals:**
16252 100.0% 100.0%

---

**Base-Year to First Follow-up Electronic Codebook**

Note: This school level variable is replicated on the student file.

Note: This is one of a series of items, a through k.
6. Indicate the degree of influence the following have in assigning and/or selecting high school courses or programs for 12th grade students in your school.

(MARK ONE RESPONSE ON EACH LINE)

a. Student test scores
b. Student grades

(Nonresponse)  
(Multiple response)  
(Survey component legitimate skip/NA)  
(Note: This is one of a series of items, a through k.)

Note: This school level variable is replicated on the student file as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Appendix G:
Base-Year to First Follow-up Electronic Codebook
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 6. Influence of potential for dropout on selecting 12th grader’s courses

Influence of potential for dropout on selecting 12th grader’s courses

---

Indicate the degree of influence the following have in assigning or selecting high school courses or programs for 12th grade students in your school.

**[Mark one response on each line]**

- Student's status as a potential dropout

Note: This is one of a series of items, a through k.

This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

### 7. How much coursework is required in each of the following subjects to meet high school graduation requirements in your school district or school?

Please answer with this year's graduating 12th grade class in mind.

**[Mark one response on each line]**

This is one of a series of items, a through k.

This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

---

### Years of English coursework required to graduate

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None...</td>
<td>1</td>
<td>36.9%</td>
<td>22.7%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>32.0%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>26.6%</td>
<td>16.0%</td>
</tr>
<tr>
<td>A lot...</td>
<td>4</td>
<td>15.6%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8

Note: This school level variable is replicated on the student file for all respondents.

### Years of mathematics coursework required to graduate

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None...</td>
<td>1</td>
<td>36.9%</td>
<td>22.7%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>32.0%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>26.6%</td>
<td>16.0%</td>
</tr>
<tr>
<td>A lot...</td>
<td>4</td>
<td>15.6%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8

Note: This school level variable is replicated on the student file for all respondents.

### Years of science coursework required to graduate

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None...</td>
<td>1</td>
<td>36.9%</td>
<td>22.7%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>32.0%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>26.6%</td>
<td>16.0%</td>
</tr>
<tr>
<td>A lot...</td>
<td>4</td>
<td>15.6%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8

Note: This school level variable is replicated on the student file for all respondents.

---

### Note:

- MARK ONE RESPONSE ON EACH LINE
- (Course not offered; None; Less than 1 year; At least 1 year, but less than 2; At least 2 years, but less than 3; At least 3 years, but less than 4; At least 4 years)
- Note: This is one of a series of items, a through k.

---

### Codebook Table Format:

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None...</td>
<td>1</td>
<td>36.9%</td>
<td>22.7%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>32.0%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>26.6%</td>
<td>16.0%</td>
</tr>
<tr>
<td>A lot...</td>
<td>4</td>
<td>15.6%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8

Note: This school level variable is replicated on the student file for all respondents.
Years of history/social studies coursework required to graduate

7. How much coursework is required in each of the following subjects to meet high school graduation requirements in your school district or school? Please answer with this year's graduating 12th grade class in mind.

(MARK ONE RESPONSE ON EACH LINE)

- At least 2 years but less than 3
- At least 3 years but less than 4
- At least 4 years
- Course not offered
- None
- Less than 1 year

Note: This is one of a series of items, a through h.

Note: This school level variable is replicated on the student file for all PI responding students attending the sampled school as of spring 2004. Values of 7 (4 years) have been collapsed into values of 4 (At least 2 years).

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 2 years</td>
<td>4</td>
<td>144</td>
<td>0.9%</td>
</tr>
<tr>
<td>At least 2 years but less than 3</td>
<td>5</td>
<td>1344</td>
<td>7.8%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>6</td>
<td>7113</td>
<td>43.8%</td>
</tr>
<tr>
<td>4 years</td>
<td>7</td>
<td>3039</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent
- Multiple responses
- Missing

TOTALS: 16252 100.0% 100.0%

---

Years of computer coursework required to graduate

7. How much coursework is required in each of the following subjects to meet high school graduation requirements in your school district or school? Please answer with this year's graduating 12th grade class in mind.

(MARK ONE RESPONSE ON EACH LINE)

- At least 2 years but less than 3
- At least 3 years but less than 4
- At least 4 years
- Course not offered
- None
- Less than 1 year

Note: This is one of a series of items, a through h.

Note: This school level variable is replicated on the student file for all PI responding students attending the sampled school as of spring 2004. Values of 7 (4 years) have been collapsed into values of 4 (At least 2 years).

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course not offered</td>
<td>1</td>
<td>127</td>
<td>0.8%</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>5239</td>
<td>32.5%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>At least 2 years but less than 3</td>
<td>4</td>
<td>1599</td>
<td>9.9%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>5</td>
<td>2999</td>
<td>18.5%</td>
</tr>
<tr>
<td>At least 4 years</td>
<td>6</td>
<td>704</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent
- Multiple responses
- Missing

TOTALS: 16252 100.0% 100.0%

---

Years of foreign language coursework required to graduate

7. How much coursework is required in each of the following subjects to meet high school graduation requirements in your school district or school? Please answer with this year's graduating 12th grade class in mind.

(MARK ONE RESPONSE ON EACH LINE)

- At least 2 years but less than 3
- At least 3 years but less than 4
- At least 4 years
- Course not offered
- None
- Less than 1 year

Note: This is one of a series of items, a through h.

Note: This school level variable is replicated on the student file for all PI responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course not offered</td>
<td>1</td>
<td>127</td>
<td>0.8%</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>5239</td>
<td>32.5%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>At least 2 years but less than 3</td>
<td>4</td>
<td>1599</td>
<td>9.9%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>5</td>
<td>2999</td>
<td>18.5%</td>
</tr>
<tr>
<td>At least 4 years</td>
<td>6</td>
<td>704</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent
- Multiple responses
- Missing

TOTALS: 16252 100.0% 100.0%

---

Appendix G:
Year-Base to First Follow-up Electronic Codebook

G-381
School confers regular/honors diplomas

7. How much coursework is required in each of the following subjects to meet high school graduation requirements in your school district or school? Please answer with this year’s graduating 12th grade class in mind.

(a) Course not offered; None; Less than 1 year; At least 1 year, but less than 2; At least 2 years, but less than 3; At least 3 years, but less than 4; 4 years

b. Physical education and health

Note: This is one of a series of items, a through h.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Apply to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>1</td>
<td>159</td>
<td>9.8%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>159</td>
<td>9.8%</td>
</tr>
</tbody>
</table>

School confers Independent Baccalaureate diplomas

8. What kinds of graduation credentials are conferred by or through your school?

(a) Regular or honors diploma

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Apply to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>11206</td>
<td>69.0%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>5327</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

School confers International Baccalaureate diplomas

8. What kinds of graduation credentials are conferred by or through your school?

(b) International baccalaureate diploma

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Apply to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>11206</td>
<td>69.0%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>5327</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

School confers diplomas with special education adjustments

8. What kinds of graduation credentials are conferred by or through your school?

(c) Diploma with special education adjustments

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Apply to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>11206</td>
<td>69.0%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>5327</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

School confers diplomas with vocational/technical skills certificate

8. What kinds of graduation credentials are conferred by or through your school?

(d) Diploma with vocational/technical skills certificate

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Apply to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>11206</td>
<td>69.0%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>5327</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

Appendix G: Base-Year to First Follow-up Electronic Codebook

G-382
## Minimum GPA required to participate in school activities

9. Does your school have a policy requiring students to maintain a minimum grade point average in order to participate in school activities such as organized team sports or theatrical productions? (MARK ONE RESPONSE)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>19635</td>
<td>1888</td>
</tr>
</tbody>
</table>

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

### School confers GED/other equivalency

8. What kinds of graduation credentials are conferred by or through your school? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>a. Student request</th>
<th>b. GED or other equivalency</th>
<th>c. Certificate of attendance</th>
<th>d. Survey component legitimate skip/NA</th>
<th>e. Nonrespondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>565</td>
<td>3.5% (MISS)</td>
<td>165</td>
<td>1.0% (MISS)</td>
<td>3825</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

### Availability of a vocational/technical program

10. Can students in your school take a vocational/technical program of study, either at this school or at an area or regional vocational school?

<table>
<thead>
<tr>
<th>Yes at this school</th>
<th>Yes at an area or regional vocational school only</th>
<th>Yes at this school and an area or regional vocational school</th>
</tr>
</thead>
<tbody>
<tr>
<td>11300</td>
<td>19.3%</td>
<td>2150</td>
</tr>
</tbody>
</table>

Note: Data were collected in a mark all that apply format with the following response options: Yes, at this school; Yes, at an area or regional vocational school; No. Data were then combined into a single variable with the mutually exclusive categories presented above.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

### Student request used to decide enrollment in vocational program

11. To what extent is each of the following criteria used to determine student enrollment in a vocational/technical program or school? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Never used</th>
<th>Sometimes used</th>
<th>Always used</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through i.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: Respondents whose students have access to a vocational/technical program.
Source: ELS:2002 First Follow-up School Administrator Questionnaire
Academic performance used to decide enrollment in vocational program

11. To what extent is each of the following criteria used to determine student enrollment in a vocational/technical program or school?

(MARK ONE RESPONSE ON EACH LINE)
(From: ELS:2002 First Follow-up School Administrator Questionnaire
Applies to: Respondents whose students have access to a vocational/technical program.
As of spring 2004.

For all F1 responding students attending the sampled school.

Note: This school level variable is replicated on the student file
as of spring 2004.

Applies to: Respondents whose students have access to a vocational/technical program.

FORMAT: N2

Never used.................................................. 1 753 4.6% 5.0%
Sometimes used............................................ 2 3336 20.5% 39.5%
Often used.................................................. 3 1517 21.6% 42.4%
Always used.................................................. 4 898 5.5% 10.8%

RESERVE CODES:
Item legitimate skip/NA................................. -3 2739 16.9% (MISS)
Nonrespondent.............................................. -4 565 3.5% (MISS)
Survey component legitimate skip/NA.................. -8 3825 24.5% (MISS)
Missing....................................................... -9 619 3.8% (MISS)

TOTALS: 16252 100.0% 100.0%

Attendance record used to decide enrollment in vocational program

11. To what extent is each of the following criteria used to determine student enrollment in a vocational/technical program or school?

(MARK ONE RESPONSE ON EACH LINE)
(From: ELS:2002 First Follow-up School Administrator Questionnaire
Applies to: Respondents whose students have access to a vocational/technical program.
As of spring 2004.

For all F1 responding students attending the sampled school.

Note: This school level variable is replicated on the student file
as of spring 2004.

Applies to: Respondents whose students have access to a vocational/technical program.

FORMAT: N2

Never used.................................................. 1 753 4.6% 5.0%
Sometimes used............................................ 2 3400 20.9% 41.9%
Often used.................................................. 3 1867 21.5% 21.8%
Always used.................................................. 4 709 4.4% 8.6%

RESERVE CODES:
Item legitimate skip/NA................................. -3 2739 16.9% (MISS)
Nonrespondent.............................................. -4 565 3.5% (MISS)
Survey component legitimate skip/NA.................. -8 3825 24.5% (MISS)
Missing....................................................... -9 621 3.8% (MISS)

TOTALS: 16252 100.0% 100.0%

Parent request used to decide enrollment in vocational program

11. To what extent is each of the following criteria used to determine student enrollment in a vocational/technical program or school?

(MARK ONE RESPONSE ON EACH LINE)
(From: ELS:2002 First Follow-up School Administrator Questionnaire
Applies to: Respondents whose students have access to a vocational/technical program.
As of spring 2004.

For all F1 responding students attending the sampled school.

Note: This school level variable is replicated on the student file
as of spring 2004.

Applies to: Respondents whose students have access to a vocational/technical program.

FORMAT: N2

Never used.................................................. 1 753 4.6% 5.0%
Sometimes used............................................ 2 3336 20.5% 39.5%
Often used.................................................. 3 1517 21.6% 42.4%
Always used.................................................. 4 898 5.5% 10.8%

RESERVE CODES:
Item legitimate skip/NA................................. -3 2739 16.9% (MISS)
Nonrespondent.............................................. -4 565 3.5% (MISS)
Survey component legitimate skip/NA.................. -8 3825 24.5% (MISS)
Missing....................................................... -9 619 3.8% (MISS)

TOTALS: 16252 100.0% 100.0%

Teacher referral used to decide enrollment in vocational program

11. To what extent is each of the following criteria used to determine student enrollment in a vocational/technical program or school?

(MARK ONE RESPONSE ON EACH LINE)
(From: ELS:2002 First Follow-up School Administrator Questionnaire
Applies to: Respondents whose students have access to a vocational/technical program.
As of spring 2004.

For all F1 responding students attending the sampled school.

Note: This school level variable is replicated on the student file
as of spring 2004.

Applies to: Respondents whose students have access to a vocational/technical program.

FORMAT: N2
11. To what extent is each of the following criteria used to
certify student enrollment in a vocational/technical program or
school? (MARK ONE RESPONSE ON EACH LINE)

- [ ] Lottery or random selection
- [ ] Special education need
- [ ] Student’s status as a potential dropout
- [ ] Specific academic coursework defined vocational/technical completers

Note: This is one of a series of items, a through i.

# of occupational courses defines vocational/technical completers

12. Indicate which of the following criteria are used to define vocational/technical completers in your school.

- [ ] Specific academic courses, different from graduation requirements
- [ ] Specific academic courses defined vocational/technical completers

Note: This is one of a series of items, a through i.

Specific academic coursework defined vocational/technical completers
Appendix G: Base-Year to First Follow-up Electronic Codebook

F1A12C  STUDENT.PUB Rec. 4/5  Pos. 885-886  Format: N2

12. Indicate which of the following criteria are used to define vocational/technical completers in your school.

(MARK ONE RESPONSE ON EACH LINE)

a. District or state assessment of students' vocational/technical skills
b. District/state assessment defines vocational/technical completers

Note: This is one of a series of items, a through d. If a respondent marked the 'No vocational/technical completer definition used' indicator (see questionnaire) and skipped this item as instructed, then this item was coded as 'No vocational/technical completer definition used.'

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: Respondents whose students have access to a vocational/technical program.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
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<th>PER-</th>
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<td></td>
<td></td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>2014</td>
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<tr>
<td>No</td>
<td>2</td>
<td>2332</td>
<td>14.0%</td>
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<tr>
<td>No voc/tech completer definition used...</td>
<td>3</td>
<td>3754</td>
<td>23.0%</td>
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RESERVE CODES:
- [Item legitimate skip/NA] -3 2739 16.9% [MISS]
- [Nonrespondent] -4 565 3.5% [MISS]
- [Survey component legitimate skip/NA] -8 3825 23.5% [MISS]
- [Missing] -9 843 5.2% [MISS]

TOTALS: 16252 100.0% 100.0%

F1A12D  STUDENT.PUB Rec. 4/5  Pos. 891-892  Format: N2

Job placement services are available

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

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<tr>
<td>No</td>
<td>0</td>
<td>806</td>
<td>5.0%</td>
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</table>
| {Survey component legitimate skip/NA} -8 3825 23.5% [MISS]
| {Missing} -9 843 5.2% [MISS]

TOTALS: 16252 100.0% 100.0%

F1A13A  STUDENT.PUB Rec. 4/5  Pos. 885-890  Format: N2

Vocational interest/ability assessments are available

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

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<th>PER-</th>
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<td>9589</td>
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<td>0</td>
<td>1467</td>
<td>9.0%</td>
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RESERVE CODES:
- [Item legitimate skip/NA] -3 2739 16.9% [MISS]
- [Nonrespondent] -4 565 3.5% [MISS]
- [Survey component legitimate skip/NA] -8 3825 23.5% [MISS]
- [Missing] -9 843 5.2% [MISS]

TOTALS: 16252 100.0% 100.0%
13. Which of the following services or programs are available to your students (at your school or at an area or regional vocational school)?
(MARK ONE RESPONSE ON EACH LINE)
(Available; Not available)

- Career or employment readiness workshops

Note: This is one of a series of items, a through f.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire
Applies to: All respondents.

<table>
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<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
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<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6206</td>
<td>38.2%</td>
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<td>Reserve Codes: [Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
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<tr>
<td>[Missing]</td>
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<td>806</td>
<td>5.0%</td>
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<tr>
<td>TOTALS: 16252</td>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)
(a) Mathematics
(b) Science

Note: This is one of a series of items, a through f.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire
Applies to: All respondents.

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<td>143</td>
<td>0.9%</td>
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<td>1</td>
<td>5839</td>
<td>35.9%</td>
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<td>5720</td>
<td>35.3%</td>
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<td>3.5%</td>
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<td>3825</td>
<td>23.5%</td>
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<td>[Missing]</td>
<td>-9</td>
<td>806</td>
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</tr>
<tr>
<td>TOTALS: 16252</td>
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<td>100.0%</td>
<td>100.0%</td>
</tr>
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</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**FLA15C**

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Question:**

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)

*(Yes; No)*

**Note:** This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

**Applies to:** Respondents whose students must pass minimum competency test to receive high school diploma.

**Per - Wttd**

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<tbody>
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<td>No</td>
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<td>523</td>
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<td>Yes</td>
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<td>5459</td>
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**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

---

**FLA15D**

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Question:**

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)

*(Yes; No)*

**Note:** This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

**Applies to:** Respondents whose students must pass minimum competency test to receive high school diploma.

**Per - Wttd**

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<th>WTDD</th>
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<tbody>
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<td>0</td>
<td>772</td>
<td>4.8%</td>
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<td>Yes</td>
<td>1</td>
<td>5210</td>
<td>32.1%</td>
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**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

---

**FLA15E**

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Question:**

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)

*(Yes; No)*

**Note:** This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

**Applies to:** Respondents whose students must pass minimum competency test to receive high school diploma.

**Per - Wttd**

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<td>Yes</td>
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<td>2886</td>
<td>17.8%</td>
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**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

---

**FLA15F**

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Question:**

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)

*(Yes; No)*

**Note:** This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

**Applies to:** Respondents whose students must pass minimum competency test to receive high school diploma.

**Per - Wttd**

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<td>493</td>
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**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

---

**FLA15G**

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Question:**

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)

*(Yes; No)*

**Note:** This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

**Applies to:** Respondents whose students must pass minimum competency test to receive high school diploma.

**Per - Wttd**

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</thead>
<tbody>
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<td>0</td>
<td>772</td>
<td>4.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5210</td>
<td>32.1%</td>
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</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

---

**FLA15H**

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Question:**

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)

*(Yes; No)*

**Note:** This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

**Applies to:** Respondents whose students must pass minimum competency test to receive high school diploma.

**Per - Wttd**

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<th>WTDD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>772</td>
<td>4.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5210</td>
<td>32.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

---

**FLA15I**

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Question:**

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)

*(Yes; No)*

**Note:** This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

**Applies to:** Respondents whose students must pass minimum competency test to receive high school diploma.

**Per - Wttd**

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<th>PERCENT</th>
<th>WTDD</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>772</td>
<td>4.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5210</td>
<td>32.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

---

**FLA15J**

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Question:**

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)

*(Yes; No)*

**Note:** This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

**Applies to:** Respondents whose students must pass minimum competency test to receive high school diploma.

**Per - Wttd**

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<th>WTDD</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>772</td>
<td>4.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5210</td>
<td>32.1%</td>
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**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

---

**FLA15K**

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Question:**

15. Which of the following subjects are covered on the test? (MARK ONE RESPONSE ON EACH LINE)

*(Yes; No)*

**Note:** This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

**Applies to:** Respondents whose students must pass minimum competency test to receive high school diploma.

**Per - Wttd**

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<th>PERCENT</th>
<th>WTDD</th>
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</thead>
<tbody>
<tr>
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<td>772</td>
<td>4.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5210</td>
<td>32.1%</td>
</tr>
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</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

**TOTALS:** 16252 100.0% 100.0%

---
17. When a student fails a competency test, which of the following options are available to the student at the school and which are required of the student?

(a) Completing a general competency test preparation class if fail competency test
(b) Taking remedial or repeat classes in deficient subject areas
(c) Tutoring/individualized academic program if fail competency test
(d) Summer school if fail competency test
(e) Tutoring/individualized academic program if competencies are low; required if failing the test
(f) Remedial or repeating classes in deficient subject areas

d. Tutoring or individualized academic program

Note: This is one of a series of items, a through f.

Required upon failure: 3
Option is available but not required: 2
Option is not available: 1

Total: 16252

---

Appendix G:
Base-Year to First Follow-up Electronic Codebook

G-389
### Appendix G:
**Base-Year to First Follow-up Electronic Codebook**

17. When a student fails a competency test, which of the following options are available to the student at the school and which are required of the student?  
(MARK ONE RESPONSE ON EACH LINE)  
(A This option is not available; This option is available, but not required; This is required of students who fail the test; Referral to an alternative or continuing education school.)  
Note: This is one of a series of items, a through f.  
Note: This school level variable is replicated on the student file for all FI responding students attending the sampled school as of spring 2004. Values of 3 (This is required of students who fail the test) were collapsed into values of 2 (Option available/required upon failure).  

Appplies to: Respondents whose students must pass minimum competency test to receive high school diploma.  
Source: ELS:2002 First Follow-up School Administrator Questionnaire  

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<th>PER-CENT</th>
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<td>Option is not available</td>
<td>1</td>
<td>2750</td>
<td>16.0%</td>
</tr>
<tr>
<td>Option is available but not required</td>
<td>2</td>
<td>2798</td>
<td>17.2%</td>
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</table>

**RESERVE CODES:**  
- [Item legitimate skip/NA] -3 5720 35.2% [MISS]  
- [Nonrespondent] -4 565 3.5% [MISS]  
- [Survey component legitimate skip/NA] -8 3825 23.5% [MISS]  
- [Missing] -9 594 3.7% [MISS]  

**TOTALS:** 16252 100.0% 100.0%

18. Approximately what percentage of your 12th grade students is in each of the following instructional programs? Write "000" if no 12th graders are in a given program.  
   a. General high school program  
   b. College prep, academic, or specialized academic (such as science, math or fine art) program  
   c. Vocational, technical, or business program  
   d. Referral to an alternative or continuing education school program  
   e. Science, math or fine art program  
   f. Referral to an alternative or continuing education school program  

Appplies to: All respondents.  
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<tr>
<th>CODES</th>
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<td>[0-100,64.52/31.3207]</td>
<td>c</td>
<td>10299</td>
<td>63.4%</td>
</tr>
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**RESERVE CODES:**  
- [Item legitimate skip/NA] -3 777 | 4.8% [MISS]  
- [Nonrespondent] -4 565 | 3.5% [MISS]  
- [Survey component legitimate skip/NA] -8 3825 | 23.5% [MISS]  
- [Missing] -9 784 | 4.8% [MISS]  

**TOTALS:** 16252 100.0% 100.0%
19. What percentage of the graduating class of 2003...

(MARK ONE RESPONSE ON EACH LINE)

(a) went to 4-year colleges?

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

19. What percentage of the graduating class of 2003...

(MARK ONE RESPONSE ON EACH LINE)

(b) went to 2-year colleges or vocational/technical schools?

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

19. What percentage of the graduating class of 2003...

(MARK ONE RESPONSE ON EACH LINE)

(c) entered the labor market or the military?

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

19. What percentage of the graduating class of 2003...

(MARK ONE RESPONSE ON EACH LINE)

(d) other (homemaker, unemployed)?

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. Values of 6 (50-74%) were collapsed into values of 5 (50-100%).

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

**Appendix G:**

Base-Year to First Follow-up Electronic Codebook
20. What percentage of 12th grade students do the following at or through your school? (MARK ONE RESPONSE ON EACH LINE)
   (None; 1-10%; 11-24%; 25-49%; 50-74%; 75-100%)
   a. Attend programs on college application procedures
   Note: This is one of a series of items, a through h.
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.
   Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

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<td>1-10%</td>
<td>2</td>
<td>1355</td>
<td>7.5%</td>
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<td>11-24%</td>
<td>3</td>
<td>1212</td>
<td>7.1%</td>
</tr>
<tr>
<td>25-49%</td>
<td>4</td>
<td>1451</td>
<td>10.2%</td>
</tr>
<tr>
<td>50-74%</td>
<td>5</td>
<td>1762</td>
<td>10.8%</td>
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<tr>
<td>75-100%</td>
<td>6</td>
<td>4796</td>
<td>29.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
| (Nonrespondent) | -4 | 556 | 3.5% (MISS) |
| [Survey component legitimate skip/NA] | -8 | 3825 | 23.5% (MISS) |
| [Missing] | -9 | 785 | 4.8% (MISS) |

TOTALS:
14552 100.0% 100.0%

---

20. What percentage of 12th grade students do the following at or through your school? (MARK ONE RESPONSE ON EACH LINE)
   (None; 1-10%; 11-24%; 25-49%; 50-74%; 75-100%)
   b. Attend college fairs
   Note: This is one of a series of items, a through h.
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.
   Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<th>PERCENT</th>
<th>WGTD</th>
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<td>1-10%</td>
<td>2</td>
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<td>13.3%</td>
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<tr>
<td>11-24%</td>
<td>3</td>
<td>2733</td>
<td>16.8%</td>
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<td>25-49%</td>
<td>4</td>
<td>2211</td>
<td>13.7%</td>
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<tr>
<td>50-74%</td>
<td>5</td>
<td>1221</td>
<td>7.5%</td>
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<tr>
<td>75-100%</td>
<td>6</td>
<td>1043</td>
<td>6.4%</td>
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RESERVE CODES:
| (Nonrespondent) | -4 | 556 | 3.5% (MISS) |
| [Survey component legitimate skip/NA] | -8 | 3825 | 23.5% (MISS) |
| [Missing] | -9 | 838 | 5.2% (MISS) |

TOTALS:
16252 100.0% 100.0%

---

Appendix G:
Base-Year to First Follow-up Electronic Codebook

G-392
F1A20F STUDENT.PUB Rec. 4/5 Pos. 955-956 Format: N2

% of 12th graders attend meetings with college representative

<table>
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<td>-9</td>
<td>825</td>
<td>5.1%</td>
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<td>(Nonrespondent)</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>(Multiple response)</td>
<td>-6</td>
<td>33</td>
<td>0.2%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>825</td>
<td>5.1%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>825</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Note: This is one of a series of items, a through h.

20. What percentage of 12th grade students do the following at or through your school?

f. Participate in Talent Search

(MARK ONE RESPONSE ON EACH LINE)

(MARK ONE RESPONSE ON EACH LINE)

Applies to: All respondents.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. Values of 5 (50-74%) and 6 (75-100%) were collapsed into values of 4 (25-100%).

Applies to: All respondents.

Note: This is one of a series of items, a through h.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Note: This is one of a series of items, a through h.

F1A20G STUDENT.PUB Rec. 4/5 Pos. 959-960 Format: N2

% of 12th graders participate in Upward Bound

<table>
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<th>PER CENT</th>
<th>WTOT</th>
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<td>1031</td>
<td>6.3%</td>
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<td>-4</td>
<td>565</td>
<td>3.5%</td>
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<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
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<tr>
<td>(Missing)</td>
<td>-9</td>
<td>825</td>
<td>5.1%</td>
</tr>
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TOTALS: 16252 100.0% 100.0%

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Note: This is one of a series of items, a through h.

20. What percentage of 12th grade students do the following at or through your school?

(g) Participate in Upward Bound

(h) Participate in some other program that academically prepares minority and disadvantaged students for college

(MARK ONE RESPONSE ON EACH LINE)

(MARK ONE RESPONSE ON EACH LINE)

Applies to: All respondents.

Note: This is one of a series of items, a through h.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Note: This is one of a series of items, a through h.

F1A20H STUDENT.PUB Rec. 4/5 Pos. 957-958 Format: N2

% of 12th graders in other program for minority/disadvantaged

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<td>1-10 percent</td>
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<td>24.4%</td>
</tr>
<tr>
<td>11-24 percent</td>
<td>-3</td>
<td>1137</td>
<td>7.0%</td>
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<tr>
<td>25-49 percent</td>
<td>-4</td>
<td>432</td>
<td>2.7%</td>
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<tr>
<td>50-74 percent</td>
<td>5</td>
<td>252</td>
<td>1.6%</td>
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<tr>
<td>75-100 percent</td>
<td>6</td>
<td>94</td>
<td>0.6%</td>
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<td>RESERVE CODES:</td>
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<td></td>
<td></td>
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<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
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<tr>
<td>(Survey component legitimate skip/NA)</td>
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<td>825</td>
<td>5.1%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>825</td>
<td>5.1%</td>
</tr>
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TOTALS: 16552 100.0% 100.0%

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Note: This is one of a series of items, a through h.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Note: This is one of a series of items, a through h.
Appendix G: Base-Year to First Follow-up Electronic Codebook

---
F1A21A

Vocational counseling/services/programs offered

21. Which of the following programs or services are offered in your school?
(MARK ONE RESPONSE ON EACH LINE)

a. Vocational counseling, services, or programs

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---
F1A21B

Home visits by teachers offered

21. Which of the following programs or services are offered in your school?
(MARK ONE RESPONSE ON EACH LINE)

b. Home visits by teachers

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---
F1A21C

Peer tutoring offered

21. Which of the following programs or services are offered in your school?
(MARK ONE RESPONSE ON EACH LINE)

c. Peer tutoring

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---
F1A21D

School-sponsored community service offered

21. Which of the following programs or services are offered in your school?
(MARK ONE RESPONSE ON EACH LINE)

d. School-sponsored community service

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---
F1A21E

Individual/family psychological counseling offered

21. Which of the following programs or services are offered in your school?
(MARK ONE RESPONSE ON EACH LINE)

e. Individual or family psychological counseling

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---
F1A21F

Programs for pregnant girls/teenage mothers offered

21. Which of the following programs or services are offered in your school?
(MARK ONE RESPONSE ON EACH LINE)

f. Special programs for pregnant girls and/or teenage mothers

Note: This is one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

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F1A21G

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F1A21H

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F1A21I

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F1A21J

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F1A21K

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F1A21L

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F1A21M

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F1A21N

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F1A21O

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F1A21P

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F1A21Q

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F1A21R

---
F1A21S

---
F1A21T

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F1A21U

---
F1A21V

---
F1A21W

---
F1A21X

---
F1A21Y

---
F1A21Z

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F1A22

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F1A23

---
F1A24

---
### 22. Percentage of the total student body in your school...

- What percentage of the total student body in your school... (If none, write "000.")
- % of student body in LEPE or Non-English proficient
  - Limited English Proficient (LEP) or Non-English Proficient?
  - This is one of a series of items, a through g.
  - Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. Values greater than 50% were set to 50%.

#### Applies to: All respondents.

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Applies to:** All respondents.

**Note:** This school level variable is replicated on the student file.

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<th>CODES</th>
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#### RESERVE CODES:

- **Nonrespondent:** -4 565 3.5% (MISS)
- **Survey component legitimate skip/NA:** -8 3825 23.5% (MISS)
- **Missing:** -9 462 2.8% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### 22. Percentage of the total student body in your school...

- What percentage of the total student body in your school... (If none, write "000.")
- % of student body receives special education services
  - Special Education services for students with disabilities?
  - This is one of a series of items, a through g.
  - Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. Values greater than 30% were set to 30%.

#### Applies to: All respondents.

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Applies to:** All respondents.

**Note:** This school level variable is replicated on the student file.

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<th>CODES</th>
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<td>92.0%</td>
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#### RESERVE CODES:

- **Nonrespondent:** -4 565 3.5% (MISS)
- **Survey component legitimate skip/NA:** -8 3825 23.5% (MISS)
- **Missing:** -9 432 2.7% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### 22. Percentage of the total student body in your school...

- What percentage of the total student body in your school... (If none, write "000.")
- % of student body in International Baccalaureate program
  - International Baccalaureate program?
  - This is one of a series of items, a through g.
  - Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. Values greater than 50% were set to 50%.

#### Applies to: All respondents.

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Applies to:** All respondents.

**Note:** This school level variable is replicated on the student file.

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<th>CODES</th>
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<td>3046</td>
<td>92.0%</td>
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#### RESERVE CODES:

- **Nonrespondent:** -4 565 3.5% (MISS)
- **Survey component legitimate skip/NA:** -8 3825 23.5% (MISS)
- **Missing:** -9 919 5.7% (MISS)

**TOTALS:** 16252 100.0% 100.0%
23. Does your school have a formal dropout prevention program?
   Yes (GO TO QUESTION 24)  
   No (SKIP TO QUESTION 26 ON PAGE 8)  

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

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<td>532</td>
<td>3.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2863</td>
<td>17.6%</td>
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</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -3 8341 51.3% (MISS)
- [Nonrespondent] -4 565 3.5% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing] -9 567 3.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

24. On what basis are students recommended for your dropout prevention program?
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes; No)

a. Absentee record
b. Counselor’s referral
c. Teacher’s referral
d. Parental request

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: Respondents whose school has a formal dropout prevention program.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
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</thead>
<tbody>
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<td>0</td>
<td>91</td>
<td>0.6%</td>
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<td>1</td>
<td>2863</td>
<td>17.6%</td>
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**RESERVE CODES:**
- [Item legitimate skip/NA] -3 8341 51.3% (MISS)
- [Nonrespondent] -4 565 3.5% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing] -9 567 3.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

24. On what basis are students recommended for your dropout prevention program?
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes; No)

a. Absentee record
b. Counselor’s referral
c. Teacher’s referral
d. Parental request

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: Respondents whose school has a formal dropout prevention program.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<td>51.3%</td>
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**RESERVE CODES:**
- [Item legitimate skip/NA] -3 8341 51.3% (MISS)
- [Nonrespondent] -4 565 3.5% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing] -9 567 3.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%
Dropout prevention is recommended on basis of student request

24. On what basis are students recommended for your dropout prevention program? (Mark one response on each line)

f. Student request

Note: This is one of a series of items, a through g.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: Respondents whose school has a formal dropout prevention program.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<td>425</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>2529</td>
<td>15.6%</td>
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RESERVE CODES:

- Item legitimate skip/NA: -3 8341 51.3% (MISS)
- Nonrespondent: -4 565 3.5% (MISS)
- Missing: -9 567 3.5% (MISS)

TOTALS: 16252 100.0% 100.0%

Appendix G: Base-Year to First Follow-up Electronic Codebook

Dropout prevention offers special instructional programs

25. Which of the following services does your dropout prevention program offer? (Mark one response on each line)

a. Special instructional programs

Note: This is one of a series of items, a through i.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: Respondents whose school has a formal dropout prevention program.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<td>430</td>
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<td>Yes</td>
<td>1</td>
<td>2512</td>
<td>15.6%</td>
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RESERVE CODES:

- Item legitimate skip/NA: -3 8341 51.3% (MISS)
- Nonrespondent: -4 565 3.5% (MISS)
- Missing: -9 579 3.6% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

25. Which of the following services does your dropout prevention program offer? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   a. Incentives for better attendance or classroom performance
   Note: This is one of a series of items, a through i.
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

   Applies to: Respondents whose school has a formal dropout prevention program.
   Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<tr>
<th>CODES</th>
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<th>WGTD</th>
</tr>
</thead>
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<td>0</td>
<td>6.7%</td>
<td>37.3%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>1853</td>
<td>11.4%</td>
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   RESERVE CODES: [Item legitimate skip/NA] -3 8341 51.3% [MISS]
   [Nonrespondent] -4 565 3.5% [MISS]
   [Survey component legitimate skip/NA] -8 3825 23.5% [MISS]
   [Missing] -9 579 3.6% [MISS]

   TOTALS: 16252 100.0% 100.0%

25. Which of the following services does your dropout prevention program offer? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   b. Cultural interaction
   Note: This is one of a series of items, a through i.
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

   Applies to: Respondents whose school has a formal dropout prevention program.
   Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<tr>
<th>CODES</th>
<th>FREQ</th>
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<td>1851</td>
<td>11.6%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>1051</td>
<td>6.5%</td>
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   RESERVE CODES: [Item legitimate skip/NA] -3 8341 51.3% [MISS]
   [Nonrespondent] -4 565 3.5% [MISS]
   [Survey component legitimate skip/NA] -8 3825 23.5% [MISS]
   [Missing] -9 579 3.6% [MISS]

   TOTALS: 16252 100.0% 100.0%

25. Which of the following services does your dropout prevention program offer? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   c. Close monitoring of student attendance or classroom performance
   Note: This is one of a series of items, a through i.
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

   Applies to: Respondents whose school has a formal dropout prevention program.
   Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<th>PER-CENT</th>
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<td>210</td>
<td>6.7%</td>
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<td>Yes</td>
<td>1</td>
<td>2732</td>
<td>93.3%</td>
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   RESERVE CODES: [Item legitimate skip/NA] -3 8341 51.3% [MISS]
   [Nonrespondent] -4 565 3.5% [MISS]
   [Survey component legitimate skip/NA] -8 3825 23.5% [MISS]
   [Missing] -9 579 3.6% [MISS]

   TOTALS: 16252 100.0% 100.0%

25. Which of the following services does your dropout prevention program offer? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   d. Part-time teachers
   Note: This is one of a series of items, a through i.
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

   Applies to: Respondents whose school has a formal dropout prevention program.
   Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>2402</td>
<td>14.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>540</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

   RESERVE CODES: [Item legitimate skip/NA] -3 8341 51.3% [MISS]
   [Nonrespondent] -4 565 3.5% [MISS]
   [Survey component legitimate skip/NA] -8 3825 23.5% [MISS]
   [Missing] -9 579 3.6% [MISS]

   TOTALS: 16252 100.0% 100.0%

25. Which of the following services does your dropout prevention program offer? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   e. Childcare or nurseries for student’s children
   Note: This is one of a series of items, a through i.
   Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

   Applies to: Respondents whose school has a formal dropout prevention program.
   Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>2402</td>
<td>14.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>540</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

   RESERVE CODES: [Item legitimate skip/NA] -3 8341 51.3% [MISS]
   [Nonrespondent] -4 565 3.5% [MISS]
   [Survey component legitimate skip/NA] -8 3825 23.5% [MISS]
   [Missing] -9 579 3.6% [MISS]

   TOTALS: 16252 100.0% 100.0%
### # of full-time teachers left at end of 2002-2003 school year

28. How many of your full-time high school teachers left at the end of the 2002-03 school year for reasons other than death or retirement? If none, write “000.”

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. Values greater than 30 were set to 30.

Apply to: All respondents.

Source: ELS: 2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
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<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MZTD</th>
</tr>
</thead>
<tbody>
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<td>0-30</td>
<td>11380</td>
<td>70.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
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<tr>
<td>[Missing]</td>
<td>-9</td>
<td>482</td>
<td>3.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
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</table>

### # of full-time teachers whose highest degree is Bachelor's (Public)

29. How many members of your full-time regular teaching staff have the following degrees? The sum of a, b, c, d and e should equal the total number of full-time teaching staff at your school.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. This variable is the categorical version of FIA29BR.

Apply to: All respondents.

Source: ELS: 2002 First Follow-up School Administrator Questionnaire

<table>
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<tr>
<td>0 teachers</td>
<td>172</td>
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</tr>
<tr>
<td>1-5 teachers</td>
<td>393</td>
<td>2.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>6-10 teachers</td>
<td>758</td>
<td>4.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>11-20 teachers</td>
<td>2024</td>
<td>12.5%</td>
<td>15.2%</td>
</tr>
<tr>
<td>21-30 teachers</td>
<td>2085</td>
<td>12.8%</td>
<td>18.4%</td>
</tr>
<tr>
<td>31-45 teachers</td>
<td>1935</td>
<td>12.0%</td>
<td>18.1%</td>
</tr>
<tr>
<td>46-60 teachers</td>
<td>1541</td>
<td>9.5%</td>
<td>16.7%</td>
</tr>
<tr>
<td>61-75 teachers</td>
<td>911</td>
<td>5.6%</td>
<td>12.1%</td>
</tr>
<tr>
<td>76-100 teachers</td>
<td>621</td>
<td>3.8%</td>
<td>6.6%</td>
</tr>
<tr>
<td>More than 100 teachers</td>
<td>399</td>
<td>2.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### # of full-time teachers whose highest degree is Master's

29. How many members of your full-time regular teaching staff have the following degrees? The sum of a, b, c, d and e should equal the total number of full-time teaching staff at your school.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. This variable is the categorical version of FIA29CR.

Apply to: All respondents.

Source: ELS: 2002 First Follow-up School Administrator Questionnaire

<table>
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<th>PER-CENT</th>
<th>MZTD</th>
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<tbody>
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<td>0 teachers</td>
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<td>0.0%</td>
</tr>
<tr>
<td>1-5 teachers</td>
<td>10</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>6-10 teachers</td>
<td>72</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>11-20 teachers</td>
<td>3825</td>
<td>23.5%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>21-30 teachers</td>
<td>974</td>
<td>5.9%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>31-45 teachers</td>
<td>757</td>
<td>4.7%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>46-60 teachers</td>
<td>374</td>
<td>2.3%</td>
<td>[MISS]</td>
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<tr>
<td>61-75 teachers</td>
<td>391</td>
<td>2.4%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>76-100 teachers</td>
<td>661</td>
<td>4.1%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>More than 100 teachers</td>
<td>340</td>
<td>2.1%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Appendix G:
Base-Year to First Follow-up Electronic Codebook

# of full-time teachers whose highest degree is Ed.D. or PhD

![Image](image_url)

# of part-time library media resource center staff members

![Image](image_url)
32. What percentage of your full-time regular teaching staff are Hispanic?

% of full-time teachers for whom Hispanic ethnicity is unknown

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100</td>
<td>1725</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: This one of a series of items, a through f.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Apply to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

33. What percentage of your full-time regular teaching staff are members of the following groups? If none, write in "000." A teacher may be counted in more than one group.

% of full-time teachers are Black/African American

% of full-time teachers are White

% of full-time teachers are Hispanic

% of full-time teachers are Asian

% of full-time teachers are American Indian/Alaskan Native

% of full-time teachers are Asian Indian/Alaskan Native

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100</td>
<td>1725</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

33. What percentage of your full-time regular teaching staff are members of the following groups? If none, write in "000." A teacher may be counted in more than one group.

% of full-time teachers are Native Hawaiian/Pacific Islander

% of full-time teachers are American Indian or Alaska Native

<table>
<thead>
<tr>
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<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100</td>
<td>1725</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Appendix G: Base-Year to First Follow-up Electronic Codebook

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G-401
Appendix G:
Base-Year to First Follow-up Electronic Codebook

33. What percentage of your full-time regular teaching staff are members of the following groups? If none, write in "000." A teacher may be counted in more than one group.

f. You don’t know their race

Note: This is one of a series of items, a through f.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. Values greater than 70 were set to 70.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

34. What percentage of full-time teachers in your school are certified? If none, write in "000."

b. Regular or standard state certificate or advanced professional certification

c. Provisional certification via a state alternative certification program

d. Temporary certificate or emergency certificate

Note: This is one of a series of items, a through d.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. Values greater than 60 were set to 60.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

% of full-time teachers have temporary/emergency certificate

------ STUDENT.PUB Rec. 5/5
------ Pos. 48-50
------ Format: N3
<table>
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<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-60, 2.4841/6.092]</td>
<td>c</td>
<td>9489</td>
<td>58.4%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>2425</td>
<td>14.6% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16422</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

% of full-time teachers are state-certified

-------- STUDENT.PUB Rec. 5/5
-------- Pos. 54-56
-------- Format: N3
<table>
<thead>
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<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-70, 5.675/10.596]</td>
<td>c</td>
<td>9720</td>
<td>59.4%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>2425</td>
<td>14.6% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16422</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
37. Over the past three years, what percentage of the teachers in your school would you consider to have been (please be sure your answers sum to 100%)?

<table>
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<th>Weight</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>c</td>
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<td>67.0%</td>
</tr>
<tr>
<td>Reserve Codes:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>976</td>
<td>6.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16052</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Note: This school level variable is replicated on the student file as of spring 2004.
Teacher morale is high

38. Indicate how much each of the characteristics listed below describes your school’s environment?

[MARK ONE RESPONSE ON EACH LINE]

a. Column labeled “Not at all accurate”
   - Not at all accurate-somewhat accurate
   - Not at all accurate
   - Survey component legitimate skip/NA

b. Column labeled “Somewhat accurate”
   - Somewhat accurate-very accurate
   - Somewhat accurate
   - Survey component legitimate skip/NA

Note: This is one of a series of items, a through n.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Note: This is one of a series of items, a through n.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Teacher morale is high

38. Indicate how much each of the characteristics listed below describes your school’s environment?

[MARK ONE RESPONSE ON EACH LINE]

a. Column labeled “Not at all accurate”
   - Not at all accurate-somewhat accurate
   - Not at all accurate
   - Survey component legitimate skip/NA

b. Column labeled “Somewhat accurate”
   - Somewhat accurate-very accurate
   - Somewhat accurate
   - Survey component legitimate skip/NA

Note: This is one of a series of items, a through n.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Note: This is one of a series of items, a through n.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Learning is high priority for students

38. Indicate how much each of the characteristics listed below describes your school’s environment?

[MARK ONE RESPONSE ON EACH LINE]

a. Column labeled “Not at all accurate”
   - Not at all accurate-somewhat accurate
   - Not at all accurate
   - Survey component legitimate skip/NA

b. Column labeled “Somewhat accurate”
   - Somewhat accurate-very accurate
   - Somewhat accurate
   - Survey component legitimate skip/NA

Note: This is one of a series of items, a through n.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Note: This is one of a series of items, a through n.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Students expected to do homework

38. Indicate how much each of the characteristics listed below describes your school’s environment?

[MARK ONE RESPONSE ON EACH LINE]

a. Column labeled “Not at all accurate”
   - Not at all accurate-somewhat accurate
   - Not at all accurate
   - Survey component legitimate skip/NA

b. Column labeled “Somewhat accurate”
   - Somewhat accurate-very accurate
   - Somewhat accurate
   - Survey component legitimate skip/NA

Note: This is one of a series of items, a through n.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Note: This is one of a series of items, a through n.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.
Classroom activities are highly structured

Discipline is emphasized

38. Indicate how much each of the characteristics listed below describes your school’s environment? (MARK ONE RESPONSE ON EACH LINE)
   Column between “Not at all accurate” and “Somewhat accurate”
   Column between “Somewhat accurate” and “Very accurate”
   Column labeled “Very accurate”
   f. Discipline is emphasized at this school
Note: This is one of a series of items, a through n.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

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<th>Codes</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all accurate-somewhat accurate</td>
<td>2</td>
<td>222</td>
<td>1.4%</td>
</tr>
<tr>
<td>Somewhat accurate</td>
<td>3</td>
<td>795</td>
<td>4.9%</td>
</tr>
<tr>
<td>Somewhat accurate-very accurate</td>
<td>4</td>
<td>3824</td>
<td>23.0%</td>
</tr>
<tr>
<td>Very accurate</td>
<td>5</td>
<td>6112</td>
<td>37.6%</td>
</tr>
<tr>
<td>RESERVE CODES</td>
<td>0</td>
<td>893</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

RESERVE CODES:
-4 16 1.0% (MISS)
-6 46 2.1% (MISS)
-9 83 0.5% (MISS)

39. Indicate how much each of the characteristics listed below describes your school’s environment? (MARK ONE RESPONSE ON EACH LINE)
   Column between “Not at all accurate” and “Somewhat accurate”
   Column between “Somewhat accurate” and “Very accurate”
   Column between “Very accurate” and “Very accurate”
   g. Classroom activities are highly structured
Note: This is one of a series of items, a through n.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<th>Codes</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all accurate</td>
<td>1</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not at all accurate-somewhat accurate</td>
<td>2</td>
<td>392</td>
<td>2.4%</td>
</tr>
<tr>
<td>Somewhat accurate</td>
<td>3</td>
<td>3393</td>
<td>20.9%</td>
</tr>
<tr>
<td>Somewhat accurate-very accurate</td>
<td>4</td>
<td>5520</td>
<td>34.0%</td>
</tr>
<tr>
<td>Very accurate</td>
<td>5</td>
<td>1649</td>
<td>10.1%</td>
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<tr>
<td>RESERVE CODES</td>
<td>0</td>
<td>882</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

Many teachers find it difficult to motivate students

38. Indicate how much each of the characteristics listed below describes your school’s environment? (MARK ONE RESPONSE ON EACH LINE)
   Column between “Not at all accurate” and “Somewhat accurate”
   Column between “Somewhat accurate” and “Very accurate”
   Column between “Very accurate” and “Very accurate”
   h. Many teachers have a negative attitude about students
Note: This is one of a series of items, a through n.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<th>Codes</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>2545</td>
<td>15.7%</td>
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<tr>
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<td>4018</td>
<td>24.4%</td>
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<td>3</td>
<td>3159</td>
<td>19.7%</td>
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<tr>
<td>Somewhat accurate-very accurate</td>
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<td>887</td>
<td>5.5%</td>
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<td>883</td>
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TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

FSAAJ

School emphasizes sports
38. Indicate how much each of the characteristics listed below describes your school’s environment? (MARK ONE RESPONSE ON EACH LINE)
Column labeled “Not at all accurate” and “Somewhat accurate”
Column labeled “Somewhat accurate” and “Very accurate”
Column labeled “Very accurate”
Note: This is one of a series of items, a through n.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.
Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all accurate...</td>
<td>1</td>
<td>445</td>
<td>2.7%</td>
</tr>
<tr>
<td>Not at all accurate-somewhat accurate...</td>
<td>2</td>
<td>1627</td>
<td>10.0%</td>
</tr>
<tr>
<td>Somewhat accurate...</td>
<td>3</td>
<td>3024</td>
<td>18.0%</td>
</tr>
<tr>
<td>Somewhat accurate-very accurate...</td>
<td>4</td>
<td>3301</td>
<td>20.3%</td>
</tr>
<tr>
<td>Very accurate...</td>
<td>5</td>
<td>1635</td>
<td>10.0%</td>
</tr>
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<td></td>
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</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
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<td>[Multiple responses]</td>
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<td>27</td>
<td>0.2%</td>
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<td>-8</td>
<td>3825</td>
<td>23.5%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>903</td>
<td>5.5%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
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</tbody>
</table>

FSAAJL

Counselors/teachers encourage students to enroll in academic classes
38. Indicate how much each of the characteristics listed below describes your school’s environment? (MARK ONE RESPONSE ON EACH LINE)
Column labeled “Not at all accurate” and “Somewhat accurate”
Column labeled “Somewhat accurate” and “Very accurate”
Column labeled “Very accurate”
Note: This is one of a series of items, a through n.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.
Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
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<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all accurate...</td>
<td>1</td>
<td>18</td>
<td>0.1%</td>
</tr>
<tr>
<td>Not at all accurate-somewhat accurate...</td>
<td>2</td>
<td>72</td>
<td>0.4%</td>
</tr>
<tr>
<td>Somewhat accurate...</td>
<td>3</td>
<td>1075</td>
<td>6.6%</td>
</tr>
<tr>
<td>Somewhat accurate-very accurate...</td>
<td>4</td>
<td>3955</td>
<td>24.3%</td>
</tr>
<tr>
<td>Very accurate...</td>
<td>5</td>
<td>5879</td>
<td>36.2%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
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</tr>
<tr>
<td>[Missing]</td>
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<td>863</td>
<td>5.3%</td>
</tr>
<tr>
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<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

FSAAJM

There is often conflict between teachers and administrators
38. Indicate how much each of the characteristics listed below describes your school’s environment? (MARK ONE RESPONSE ON EACH LINE)
Column labeled “Not at all accurate” and “Somewhat accurate”
Column labeled “Somewhat accurate” and “Very accurate”
Column labeled “Very accurate”
Note: This is one of a series of items, a through n.
Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.
Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

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<td>5287</td>
<td>32.5%</td>
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<tr>
<td>Not at all accurate-somewhat accurate...</td>
<td>2</td>
<td>4715</td>
<td>29.0%</td>
</tr>
<tr>
<td>Somewhat accurate...</td>
<td>3</td>
<td>730</td>
<td>4.5%</td>
</tr>
<tr>
<td>Somewhat accurate-very accurate...</td>
<td>4</td>
<td>236</td>
<td>1.5%</td>
</tr>
<tr>
<td>Very accurate...</td>
<td>5</td>
<td>35</td>
<td>0.2%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>859</td>
<td>5.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
39. On a typical school day, what percentage of your students would you estimate...

b. are absent (unexcused)?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>565</td>
<td>3.5% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>3825</td>
<td>23.5% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1337</td>
<td>8.2% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through p.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Appendix G: Base-Year to First Follow-up Electronic Codebook
### Appendix G: Base-Year to First Follow-up Electronic Codebook

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

- **MARK ONE RESPONSE ON EACH LINE**
- **DAILY (At least once a week); At least once a month; On occasion; Never**
- c. Use of alcohol

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>442</td>
<td>7.3%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>1242</td>
<td>19.0%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>8338</td>
<td>51.3%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>900</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent | -4 | 565 | 3.5% 
- Multiple response | -6 | 37 | 0.2% 
- Survey component legitimate skip/NA | -8 | 3825 | 23.5% 
- Missing | -9 | 903 | 5.6% 

**TOTALES:**

16252 100.0% 100.0%

---

#### 41. How often use of illegal drugs a problem at school

- **MARK ONE RESPONSE ON EACH LINE**
- **DAILY (At least once a week); At least once a month; On occasion; Never**
- e. Use of illegal drugs

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>555</td>
<td>3.4%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>1202</td>
<td>7.4%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>7643</td>
<td>47.0%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>1373</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent | -4 | 565 | 3.5% 
- Survey component legitimate skip/NA | -8 | 3825 | 23.5% 
- Missing | -9 | 1007 | 6.2% 

**TOTALES:**

16252 100.0% 100.0%

---

#### 42. How often students under the influence of drugs or alcohol while at school

- **MARK ONE RESPONSE ON EACH LINE**
- **DAILY (At least once a week); At least once a month; On occasion; Never**
- d. Use of alcohol

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>498</td>
<td>3.1%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>935</td>
<td>5.8%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>7818</td>
<td>48.1%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>1687</td>
<td>10.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent | -4 | 565 | 3.5% 
- Survey component legitimate skip/NA | -8 | 3825 | 23.5% 
- Missing | -9 | 924 | 5.7% 

**TOTALES:**

16252 100.0% 100.0%

---
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

---

F1A40G  
---  
Pos. 124-125  
Format: R2  

How often sale of drugs near school a problem

40. To the best of your knowledge how often do the following types of problems occur at your school?
(MARK ONE RESPONSE ON EACH LINE)
(Daily; At least once a week; At least once a month; On occasion; Never)

h. The sale of drugs on the way to or from school and/or on school grounds

Note: This is one of a series of items, a through p.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>4</td>
<td>3.9%</td>
<td>4.2%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>3</td>
<td>2.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>2</td>
<td>1.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>On occasion</td>
<td>1</td>
<td>0.9%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Never</td>
<td>1746</td>
<td>10.9%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  
[Nonrespondent]............. -4 565 3.5% [MISS]  
[Multiple response]....... -6 124 0.8% [MISS]  
[Survey component legitimate skip/NA] -8 1690 10.5% [MISS]  
[Missing]................. -9 1041 6.4% [MISS]  

TOTALS: 16252 100.0% 100.0%

---

F1A46J  
---  
Pos. 126-127  
Format: R2  

How often racial tension among students a problem at school

40. To the best of your knowledge how often do the following types of problems occur at your school?
(MARK ONE RESPONSE ON EACH LINE)
(Daily; At least once a week; At least once a month; On occasion; Never)

j. Student racial tensions

Note: This is one of a series of items, a through p.

Note: This school level variable is replicated on the student file for all F1 responding students attending the sampled school as of spring 2004. Values of 1 (Daily) were combined with values of 2 (At least once a week).

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
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<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>4</td>
<td>3.9%</td>
<td>4.2%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>3</td>
<td>2.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>2</td>
<td>1.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>On occasion</td>
<td>1</td>
<td>0.9%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Never</td>
<td>1746</td>
<td>10.9%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  
[Nonrespondent]............. -4 565 3.5% [MISS]  
[Multiple response]....... -6 124 0.8% [MISS]  
[Survey component legitimate skip/NA] -8 1690 10.5% [MISS]  
[Missing]................. -9 1041 6.4% [MISS]  

TOTALS: 16252 100.0% 100.0%

---
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**How often verbal abuse of teachers a problem at school**

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

[MARK ONE RESPONSE ON EACH LINE]

(For all PI responding students attending the sampled school as of spring 2004.)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
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</thead>
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<td>Daily</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>1046</td>
<td>6.4%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>2218</td>
<td>13.4%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>7051</td>
<td>43.4%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>356</td>
<td>2.2%</td>
</tr>
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</table>

**RESERVE CODES:**

-9 856 5.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**How often student bullying a problem at school**

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

(For all PI responding students attending the sampled school as of spring 2004.)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>1377</td>
<td>8.8%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>360</td>
<td>2.2%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>3462</td>
<td>21.3%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>7516</td>
<td>45.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-9 887 5.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**How often disorder in classrooms a problem at school**

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

(For all PI responding students attending the sampled school as of spring 2004.)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
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<tr>
<td>Daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>1377</td>
<td>8.8%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>1338</td>
<td>8.2%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>137</td>
<td>0.8%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>256</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-9 856 5.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**How often student disrespect for teachers a problem at school**

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

(For all PI responding students attending the sampled school as of spring 2004.)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>209</td>
<td>1.3%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>897</td>
<td>5.6%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>1862</td>
<td>11.5%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>1895</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-9 982 6.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

F1A40O STUDENT.PUB Rec. 5/5
Pos. 140-141
Format: N2

How often gang activity a problem at school

40. To the best of your knowledge how often do the following
types of problems occur at your school?
(MARK ONE RESPONSE ON EACH LINE)
(Daily; At least once a week; At least once a month; On occasion; Never)

Gang activities
Note: This is one of a series of items, a through p.

Note: This school level variable is replicated on the student file
for all F1 responding students attending the sampled school
as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

PERCENT WTD

CODES  FREQ  PER-   WTD  WTD
-----  ------  ------  ----  ----
At least once a week.................... 2 104  0.6%  1.1%
At least once a month................... 3 399  2.5%  3.8%
On occasion................................ 4 3482 21.4% 38.3%
Never..................................... 5 6973 42.9% 56.9%
RESERVE CODES:
[Nonrespondent]......................... -4 565  3.5%  (MISS)
[Multiple response]..................... -6 27  0.2%  (MISS)
[Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
[Missing].................................. -9 877  5.4%  (MISS)

TOTALS: 16252 100.0% 100.0%

F1A40P STUDENT.PUB Rec. 5/5
Pos. 142-143
Format: N2

How often cult/extremist group activities a problem at school

40. To the best of your knowledge how often do the following
types of problems occur at your school?
(MARK ONE RESPONSE ON EACH LINE)
(Daily; At least once a week; At least once a month; On occasion; Never)

Cult or extremist group activities
Note: This is one of a series of items, a through p.

Note: This school level variable is replicated on the student file
for all F1 responding students attending the sampled school
as of spring 2004. Values of 3 (At least once a month) were
combined with values of 4 (On occasion).

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

PERCENT WTD

CODES  FREQ  PER-   WTD  WTD
-----  ------  ------  ----  ----
On occasion............................. 4 1424  8.8%  15.7%
Never.................................... 5 9523 56.0% 84.3%
RESERVE CODES:
[Nonrespondent]......................... -4 565  3.5%  (MISS)
[Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
[Missing].................................. -9 915  5.4%  (MISS)

TOTALS: 16252 100.0% 100.0%

F1A42 STUDENT.PUB Rec. 5/5
Pos. 144-149
Format: N6

Month and year completed interview

42. What is today's date?
Month
Day
Year

2004

Note: Data provided in a single (yyyyMMdd) format.
Note: This school level variable is replicated on the student file
for all F1 responding students attending the sampled school
as of spring 2004.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

PERCENT WTD

CODES  FREQ  PER-   WTD  WTD
-----  ------  ------  ----  ----
200402-200408.......................... c 11862 73.0% 100.0%
20040.................................... 20040 73.0% 0.0%
20040.................................... 20040 73.0% 0.0%
20040.................................... 20040 73.0% 0.0%
20040.................................... 20040 73.0% 0.0%
20040.................................... 20040 73.0% 0.0%
20040.................................... 20040 73.0% 0.0%
20040.................................... 20040 73.0% 0.0%
RESERVE CODES:
[Nonrespondent]......................... -4 565  3.5%  (MISS)
[Survey component legitimate skip/NA] -8 3825 23.5% (MISS)

TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

BY Library Questionnaire

Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
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</thead>
<tbody>
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<tr>
<td>0</td>
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<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>721</td>
<td>4.4% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BYL01B STUDENT.PUB Rec. 5/5
Pos. 157-158
Format: #2

Library has small group activity areas

3. Are the following types of areas located within this school's library media center? (MARK ONE RESPONSE ON EACH LINE)

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
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<tr>
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</tr>
<tr>
<td>0</td>
<td>2153</td>
<td>13.2</td>
<td>12.7</td>
</tr>
<tr>
<td>1</td>
<td>13015</td>
<td>80.2</td>
<td>87.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>721</td>
<td>4.4% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BYL01C STUDENT.PUB Rec. 5/5
Pos. 159-160
Format: #2

Library has large group activity areas

3. Are the following types of areas located within this school's library media center? (MARK ONE RESPONSE ON EACH LINE)

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>721</td>
<td>4.4% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through f.
Note: This school level variable is replicated on the student file for all BY eligible sample members.
### Library has computer access area/lab

3. Are the following types of areas located within this school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes: No)  
   d. Computer access area or lab

---

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>1</td>
<td>14996</td>
<td>92.3%</td>
</tr>
<tr>
<td>Yes...</td>
<td>0</td>
<td>209</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

### Library has conference rooms

3. Are the following types of areas located within this school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes: No)  
   e. Conference rooms

---

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>8427</td>
<td>51.9%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>13902</td>
<td>48.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

### Library can accommodate full class

5. If a full class is working in the library media center, can other activities be accommodated at the same time, such as production activities, conferences, small group work, individual browsing?  
   (Yes: No)

---

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>1667</td>
<td>10.3%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>13178</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

### Library serves full class/other activity at once

5. Is this library media center accommodates a full class of students [e.g., 30 students] at one time?  
   Yes (GO TO QUESTION 5)  
   No (SKIP TO PART II ON PAGE 2)

---

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
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<tbody>
<tr>
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<td>0</td>
<td>1567</td>
<td>9.6%</td>
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<td>Yes...</td>
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<td>14865</td>
<td>90.4%</td>
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</table>

**RESERVE CODES:**
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

### Library has staff work area

3. Are the following types of areas located within this school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes: No)  
   d. Staff work area (where library staff order, label, etc.)

---

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>13902</td>
<td>92.7%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>6799</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

### Library has staff work area

3. Are the following types of areas located within this school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes: No)  
   d. Staff work area (where library staff order, label, etc.)

---

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</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>8427</td>
<td>51.9%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>13902</td>
<td>48.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

### Staff includes state-certified librarians

6. Please indicate what each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

---

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>1667</td>
<td>10.3%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>13178</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%

---

### Library has computer access area/lab

3. Are the following types of areas located within this school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes: No)  
   d. Computer access area or lab

---

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>1</td>
<td>14996</td>
<td>92.3%</td>
</tr>
<tr>
<td>Yes...</td>
<td>0</td>
<td>209</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:** 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

# full-time state-certified librarians

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

# of Full-time

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library has state-certified librarians.

<table>
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<tr>
<th>CODES</th>
<th>RESERVE CODES</th>
<th>FREQ</th>
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<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>0 librarians</td>
<td></td>
<td>0</td>
<td>352</td>
<td>2.2%</td>
</tr>
<tr>
<td>1 librarian</td>
<td></td>
<td>1</td>
<td>9232</td>
<td>56.8%</td>
</tr>
<tr>
<td>2 librarians</td>
<td></td>
<td>2</td>
<td>3583</td>
<td>22.1%</td>
</tr>
<tr>
<td>3 librarians</td>
<td></td>
<td>3</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>4 librarians</td>
<td></td>
<td>4</td>
<td>69</td>
<td>0.4%</td>
</tr>
<tr>
<td>5 or more librarians</td>
<td></td>
<td>5</td>
<td>54</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA]....... -3 1667 10.3% [MISS]
- [Nonrespondent]................... -4 721 4.4% [MISS]
- [Survey component legitimate skip/NA]....... -8 171 1.1% [MISS]
- [Missing]......................... -9 251 1.5% [MISS]

TOTALS: 16252 100.0% 100.0%

---

# part-time state-certified librarians

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

# of Part-time

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library has state-certified librarians.

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<th>RESERVE CODES</th>
<th>FREQ</th>
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<tbody>
<tr>
<td>0 librarians</td>
<td></td>
<td>0</td>
<td>352</td>
<td>2.2%</td>
</tr>
<tr>
<td>1 librarian</td>
<td></td>
<td>1</td>
<td>9232</td>
<td>56.8%</td>
</tr>
<tr>
<td>2 librarians</td>
<td></td>
<td>2</td>
<td>3583</td>
<td>22.1%</td>
</tr>
<tr>
<td>3 librarians</td>
<td></td>
<td>3</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>4 librarians</td>
<td></td>
<td>4</td>
<td>69</td>
<td>0.4%</td>
</tr>
<tr>
<td>5 or more librarians</td>
<td></td>
<td>5</td>
<td>54</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA]....... -3 1667 10.3% [MISS]
- [Nonrespondent]................... -4 721 4.4% [MISS]
- [Survey component legitimate skip/NA]....... -8 171 1.1% [MISS]
- [Missing]......................... -9 251 1.5% [MISS]

TOTALS: 16252 100.0% 100.0%

---

Library media center staff includes state-certified teachers

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.

---

# full-time state-certified teachers in library media center

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

# of Full-time

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose staff includes state-certified teachers.

<table>
<thead>
<tr>
<th>CODES</th>
<th>RESERVE CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 teachers</td>
<td></td>
<td>0</td>
<td>512</td>
<td>3.1%</td>
</tr>
<tr>
<td>1 teacher</td>
<td></td>
<td>1</td>
<td>3312</td>
<td>20.4%</td>
</tr>
<tr>
<td>2 teachers</td>
<td></td>
<td>2</td>
<td>968</td>
<td>6.0%</td>
</tr>
<tr>
<td>3 teachers</td>
<td></td>
<td>3</td>
<td>97</td>
<td>0.6%</td>
</tr>
<tr>
<td>4 teachers</td>
<td></td>
<td>4</td>
<td>24</td>
<td>0.1%</td>
</tr>
<tr>
<td>5 teachers</td>
<td></td>
<td>5</td>
<td>85</td>
<td>0.5%</td>
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RESERVE CODES:
- [Item legitimate skip/NA]....... -3 9062 55.8% [MISS]
- [Nonrespondent]................... -4 721 4.4% [MISS]
- [Survey component legitimate skip/NA]....... -8 171 1.1% [MISS]
- [Missing]......................... -9 1296 8.0% [MISS]

TOTALS: 16252 100.0% 100.0%

---

# part-time state-certified teachers in library media center

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

# of Part-time

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose staff includes state-certified teachers.

<table>
<thead>
<tr>
<th>CODES</th>
<th>RESERVE CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 teachers</td>
<td></td>
<td>0</td>
<td>512</td>
<td>3.1%</td>
</tr>
<tr>
<td>1 teacher</td>
<td></td>
<td>1</td>
<td>3312</td>
<td>20.4%</td>
</tr>
<tr>
<td>2 teachers</td>
<td></td>
<td>2</td>
<td>968</td>
<td>6.0%</td>
</tr>
<tr>
<td>3 teachers</td>
<td></td>
<td>3</td>
<td>97</td>
<td>0.6%</td>
</tr>
<tr>
<td>4 teachers</td>
<td></td>
<td>4</td>
<td>24</td>
<td>0.1%</td>
</tr>
<tr>
<td>5 teachers</td>
<td></td>
<td>5</td>
<td>85</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA]....... -3 9062 55.8% [MISS]
- [Nonrespondent]................... -4 721 4.4% [MISS]
- [Survey component legitimate skip/NA]....... -8 171 1.1% [MISS]
- [Missing]......................... -9 1296 8.0% [MISS]

TOTALS: 16252 100.0% 100.0%
Library media center staff includes uncertified professionals.

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

   a. Other professionals, not certified?
   Yes
   No

Note: This is one of a series of items, a through d.

Applies to: Respondents whose library has uncertified professionals.

Appplies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTED</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>1032</td>
<td>6.3%</td>
<td></td>
<td>1.9%</td>
</tr>
<tr>
<td>-8</td>
<td>721</td>
<td>4.4%</td>
<td></td>
<td>1.5%</td>
</tr>
<tr>
<td>-4</td>
<td>717</td>
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<td></td>
<td>1.2%</td>
</tr>
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<td>0.0%</td>
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<td>1</td>
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<td>446</td>
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</tr>
<tr>
<td>3</td>
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<td></td>
<td>0.5%</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>0.2%</td>
<td></td>
<td>0.2%</td>
</tr>
<tr>
<td>5 or more professionals</td>
<td>54</td>
<td>0.3%</td>
<td></td>
<td>1.3%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-3</td>
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<td>68.8%</td>
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<td>[Missing]</td>
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<td>6.1%</td>
<td>(MISS)</td>
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<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

# part-time uncertified professionals in library media center

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

   b. Part-time professionals?
   Yes
   No

Note: This is one of a series of items, a through d.

Applies to: Respondents whose library has uncertified professionals.

Appplies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTED</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>991</td>
<td>6.1%</td>
<td></td>
<td>6.1%</td>
</tr>
<tr>
<td>-8</td>
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<td></td>
<td>1.1%</td>
</tr>
<tr>
<td>-4</td>
<td>721</td>
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<td></td>
<td>4.4%</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>0.0%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>1</td>
<td>3193</td>
<td>19.6%</td>
<td></td>
<td>19.6%</td>
</tr>
<tr>
<td>2</td>
<td>446</td>
<td>2.7%</td>
<td></td>
<td>2.7%</td>
</tr>
<tr>
<td>3</td>
<td>77</td>
<td>0.5%</td>
<td></td>
<td>0.5%</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>0.2%</td>
<td></td>
<td>0.2%</td>
</tr>
<tr>
<td>5 or more professionals</td>
<td>54</td>
<td>0.3%</td>
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<td>0.3%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
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<td>(MISS)</td>
</tr>
<tr>
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<td>-3</td>
<td>1176</td>
<td>68.8%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>721</td>
<td>4.4%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>238</td>
<td>1.5%</td>
<td>(MISS)</td>
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<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

# of Full-time

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

   c. Other professionals, not certified?
   Yes
   No

Note: This is one of a series of items, a through d.

Applies to: Respondents whose library has uncertified professionals.

Appplies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTED</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>238</td>
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<td>1.5%</td>
</tr>
<tr>
<td>-8</td>
<td>171</td>
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<td></td>
<td>1.1%</td>
</tr>
<tr>
<td>-4</td>
<td>721</td>
<td>4.4%</td>
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<td>4.4%</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>0.0%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>1</td>
<td>3193</td>
<td>19.6%</td>
<td></td>
<td>19.6%</td>
</tr>
<tr>
<td>2</td>
<td>446</td>
<td>2.7%</td>
<td></td>
<td>2.7%</td>
</tr>
<tr>
<td>3</td>
<td>77</td>
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<td>0.5%</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>0.2%</td>
<td></td>
<td>0.2%</td>
</tr>
<tr>
<td>5 or more professionals</td>
<td>54</td>
<td>0.3%</td>
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<td>0.3%</td>
</tr>
<tr>
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<td>(MISS)</td>
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<td>(MISS)</td>
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<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

# of Part-time

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 00.

   d. Paid library aides?
   Yes
   No

Note: This is one of a series of items, a through d.

Applies to: Respondents whose library employs paid library aides.

Appplies to: All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTED</th>
<th>PCT</th>
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<tbody>
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<td>1.8%</td>
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<td>171</td>
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<td></td>
<td>1.1%</td>
</tr>
<tr>
<td>-4</td>
<td>721</td>
<td>4.4%</td>
<td></td>
<td>4.4%</td>
</tr>
<tr>
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<td>1</td>
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<td>3</td>
<td>500</td>
<td>3.1%</td>
<td></td>
<td>3.1%</td>
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<td>4</td>
<td>238</td>
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<td></td>
<td>1.5%</td>
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<tr>
<td>5 or more aides</td>
<td>4</td>
<td>79</td>
<td>0.5%</td>
<td>(MISS)</td>
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<td>721</td>
<td>4.4%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
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</table>
Appendix G:
Base-Year to First Follow-up Electronic Codebook

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BYL06DC
STUDENT.PUB Rec. 5/5
Pos. 193-194
Format: N2

# part-time paid library aides

6. Please indicate whether each of the following types of professionals and aides work for your library media center. For each type on your staff, please indicate how many are full-time and how many are part-time. If none, write 0.

# of Part-time

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library employs paid library aides.

Source: ELS:2002 Library Media Center Questionnaire

<table>
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<td>23.1</td>
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</tr>
<tr>
<td>2 aides</td>
<td>4564</td>
<td>4.0</td>
<td>6.5</td>
</tr>
<tr>
<td>3 aides</td>
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<td>1.4</td>
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<tr>
<td>4 aides</td>
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<tr>
<td>5 or more aides</td>
<td>69</td>
<td>0.4</td>
<td>0.8</td>
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RESERVE CODES:
[Item legitimate skip/NA] -3 7362 45.3% (MISS)
[Nonrespondent] -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 975 6.0% (MISS)

TOTALS:
16252 100.0% 100.0%

---

BYL07
STUDENT.PUB Rec. 5/5
Pos. 195-196
Format: N2

Volunteers provide library services

7. Do any volunteers provide services for the library media center?

Yes (GO TO QUESTION 8)
No (SKIP TO QUESTION 9)

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
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<tbody>
<tr>
<td>No</td>
<td>8617</td>
<td>53.0</td>
<td>51.5</td>
</tr>
<tr>
<td>Yes</td>
<td>1 6512 40.1</td>
<td>48.5</td>
<td></td>
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RESERVE CODES:
[Nonrespondent] -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 231 1.4% (MISS)

TOTALS:
16252 100.0% 100.0%

---

BYL08B
STUDENT.PUB Rec. 5/5
Pos. 199-200
Format: N2

# of student library volunteers

9. During the most recent full week of school, what was the total number of regularly scheduled volunteers in the library media center who were... (If none, write in "00.")

a. Adult volunteers

b. Student volunteers

Note: This is one of a series of items, a through b.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library uses volunteers services.

Source: ELS:2002 Library Media Center Questionnaire

<table>
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<th>CODES</th>
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RESERVE CODES:
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[Nonrespondent] -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 975 6.0% (MISS)

TOTALS:
16252 100.0% 100.0%

---

BYL09
STUDENT.PUB Rec. 5/5
Pos. 201-202
Format: N2

District has library media coordinator

10. Is this person a full-time district library media coordinator?

Yes (GO TO QUESTION 10)
No (SKIP TO QUESTION 10)

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8617</td>
<td>53.0</td>
<td>51.5</td>
</tr>
<tr>
<td>Yes</td>
<td>1 6512 40.1</td>
<td>48.5</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent] -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 231 1.4% (MISS)

TOTALS:
16252 100.0% 100.0%

---

BYL10
STUDENT.PUB Rec. 5/5
Pos. 203-204
Format: N2

District library media coordinator is full-time

11. Is this person a full-time district library media coordinator?

Yes (GO TO QUESTION 11)
No (SKIP TO QUESTION 9)

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose district has library media coordinator.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>8617</td>
<td>53.0</td>
<td>51.5</td>
</tr>
<tr>
<td>Yes</td>
<td>1 6512 40.1</td>
<td>48.5</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent] -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 231 1.4% (MISS)

TOTALS:
16252 100.0% 100.0%

---

G416


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**BYL11AA**  
**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 205-206**  
**Format: N2**

**Library has telephone**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column I  
Does library media center have...?

- a. Telephone

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

**Source:** ELS:2002 Library Media Center Questionnaire

---

**BYL11AB**  
**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 207-208**  
**Format: N2**

**Years library has had telephone**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column II  
How long?

- (1 year or less; 2 years; 3 years or more)

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has a telephone.

**Source:** ELS:2002 Library Media Center Questionnaire

---

**BYL11AC**  
**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 209-210**  
**Format: N2**

**Library staff may use telephone**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. Also, please indicate in Column III who may use the equipment.

Column I  
Who may use it?

- a. Telephone

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

**Source:** ELS:2002 Library Media Center Questionnaire

---

**BYL11AD**  
**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 211-212**  
**Format: N2**

**Faculty/staff may use telephone**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. Also, please indicate in Column III who may use the equipment.

Column III  
Who may use it?

- a. Telephone

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has a telephone.

**Source:** ELS:2002 Library Media Center Questionnaire

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Appendix G:
Base-Year to First Follow-up Electronic Codebook

---------
BYL11BA STUDENT.PUB Rec. 5/5
---------
Pos. 215-216
Format: N2

Library has fax machine

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column I

Who may use it?

a. Fax machine

b. Faculty/staff

c. Students

d. Anyone

Column II

How long your school’s library media center has had the equipment.

Column III

Who may use it?

1. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Note: This is one of a series of items, a through t.

Apply to: Respondents whose library has a fax machine.

Source: ELS: 2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a fax machine.

1. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column I

Who may use it?

a. Fax machine

b. Faculty/staff

c. Students

d. Anyone

Column II

How long your school’s library media center has had the equipment.

Column III

Who may use it?

1. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Note: This is one of a series of items, a through t.

Apply to: Respondents whose library has a fax machine.

Source: ELS: 2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a fax machine.

1. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Note: This is one of a series of items, a through t.

Apply to: Respondents whose library has a fax machine.

Source: ELS: 2002 Library Media Center Questionnaire

Applies to: All respondents.
### BYL11CA

#### STUDENT.PUB Rec. 5/5
Pos. 225-226
Format: N2

Library has photocopier

<table>
<thead>
<tr>
<th>Years library has had photocopier</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MSTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years or more</td>
<td>3 12330</td>
<td>75.9%</td>
<td>94.8%</td>
</tr>
<tr>
<td>2 years</td>
<td>2 383</td>
<td>2.4%</td>
<td>2.9%</td>
</tr>
<tr>
<td>1 year or less</td>
<td>1 272</td>
<td>1.7%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a photocopier.

Note: This is one of a series of items, a through t.

---

### BYL11CC

#### STUDENT.PUB Rec. 5/5
Pos. 229-230
Format: N2

Students may use photocopier

<table>
<thead>
<tr>
<th>Who may use it?</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MSTD</th>
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<tbody>
<tr>
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<td>1 13428</td>
<td>82.6%</td>
<td>90.5%</td>
</tr>
<tr>
<td>No</td>
<td>0 1723</td>
<td>10.6%</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a photocopier.

Note: This is one of a series of items, a through t.

---

### BYL11CD

#### STUDENT.PUB Rec. 5/5
Pos. 227-228
Format: N2

Faculty/staff may use photocopier

<table>
<thead>
<tr>
<th>Who may use it?</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MSTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1 11479</td>
<td>70.6%</td>
<td>87.1%</td>
</tr>
<tr>
<td>No</td>
<td>0 1693</td>
<td>10.4%</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a photocopier.

Note: This is one of a series of items, a through t.

---

### BYL11CE

#### STUDENT.PUB Rec. 5/5
Pos. 231-232
Format: N2

Library media center staff may use photocopier

<table>
<thead>
<tr>
<th>Who may use it?</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MSTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1 12330</td>
<td>75.9%</td>
<td>94.8%</td>
</tr>
<tr>
<td>No</td>
<td>0 1723</td>
<td>10.6%</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a photocopier.

Note: This is one of a series of items, a through t.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment. Note: This is one of a series of items, a through t. Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has a VCR
Source: ELS:2002 Library Media Center Questionnaire
Applies to: Respondents whose library has a VCR
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No ...</td>
<td>0</td>
<td>521</td>
<td>3.2%</td>
</tr>
<tr>
<td>Yes..</td>
<td>12211</td>
<td>75.1%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- {Item legitimate skip/NA}............. -3 1112 6.8% (MISS)
- {Nonrespondent}...................... -4 721 4.4% (MISS)
- {Multiple responses}............... -6 1319 8.1% (MISS)
- {Missing}............................ -9 1319 8.1% (MISS)

TOTALS: 16252 100.0% 100.0%

---

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment. Note: This is one of a series of items, a through t. Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No ...</td>
<td>0</td>
<td>521</td>
<td>3.2%</td>
</tr>
<tr>
<td>Yes..</td>
<td>13790</td>
<td>84.9%</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- {Nonrespondent}...................... -4 721 4.4% (MISS)
- {Survey component legitimate skip/NA}... -8 171 1.1% (MISS)
- {Missing}............................ -9 458 2.8% (MISS)

TOTALS: 16452 100.0% 100.0%
### BYL11DD: Library Media Center Questionnaire - Faculty/Staff Use of VCR

Library staff may use VCR

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

- [MARK ALL THAT APPLY ON EACH LINE]
- d. VCR
- BYL11DD School faculty & staff
- BYL11DE Library media center staff

Note: This is one of a series of items, a through t. Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has a VCR.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>170</td>
<td>1.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>13145</td>
<td>80.9%</td>
<td>98.6%</td>
</tr>
</tbody>
</table>

### BYL11EB: Library Media Center Questionnaire - VCR Use

Library has laser disc player

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

- [MARK ALL THAT APPLY ON EACH LINE]
- e. Laser disc player

Note: This is one of a series of items, a through t. Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>7336</td>
<td>45.1%</td>
<td>47.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>7557</td>
<td>46.5%</td>
<td>53.0%</td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

**Faculty/staff may use laser disc player**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3416</td>
<td>46.7</td>
</tr>
</tbody>
</table>

**Library staff may use laser disc player**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>1015</td>
<td>62.5</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6021</td>
<td>37.0</td>
</tr>
</tbody>
</table>

**Students may use laser disc player**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>12</td>
<td>0.2</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>7024</td>
<td>99.8</td>
</tr>
</tbody>
</table>

**Does library media center have...?**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>1015</td>
<td>62.5</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6021</td>
<td>37.0</td>
</tr>
</tbody>
</table>

**Library has DVD player**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>4583</td>
<td>27.9</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>11969</td>
<td>72.1</td>
</tr>
</tbody>
</table>

**Includes Laser Disc Player**

**Library media center staff**

**BYL11EC**

**BYL11ED**

**BYL11EE**

**BYL11FA**

**BYL11FB**

**BYL11FE**

**BYL11FF**

**BYL11FG**

**BYL11FH**

**BYL11FI**

**BYL11FJ**

**BYL11FK**

**BYL11FL**

**BYL11FM**

**BYL11FN**

**BYL11FO**

**BYL11FP**

**BYL11FQ**

**BYL11FR**

**BYL11FS**

**BYL11FT**

**BYL11FU**

**BYL11FW**

**BYL11FX**

**BYL11FY**

**BYL11FZ**

**BYL11GA**

**BYL11GB**

**BYL11GC**

**BYL11GD**

**BYL11GE**

**BYL11GF**

**BYL11GG**

**BYL11GH**

**BYL11GI**

**BYL11GJ**

**BYL11GK**

**BYL11GL**

**BYL11GM**

**BYL11GN**

**BYL11GO**

**BYL11GP**

**BYL11GQ**

**BYL11GR**

**BYL11GS**

**BYL11GT**

**BYL11GU**

**BYL11GW**

**BYL11GX**

**BYL11GY**

**BYL11GZ**

**BYL11HA**

**BYL11HB**

**BYL11HC**

**BYL11HD**

**BYL11HE**

**BYL11HF**

**BYL11HG**

**BYL11HH**

**BYL11HI**

**BYL11HJ**

**BYL11HK**

**BYL11HL**

**BYL11HM**

**BYL11HN**

**BYL11HO**

**BYL11HP**

**BYL11HQ**

**BYL11HR**

**BYL11HS**

**BYL11HT**

**BYL11HU**

**BYL11HW**

**BYL11HX**

**BYL11HY**

**BYL11HZ**

**G-422**
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYL11FB STUDENT.PUB Rec. 5/5
Pos. 257-258
Format: N2

Years library has had DVD player

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column II
How long?
(MARK ONE RESPONSE ON EACH LINE)
1 year or less
2 years
3 years or more

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library has a DVD player.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2291</td>
<td>14.1%</td>
<td>49.9%</td>
</tr>
<tr>
<td>2</td>
<td>1340</td>
<td>8.2%</td>
<td>27.9%</td>
</tr>
<tr>
<td>3</td>
<td>933</td>
<td>5.7%</td>
<td>22.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Item legitimate skip/NA]............ -3 10154 62.5% (MISS)
[Nonrespondent]..................... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............................ -9 642 4.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---------

BYL11FC STUDENT.PUB Rec. 5/5
Pos. 259-260
Format: N2

Students may use DVD player

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column III
Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)
Library staff may use DVD player
Faculty/staff may use DVD player
Students

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library has a DVD player.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>933</td>
<td>5.7%</td>
<td>22.1%</td>
</tr>
<tr>
<td>2</td>
<td>1340</td>
<td>8.2%</td>
<td>27.9%</td>
</tr>
<tr>
<td>1</td>
<td>2291</td>
<td>14.1%</td>
<td>49.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Item legitimate skip/NA]............ -3 10154 62.5% (MISS)
[Nonrespondent]..................... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............................ -9 642 4.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---------

BYL11FD STUDENT.PUB Rec. 5/5
Pos. 261-264
Format: N2

Faculty/staff may use DVD player

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column III
Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)
Library staff may use DVD player
Faculty/staff may use DVD player
Students

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library has a DVD player.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>933</td>
<td>5.7%</td>
<td>22.1%</td>
</tr>
<tr>
<td>2</td>
<td>1340</td>
<td>8.2%</td>
<td>27.9%</td>
</tr>
<tr>
<td>1</td>
<td>2291</td>
<td>14.1%</td>
<td>49.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Item legitimate skip/NA]............ -3 10154 62.5% (MISS)
[Nonrespondent]..................... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............................ -9 642 4.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---------

BYL11FE STUDENT.PUB Rec. 5/5
Pos. 257-258
Format: N2

Library staff may use DVD player

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column III
Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)
Library staff may use DVD player
Faculty/staff may use DVD player
Students

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library has a DVD player.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>933</td>
<td>5.7%</td>
<td>22.1%</td>
</tr>
<tr>
<td>2</td>
<td>1340</td>
<td>8.2%</td>
<td>27.9%</td>
</tr>
<tr>
<td>1</td>
<td>2291</td>
<td>14.1%</td>
<td>49.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Item legitimate skip/NA]............ -3 10154 62.5% (MISS)
[Nonrespondent]..................... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............................ -9 642 4.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---------

G-423
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYL11G

**Students may use electronic book reader**

```
---
BYL11GQ STUDENT.PUB Rec: 5/5
---
Pos. 269-270
Format: N2
```

#### BYL11GA

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

**Column I**

- **Does library media center have...?**
  - g. Electronic book reader (e.g., rocket books)

**Column II**

- **How long your school's library media center has had the equipment.**

**Column III**

- **Who may use it?**

Note: This is one of a series of items, a through t.

<table>
<thead>
<tr>
<th>Source: ELS:2002 Library Media Center Questionnaire</th>
<th>Applies to: Respondents whose library has an electronic book reader.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 16,252</td>
<td>100.0% 100.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
</tr>
<tr>
<td><strong>{Missing}</strong>........................................ -9 359 2.2% (MISS)</td>
<td></td>
</tr>
<tr>
<td><strong>{Survey component legitimate skip/NA}</strong>............ -8 171 1.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td><strong>{Nonrespondent}</strong>................................. -4 721 4.4% (MISS)</td>
<td></td>
</tr>
<tr>
<td><strong>{Item legitimate skip/NA}</strong>......................... -3 14787 91.0% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

#### BYL11GB

**Years library has had electronic book reader**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

**Column I**

- **How long?**
  - (MARK ONE RESPONSE ON EACH LINE)
  - g. Electronic book reader (e.g., rocket books)

**Column II**

- **Library has electronic book reader**

**Column III**

- **Who may use it?**

Note: This is one of a series of items, a through t.

<table>
<thead>
<tr>
<th>Source: ELS:2002 Library Media Center Questionnaire</th>
<th>Applies to: All respondents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 16,252</td>
<td>100.0% 100.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
</tr>
<tr>
<td><strong>{Missing}</strong>........................................ -9 325 2.0% (MISS)</td>
<td></td>
</tr>
<tr>
<td><strong>{Survey component legitimate skip/NA}</strong>............ -8 171 1.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td><strong>{Nonrespondent}</strong>................................. -4 721 4.4% (MISS)</td>
<td></td>
</tr>
<tr>
<td><strong>{Item legitimate skip/NA}</strong>......................... -3 14787 91.0% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

#### BYL11GD

**Faculty/staff may use electronic book reader**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

**Column I**

- **Who may use it?**
  - (MARK ALL THAT APPLY ON EACH LINE)
  - g. Electronic book reader (e.g., rocket books)

**Column II**

- **Does library media center have...?**
  - g. Electronic book reader (e.g., rocket books)

**Column III**

- **Who may use it?**

Note: This is one of a series of items, a through t.

<table>
<thead>
<tr>
<th>Source: ELS:2002 Library Media Center Questionnaire</th>
<th>Applies to: Respondents whose library has an electronic book reader.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 16,252</td>
<td>100.0% 100.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
</tr>
<tr>
<td><strong>{Missing}</strong>........................................ -9 294 1.8% (MISS)</td>
<td></td>
</tr>
<tr>
<td><strong>{Survey component legitimate skip/NA}</strong>............ -8 171 1.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td><strong>{Nonrespondent}</strong>................................. -4 721 4.4% (MISS)</td>
<td></td>
</tr>
<tr>
<td><strong>{Item legitimate skip/NA}</strong>......................... -3 14787 91.0% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>
11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Library staff may use electronic book reader

Who may use it?

<table>
<thead>
<tr>
<th>MARK ALL THAT APPLY ON EACH LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Electronic book reader (e.g., pocket books)</td>
</tr>
<tr>
<td>BYL11GC Students</td>
</tr>
<tr>
<td>BYL11GD School faculty &amp; staff</td>
</tr>
<tr>
<td>BYL11GE Library media center staff</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has an electronic book reader.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a CD-ROM reader.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: All respondents.

Source: ELS:2002 Library Media Center Questionnaire

---

### BYL11HE Library media center staff

BYL11HD School faculty & staff

BYL11HC Students

---

### BYL11HA Library has CD-ROM reader

---

### BYL11HB Library has had CD-ROM reader

---

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has a CD-ROM reader.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a CD-ROM reader.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: All respondents.

Source: ELS:2002 Library Media Center Questionnaire

---

Appendix G:

Base-Year to First Follow-up Electronic Codebook

---

G-425
### Appendix G:
#### Base-Year to First Follow-up Electronic Codebook

#### BYL11Hd

**Library staff may use CD-ROM reader**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

#### BYL11Hc

**School faculty & staff**

#### BYL11Ha

**Students**

- Who may use it?
  - [MARK ALL THAT APPLY ON EACH LINE]

  *b. CD-ROM reader (stand-alone peripheral or built in drive)*

  **BYL11Ha**: Library media center staff

- Note: This is one of a series of items, a through t.

  **Note:** This school level variable is replicated on the student file for all BY eligible sample members.

### Applies to: Respondents whose library has a CD-ROM reader.

**Source:** ELS:2002 Library Media Center Questionnaire

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<th>CENT</th>
<th>PCT</th>
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<tbody>
<tr>
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<td>1.3%</td>
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<td>73.5%</td>
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**REVERSE CODES:**

- [Item legitimate skip/NA]... -3 [2441] 15.0% (MISS)
- [Nonrespondent]... -4 [711] 4.4% (MISS)
- [Survey component legitimate skip/NA]... -8 [171] 1.1% (MISS)
- [Missing]... -9 [764] 4.7% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

#### BYL11He

**Library media center staff**

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<th>PCT</th>
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<td>2.5%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>14617</td>
<td>97.4%</td>
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**REVERSE CODES:**

- [Nonrespondent]... -4 [711] 4.4% (MISS)
- [Survey component legitimate skip/NA]... -8 [171] 1.1% (MISS)
- [Missing]... -9 [337] 2.1% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

#### BYL11Ib

**Students**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

#### BYL11Id

**Library has personal computer**

- Who may use it?
  - [MARK ALL THAT APPLY ON EACH LINE]

  *i. Personal computer (PC)*

- Note: This is one of a series of items, a through t.

  **Note:** This school level variable is replicated on the student file for all BY eligible sample members.

### Applies to: All respondents.

**Source:** ELS:2002 Library Media Center Questionnaire

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<th>CENT</th>
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<td>406</td>
<td>2.5%</td>
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<tr>
<td>Yes...</td>
<td>1</td>
<td>14617</td>
<td>97.4%</td>
</tr>
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</table>

**REVERSE CODES:**

- [Survey component legitimate skip/NA]... -8 [171] 1.1% (MISS)
- [Missing]... -9 [764] 7.1% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

#### BYL11Ia

**Library media center staff**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

#### BYL11If

**Students**

- Who may use it?
  - [MARK ALL RESPONSE ON EACH LINE]

  *i. Personal computer (PC)*

- Note: This is one of a series of items, a through t.

  **Note:** This school level variable is replicated on the student file for all BY eligible sample members.

### Applies to: Respondents whose library has a personal computer.

**Source:** ELS:2002 Library Media Center Questionnaire

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<td>123</td>
<td>0.8%</td>
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<tr>
<td>2 years or more...</td>
<td>2</td>
<td>373</td>
<td>2.3%</td>
</tr>
<tr>
<td>3 years or more...</td>
<td>3</td>
<td>10312</td>
<td>61.9%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**

- [Item legitimate skip/NA]... -3 [406] 2.5% (MISS)
- [Nonrespondent]... -4 [711] 4.4% (MISS)
- [Survey component legitimate skip/NA]... -8 [171] 1.1% (MISS)
- [Missing]... -9 [1146] 7.1% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

#### BYL11Ig

**School faculty & staff**

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

#### BYL11Hg

**Students**

- Who may use it?
  - [MARK ALL THAT APPLY ON EACH LINE]

  *i. Personal computer (PC)*

- Note: This is one of a series of items, a through t.

  **Note:** This school level variable is replicated on the student file for all BY eligible sample members.

### Applies to: Respondents whose library has a personal computer.

**Source:** ELS:2002 Library Media Center Questionnaire

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<tr>
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<td>123</td>
<td>0.8%</td>
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<tr>
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<tr>
<td>3 years or more...</td>
<td>3</td>
<td>10312</td>
<td>61.9%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**

- [Item legitimate skip/NA]... -3 [406] 2.5% (MISS)
- [Nonrespondent]... -4 [711] 4.4% (MISS)
- [Survey component legitimate skip/NA]... -8 [171] 1.1% (MISS)
- [Missing]... -9 [1146] 7.1% (MISS)

**TOTALS:**

16252 100.0% 100.0%
11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

(MARK ALL THAT APPLY ON EACH LINE)

i. Personal computer (PC)
BYL11IC Students
BYL11ID School faculty & staff
BYL11IE Library media center staff

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has a personal computer.

Source: ELS:2002 Library Media Center Questionnaire
Applies to: Respondents whose library has a personal computer.

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

<table>
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<tbody>
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<tr>
<td>Yes</td>
<td>1</td>
<td>13441</td>
<td>82.7%95.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Item legitimate skip/NA | -3 | 406 | 2.5% (MISS) |
| (Nonrespondent)         | -4 | 721 | 4.4% (MISS) |
| (Survey component legitimate skip/NA) | -8 | 171 | 1.1% (MISS) |
| (Survey component legitimate skip/NA) | -3 | 906 | 5.6% (MISS) |

TOTALS: 16252 100.0% 100.0%

Faculty/staff may use personal computer

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

(MARK ALL THAT APPLY ON EACH LINE)

i. Personal computer (PC)
BYL11IC Students
BYL11ID School faculty & staff
BYL11IE Library media center staff

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has a personal computer.

Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

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<td>1</td>
<td>13444</td>
<td>82.7% 97.0%</td>
</tr>
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</table>

RESERVE CODES:

| Item legitimate skip/NA | -3 | 406 | 2.5% (MISS) |
| (Nonrespondent)         | -4 | 721 | 4.4% (MISS) |
| (Survey component legitimate skip/NA) | -8 | 171 | 1.1% (MISS) |
| (Survey component legitimate skip/NA) | -3 | 906 | 5.6% (MISS) |

TOTALS: 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYL11JB

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 297-298**  
**Format: R2**

<table>
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#### BYL11JD

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 301-302**  
**Format: R2**

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### BYL11JC

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 297-298**  
**Format: R2**

#### Students may use automated book circulation system

<table>
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<tr>
<th>PER-</th>
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<tbody>
<tr>
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<tr>
<td>Notes: This is one of a series of items, a through t.</td>
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#### Faculty/staff may use automated book circulation system

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<tbody>
<tr>
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### BYL11JE

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 299-300**  
**Format: R2**

#### Library staff may use automated book circulation system

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### BYL11JK

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 303-304**  
**Format: R2**

#### Faculty/staff may use automated book circulation system

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### BYL11JJ

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 297-298**  
**Format: R2**

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<td>Notes: This is one of a series of items, a through t.</td>
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### BYL11JK

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 299-300**  
**Format: R2**

#### Library staff may use automated book circulation system

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### BYL11JJ

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 303-304**  
**Format: R2**

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### BYL11JS

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 297-298**  
**Format: R2**

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### BYL11JR

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 299-300**  
**Format: R2**

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### BYL11JS

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 303-304**  
**Format: R2**

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### BYL11JS

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 297-298**  
**Format: R2**

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### BYL11JR

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 299-300**  
**Format: R2**

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### BYL11JS

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 303-304**  
**Format: R2**

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### BYL11JS

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 297-298**  
**Format: R2**

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### BYL11JR

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 299-300**  
**Format: R2**

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### BYL11JS

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 303-304**  
**Format: R2**

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### BYL11JS

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 297-298**  
**Format: R2**

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### BYL11JR

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 299-300**  
**Format: R2**

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### BYL11JS

**STUDENT.PUB**  
**Rec. 5/5**  
**Pos. 303-304**  
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<tr>
<td>Notes: This is one of a series of items, a through t.</td>
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</table>
Library has Internet access

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

Applies to: Respondents whose library has internet access capability.

Source: ELS:2002 Library Media Center Questionnaire

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Base-Year to First Follow-up Electronic Codebook

Appendix G:

Students may use Internet access

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

Applies to: Respondents whose library has internet access capability.

Source: ELS:2002 Library Media Center Questionnaire

Note: This school level variable is replicated on the student file for all BY eligible sample members.

G-429
# Appendix G: Base-Year to First Follow-up Electronic Codebook

## BYL11E

Library staff may use Internet access

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<td>670</td>
<td>4.1%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>13872</td>
<td>85.4%</td>
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**RESERVE CODES:**
- [Item legitimate skip/NA] -9 165 1.0% (MISS)
- [Nonrespondent] -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 453 4.0% (MISS)

**TOTALS:** 14252 100.0% 100.0%

---

## BYL11F

Years library has had cable TV

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year or less</td>
<td>0</td>
<td>3903</td>
<td>24.0%</td>
</tr>
<tr>
<td>2 years</td>
<td>1</td>
<td>11166</td>
<td>68.7%</td>
</tr>
<tr>
<td>3 years or more</td>
<td>2</td>
<td>73</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -3 3903 24.0% (MISS)
- [Nonrespondent] -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 453 4.0% (MISS)

**TOTALS:** 14252 100.0% 100.0%

---

## BYL11G

Students may use cable TV

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>670</td>
<td>4.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>13872</td>
<td>85.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -9 165 1.0% (MISS)
- [Nonrespondent] -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 453 4.0% (MISS)

**TOTALS:** 14252 100.0% 100.0%

---

## BYL11H

Library has cable TV

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>3903</td>
<td>24.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>11166</td>
<td>68.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 453 4.0% (MISS)

**TOTALS:** 14252 100.0% 100.0%

---

## BYL11I

The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment. Column III Who may use it? (MARK ALL THAT APPLY ON EACH LINE)

### k. Internet access capability (e.g., dial-up connection, cable modem, ISDN, dedicated line)

1. **BYL11E** Students
2. **BYL11F** Library media center staff
3. **BYL11G** School faculty & staff

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has cable television.

Source: ELS:2002 Library Media Center Questionnaire

## BYL11J

The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment. Column III How long? (MARK ONE RESPONSE ON EACH LINE)

1. **BYL11E** Students
2. **BYL11F** Library media center staff
3. **BYL11G** School faculty & staff
4. **BYL11H** Library media center staff

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has cable television.

Source: ELS:2002 Library Media Center Questionnaire

---

**PER- WGTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

---

**PER- WGTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

---

**PER- WGTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

---

**PER-WGTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

---

**PER- WGTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

---

**PER- WGTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

---

**PER- WGTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

**FREQ**

**CODES**

**CPTD**

---
### Base-Year to First Follow-up Electronic Codebook

#### BYL11LD STUDENT.PUB Rec. 5/5

**Faculty/staff may use cable TV**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>28</td>
<td>1.7%</td>
<td>89.4%</td>
</tr>
</tbody>
</table>

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

**Column I**

Who may use it?

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>28</td>
<td>1.7%</td>
<td>89.4%</td>
</tr>
<tr>
<td>1</td>
<td>10191</td>
<td>62.7%</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

**Column II**

Also, please indicate in Column III who may use the equipment.

1. Cable television

**Library staff may use cable TV**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>28</td>
<td>1.7%</td>
<td>89.4%</td>
</tr>
<tr>
<td>1</td>
<td>10191</td>
<td>62.7%</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

**Column I**

Who may use it?

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>28</td>
<td>1.7%</td>
<td>89.4%</td>
</tr>
<tr>
<td>1</td>
<td>10191</td>
<td>62.7%</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

**Column II**

Also, please indicate in Column III who may use the equipment.

1. Cable television
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYL11MC STUDENT.PUB Rec. 5/5
Pos. 329-332
Format: N2

Students may use closed-circuit TV

---

Library staff may use closed-circuit TV

---

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

[MARK ALL THAT APPLY ON EACH LINE]

m. Closed-circuit television
BYL11MC Students
BYL11MD School faculty & staff
BYL11ME Library media center staff

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has closed-circuit television.
Source:ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1500</td>
<td>9.8%</td>
<td>25.1%</td>
</tr>
<tr>
<td>1</td>
<td>4197</td>
<td>27.1%</td>
<td>74.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Item legitimate skip/NA}.................. -3 8524 52.4% (MISS)
{Nonrespondent}............................ -4 711 4.8% (MISS)
{Survey component legitimate skip/NA}... -9 849 5.2% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYL11ME STUDENT.PUB Rec. 5/5
Pos. 333-334
Format: N2

Faculty/staff may use closed-circuit TV

---

Library has video camera

---

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

[MARK ALL THAT APPLY ON EACH LINE]

m. Video camera
BYL11ME Students
BYL11MD School faculty & staff
BYL11ME Library media center staff

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has closed-circuit television.
Source:ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5442</td>
<td>33.5%</td>
<td>91.4%</td>
</tr>
<tr>
<td>1</td>
<td>545</td>
<td>3.4%</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Item legitimate skip/NA}.................. -3 8524 52.4% (MISS)
{Nonrespondent}............................ -4 711 4.3% (MISS)
{Survey component legitimate skip/NA}... -8 171 1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYL11NA STUDENT.PUB Rec. 5/5
Pos. 335-336
Format: N2

Does library media center have...?

---

n. Video camera
Yes; No

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source:ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4988</td>
<td>30.7%</td>
<td>31.5%</td>
</tr>
<tr>
<td>1</td>
<td>545</td>
<td>3.4%</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

{Survey component legitimate skip/NA}... -8 171 1.1% (MISS)
{Missing}..................................... -9 849 5.2% (MISS)

TOTALS: 16252 100.0% 100.0%

---

G-432
### BYL11NC

**Students may use video camera**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1951</td>
<td>12.0%</td>
<td>20.2%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through t.

### BYL11ND

**Library staff may use video camera**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>657</td>
<td>4.0%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

Note: This school level variable is replicated on the student file.
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

BYL110A STUDENT.PUB Rec. 5/5
Pos. 345-346
Format: N2

Library has satellite TV hook-up

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment. Column I

Does library media center have...?

<table>
<thead>
<tr>
<th>o. Satellite TV hook-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Yes, No)</td>
</tr>
<tr>
<td>Note: This is one of a series of items, a through t.</td>
</tr>
<tr>
<td>Note: This school level variable is replicated on the student file for all BY eligible sample members.</td>
</tr>
</tbody>
</table>

Applies to: All respondents.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>5029</td>
<td>30.9%</td>
<td>56.2%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>488</td>
<td>3.0% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

BYL110B STUDENT.PUB Rec. 5/5
Pos. 347-348
Format: N2

Years library has had satellite TV hookup

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment. Column II

How long?

| MARK ONE RESPONSE ON EACH LINE |
| (1 year or less; 2 years; 3 years or more) |
| o. Satellite TV hook-up |
| (Yes, No)               |
| Note: This is one of a series of items, a through t. |
| Note: This school level variable is replicated on the student file for all BY eligible sample members. |

Applies to: Respondents whose library has satellite television.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>1 year or less</td>
<td>1</td>
<td>152</td>
<td>0.9%</td>
</tr>
<tr>
<td>2 years</td>
<td>2</td>
<td>224</td>
<td>1.4%</td>
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<tr>
<td>3 years or more</td>
<td>3</td>
<td>4297</td>
<td>26.4%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>484</td>
<td>5.2% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

BYL1110C STUDENT.PUB Rec. 5/5
Pos. 349-350
Format: N2

Students may use satellite TV hookup

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment. Column III

Who may use it?

| MARK ALL THAT APPLY ON EACH LINE |
| o. Satellite TV hook-up |
| (Yes, No)               |
| Note: This is one of a series of items, a through t. |
| Note: This school level variable is replicated on the student file for all BY eligible sample members. |

Applies to: Respondents whose library has satellite television.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
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<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2275</td>
<td>14.0%</td>
<td>45.7%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-3</td>
<td>9843</td>
<td>60.6% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>785</td>
<td>4.8% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

BYL110D STUDENT.PUB Rec. 5/5
Pos. 351-352
Format: N2

Faculty/staff may use satellite TV hookup

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment. Column II

Who may use it?

| MARK ALL THAT APPLY ON EACH LINE |
| o. Satellite TV hook-up |
| (Yes, No)               |
| Note: This is one of a series of items, a through t. |
| Note: This school level variable is replicated on the student file for all BY eligible sample members. |

Applies to: Respondents whose library has satellite television.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2457</td>
<td>15.1%</td>
<td>54.3%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>9843</td>
<td>60.6% (MISS)</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>785</td>
<td>4.8% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

BYL110E Library media center staff
BYL110D School faculty & staff
BYL110E Library media center staff

Note: This is one of a series of items, a through t. Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has satellite television.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3800</td>
<td>23.4%</td>
<td>82.5%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-3</td>
<td>9843</td>
<td>60.6% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>785</td>
<td>4.8% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

G-434
Library staff may use satellite TV hookup.

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)

o. Satellite TV hook-up
BYL11OE Students
BYL11OC School faculty & staff
BYL11OG Library media center staff

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has satellite television.
Source: ELS:2002 Library Media Center Questionnaire

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<tr>
<td>TOTALS:</td>
<td></td>
<td>12197</td>
<td>75.0%</td>
</tr>
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YES..................................... 1 10598 65.2% 83.2%
NO...................................... 0 2215 13.6% 16.8%

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has audio equipment.
Source: ELS:2002 Library Media Center Questionnaire

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<tr>
<td>TOTALS:</td>
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<td>12197</td>
<td>75.0%</td>
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</table>

Columns I and II for all BY eligible sample members.

Years library has had audio equipment.

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?
(MARK ONE RESPONSE ON EACH LINE)

1. Audio equipment (e.g., video cassette recorder/player, record player)
2. Audio equipment (e.g., video cassette recorder/player, record player)
3. Audio equipment (e.g., video cassette recorder/player, record player)

Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has audio equipment.
Source: ELS:2002 Library Media Center Questionnaire

<table>
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<tr>
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<th>FREQ</th>
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<th>WTD</th>
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<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>-3</td>
<td>1893</td>
<td>11.4%</td>
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<tr>
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<tr>
<td>{Missing}</td>
<td>-9</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>12197</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

Columns I and II for all BY eligible sample members.
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

Library staff may use audio equipment

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

(MARK ALL THAT APPLY ON EACH LINE)

p. Audio equipment (e.g., video cassette recorder/player, record player)

BYL11PC Students
BYL11PD School faculty & staff
BYL11PE Library media center staff

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has audio equipment.

Source: ELS:2002 Library Media Center Questionnaire

---

Library has videoconference equipment

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

(MARK ALL THAT APPLY ON EACH LINE)

q. Videoconferencing equipment (1 year or less; 2 years; 3 years or more)

BYL11PC Students
BYL11PD School faculty & staff
BYL11PE Library media center staff

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has videoconference equipment.

Source: ELS:2002 Library Media Center Questionnaire

---
11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

[MARK ALL THAT APPLY ON EACH LINE]
q. Videoconferencing equipment
BYL11QG School faculty & staff
BYL11QH Library media center staff
Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has videoconferencing equipment.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: Respondents whose library has videoconferencing equipment.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

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</table>

Library has scanner

11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Who may use it?

[MARK ALL THAT APPLY ON EACH LINE]
q. Videoconferencing equipment
BYL11QG Students
BYL11QH Library media center staff
BYL11QI Library media center staff
Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose library has videoconferencing equipment.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: Respondents whose library has videoconferencing equipment.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

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<th>CODES</th>
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Appendix G:
Base-Year to First Follow-up Electronic Codebook

G-437
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYL113E STUDENT.PUB Rec. 5/5
Pos. 377-379
Format: N2

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column III

Who may use it?

(mark one response on each line)

r. Scanner for images and text

Also, please indicate in Column III who may use the equipment.

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library has a scanner.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a scanner.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

BYL113C Students

BYL113D Faculty/staff

BYL113E Library media center staff

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column III

Who may use it?

(mark all that apply on each line)

r. Scanner for images and text

Also, please indicate in Column III who may use the equipment.

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library has a scanner.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a scanner.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

BYL113E STUDENT.PUB Rec. 5/5
Pos. 381-382
Format: N2

Library staff may use scanner

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Column III

Who may use it?

(mark all that apply on each line)

r. Scanner for images and text

Also, please indicate in Column III who may use the equipment.

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents whose library has a scanner.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a scanner.

Note: This school level variable is replicated on the student file for all BY eligible sample members.
11. The following question lists different types of equipment. For each, please indicate in Column I if your school’s library media center has the equipment. If so, please indicate in Column II how long your school’s library media center has had the equipment. Also, please indicate in Column III who may use the equipment.

Appplies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

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REичVЕ CODES:
- Nonrespondent: -4 721 4.4% (MISS)
- Survey component legitimate skip/NA: -8 351 2.1% (MISS)
- Missing: -9 224 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: Respondents who have an LCD panel or projection device.
Source: ELS:2002 Library Media Center Questionnaire

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REичVЕ CODES:
- Nonrespondent: -4 721 4.4% (MISS)
- Survey component legitimate skip/NA: -8 351 2.1% (MISS)
- Missing: -9 224 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Faculty/staff may use LCD panel/projection device

Apply to: Respondents who have an LCD panel or projection device.
Source: ELS:2002 Library Media Center Questionnaire

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REичVЕ CODES:
- Nonrespondent: -4 721 4.4% (MISS)
- Survey component legitimate skip/NA: -8 351 2.1% (MISS)
- Missing: -9 224 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

Note: This school level variable is replicated on the student file for all BY eligible sample members.
Appendix G: Base-Year to First Follow-up Electronic Codebook

11. The following question lists different types of equipment. For each, please indicate in Column I if your school's library media center has the equipment. If so, please indicate in Column II how long your school's library media center has had the equipment. Also, please indicate in Column III who may use the equipment. Column III Who may use it? 

(MARK ALL THAT APPLY ON EACH LINE)

a. Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives) 

b. Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives)

c. Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives)

d. Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives)

Note: This is one of a series of items, a through t.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents who have technology for those disabled.
Source: ELS: 2002 Library Media Center Questionnaire (YES; NO) Keyboard alternatives

### Table 11: Technology for Disabled

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<td>766</td>
<td>49.4%</td>
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<tr>
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<td>1</td>
<td>778</td>
<td>50.6%</td>
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<tr>
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<td>-9</td>
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### Table 12: Library Media Center Questionnaire

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<tr>
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<td>574</td>
<td>3.5%</td>
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<tr>
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### Table 13: Technology for Disabled

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<td>-9</td>
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<td>3.5%</td>
</tr>
<tr>
<td>Total</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Faculty/staff may use technology for disabled

Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)
[ ] Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives)
BYL11TE Students
BYL11LT Library faculty & staff
BYL11LE Library media center staff
Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents who have technology for those disabled.
Source: ELS:2002 Library Media Center Questionnaire

Library staff may use technology for disabled

Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)
t. Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives)
BYL11TE Library media center staff
BYL11LT School faculty & staff
BYL11LE Library media center staff
Note: This is one of a series of items, a through t.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents who have technology for those disabled.
Source: ELS:2002 Library Media Center Questionnaire

Online catalog available

12. Are the following electronic services and software available in your school’s library media center?
(MARK ONE RESPONSE ON EACH LINE)

a. Online catalog
Note: This is one of a series of items, a through j.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

Internet access available

12. Are the following electronic services and software available in your school’s library media center?
(MARK ONE RESPONSE ON EACH LINE)

b. Other libraries’ online catalogs
Note: This is one of a series of items, a through j.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

Other libraries’ online catalogs available
### Base-Year to First Follow-up Electronic Codebook

#### Reference/bibliography databases available

12. Are the following electronic services and software available in your school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes; No)  
   e. Reference and bibliography databases (e.g., encyclopedia, dictionary)  
   Note: This is one of a series of items, a through j.  
   Note: This school level variable is replicated on the student file for all BY eligible sample members.  

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<td>13870</td>
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Apply to: All respondents.  
Source:ELS:2002 Library Media Center Questionnaire

#### General articles/news databases available

12. Are the following electronic services and software available in your school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes; No)  
   f. General articles and news databases  
   Note: This is one of a series of items, a through j.  
   Note: This school level variable is replicated on the student file for all BY eligible sample members.  

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<td>13967</td>
<td>93.6%</td>
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Apply to: All respondents.  
Source:ELS:2002 Library Media Center Questionnaire

#### College/career databases available

12. Are the following electronic services and software available in your school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes; No)  
   g. College and career databases  
   Note: This is one of a series of items, a through j.  
   Note: This school level variable is replicated on the student file for all BY eligible sample members.  

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<td>94.0%</td>
</tr>
</tbody>
</table>

Apply to: All respondents.  
Source:ELS:2002 Library Media Center Questionnaire

#### Academic subject databases available

12. Are the following electronic services and software available in your school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes; No)  
   h. Education, business/management, humanities, science/engineering/math or English databases (e.g., ERIC, Science Direct)  
   Note: This is one of a series of items, a through j.  
   Note: This school level variable is replicated on the student file for all BY eligible sample members.  

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<td>13105</td>
<td>94.0%</td>
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Apply to: All respondents.  
Source:ELS:2002 Library Media Center Questionnaire

#### Electronic books/journals/references/magazines available

12. Are the following electronic services and software available in your school's library media center?  
   (MARK ONE RESPONSE ON EACH LINE)  
   (Yes; No)  
   i. Electronic full-text books, journals, references, or magazines  
   Note: This is one of a series of items, a through j.  
   Note: This school level variable is replicated on the student file for all BY eligible sample members.  

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<td>13105</td>
<td>94.0%</td>
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Apply to: All respondents.  
Source:ELS:2002 Library Media Center Questionnaire
Educational software available

12. Are the following electronic services and software available in your school’s library media center? (MARK ONE RESPONSE ON EACH LINE)

Yes..................................... 17533 46.4% 53.6%
No...................................... 0 7625 46.9% 46.1%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

Library has multimedia production facility

13. Does this library media center have multimedia production facilities (i.e., a studio containing a computer and equipment using text, full-color images and graphics, video, animation, and sound)?

Yes..................................... 10675 65.7% 71.7%
No...................................... 0 9375 57.7% 58.8%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

Has interlibrary loan program with high schools in state

14. Does your school’s library media center participate in any of the following interlibrary loan programs? (MARK ONE RESPONSE ON EACH LINE)

a. Interlibrary loan program with area high schools

Yes..................................... 3794 23.3% 27.4%
No...................................... 11381 70.0% 72.6%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

b. Interlibrary loan program with other high schools in the state

Yes..................................... 1 5974 23.1% 27.4%
No...................................... 0 1313 57.7% 58.8%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

c. Interlibrary loan program with public libraries in the area

Yes..................................... 1 5747 35.4% 41.2%
No...................................... 0 1313 57.7% 58.8%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

d. Interlibrary loan program with the state library

Yes..................................... 1 4463 27.4% 32.6%
No...................................... 0 1313 57.7% 58.8%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYL14E STUDENT.PUB Rec. 5/5
Pos. 415-416
Format: N2

Has interlibrary loan program with colleges/universities

14. Does your school’s library media center participate in any of the following interlibrary loan programs? (MARK ONE RESPONSE ON EACH LINE)
   a. Interlibrary loan program with colleges and universities
   Note: This is one of a series of items, a through f.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

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RESERVE CODES:
[Nonrespondent].... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............ -9 212 1.3% (MISS)

TOTALS: 16252 100.0% 100.0%

BYL14F STUDENT.PUB Rec. 5/5
Pos. 437-438
Format: N2

Has other interlibrary loan program

14. Does your school’s library media center participate in any of the following interlibrary loan programs? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   f. Other
   Note: This is one of a series of items, a through f.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

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RESERVE CODES:
[Nonrespondent].... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............ -9 212 1.3% (MISS)

TOTALS: 16252 100.0% 100.0%

BYL11B STUDENT.PUB Rec. 5/5
Pos. 415-416
Format: N2

Base-Year to First Follow-up Electronic Codebook
Appendix G:

RESERVE CODES:
{Missing}............ -9 642 4.0% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Nonrespondent}.... -4 721 4.4% (MISS)

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Note: This is one of a series of items, a through d.

For course credit?

15. Does this school participate in distance learning? That is, are any classes taught via television, satellite, or computer network for course credit?
   Yes
   No
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

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RESERVE CODES:
[Nonrespondent].... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............ -9 474 2.9% (MISS)

TOTALS: 16252 100.0% 100.0%

BYL11A STUDENT.PUB Rec. 5/5
Pos. 441-442
Format: N2

2001 holdings-books

16. At the end of the 2000-2001 school year, what were the total holdings for the library media center for each of the following materials? Report only materials administered by the library media center.
   Total number held at the end of the 2000-2001 school year
   a. Books (count all copies)
   Fewer than 8,000
   8,000 - 15,999
   16,000 - 21,999
   24,000 or more
   b. Video materials (tape, DVD, or laser disc titles - Do not report duplicates)
   Fewer than 250
   250 - 999
   1,000 - 1,749
   1,750 or more
   c. Interlibrary loan program with colleges and universities
   d. Interlibrary loan program with colleges and universities
   e. Interlibrary loan program with colleges and universities
   f. Other
   Note: This is one of a series of items, a through d.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

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</table>
| Fewer than 8,000.................. 1 2486 19.3% 16.8%
| 8,000 - 15,999..................... 2 5976 38.6% 31.9%
| 16,000 - 21,999................... 3 4447 27.4% 31.9%
| 24,000 or more.................... 4 2260 13.9% 16.8%

RESERVE CODES:
[Nonrespondent].... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............ -9 189 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%

BYL16B STUDENT.PUB Rec. 5/5
Pos. 443-444
Format: N2

2001 holdings-video

16. At the end of the 2000-2001 school year, what were the total holdings for the library media center for each of the following materials? Report only materials administered by the library media center.
   Total number held at the end of the 2000-2001 school year
   b. Video materials (tape, DVD, or laser disc titles - Do not report duplicates)
   Fewer than 250
   250 - 999
   1,000 - 1,749
   1,750 or more
   Note: This is one of a series of items, a through d.
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

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<th>CODES</th>
<th>FREQ</th>
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</table>
| Fewer than 250.................... 1 6346 39.0% 41.3%
| 250 - 999........................... 2 5813 35.8% 40.1%
| 1,000 - 1,749...................... 3 4457 27.4% 39.8%
| 1,750 or more..................... 4 2240 13.9% 16.8%

RESERVE CODES:
[Nonrespondent].... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............ -9 189 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%

BYL16A STUDENT.PUB Rec. 5/5
Pos. 439-440
Format: N2

School participates in distance learning

15. Does this school participate in distance learning? That is, are any classes taught via television, satellite, or computer network for course credit?
   Yes
   No
   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Apply to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

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<tr>
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<td>38.1%</td>
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</table>

RESERVE CODES:
[Nonrespondent].... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]............ -9 474 2.9% (MISS)

TOTALS: 16252 100.0% 100.0%

G-444
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYL16C STUDENT.PUB Rec. 5/5 Pos. 445-446 Format: N2

2001 holdings-periodical subscriptions

16. At the end of the 2000-2001 school year, what were the total holdings for the library media center for each of the following materials? Report only materials administered by the library media center.

Total number held at the end of the 2000-2001 school year:
- 75 or more
- 50 - 74
- 25 - 49
- Fewer than 25

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

RESERVE CODES:
- {Nonrespondent}.................... -4 721 4.4% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing}........................... -9 2675 16.5% (MISS)

TOTALS: 16252 100.0% 100.0%

BYL18 STUDENT.PUB Rec. 5/5 Pos. 451-452 Format: N2

# of professional collection volumes bought 2000-2001 school year

18. During the 2000-2001 school year, how many volumes did this library media center purchase for its professional collection for teachers? Do not include classroom collections unless they are administered by the library media center.

0 - 9 volumes
10 - 19 volumes
20 - 29 volumes
30 or more volumes

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents who have a prof. collection for teachers.
Source: ELS:2002 Library Media Center Questionnaire

RESERVE CODES:
- {Item legitimate skip/NA}............ -3 3534 21.7% (MISS)
- {Nonrespondent}.................... -4 721 4.4% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing}........................... -9 235 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

G-445

Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYL17 STUDENT.PUB Rec. 5/5 Pos. 445-446 Format: N2

Library has professional collection for teachers

17. Does your library media center have a professional collection (e.g., curriculum development or instructional practices materials, literature in educational psychology) for teachers?

Yes (GO TO QUESTION 18)
No (SKIP TO QUESTION 19 ON PAGE 7)

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

RESERVE CODES:
- {Nonrespondent}.................... -4 721 4.4% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing}........................... -9 197 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%

BYL18 STUDENT.PUB Rec. 5/5 Pos. 451-452 Format: N2

# of professional collection volumes bought 2000-2001 school year

18. During the 2000-2001 school year, how many volumes did this library media center purchase for its professional collection for teachers? Do not include classroom collections unless they are administered by the library media center.

0 - 9 volumes
10 - 19 volumes
20 - 29 volumes
30 or more volumes

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents who have a prof. collection for teachers.
Source: ELS:2002 Library Media Center Questionnaire

RESERVE CODES:
- {Item legitimate skip/NA}............ -3 3534 21.7% (MISS)
- {Nonrespondent}.................... -4 721 4.4% (MISS)
- {Survey component legitimate skip/NA} -8 171 1.1% (MISS)
- {Missing}........................... -9 235 1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

G-445
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYL19
STUDENT.PUB Rec. 5/5
Pos. 453-454
Format: N2

Total spent on computer hardware 2000-2001 school year

19. During the 2000-2001 school year, what was the total expenditure for computer hardware, other than communications equipment, for this library media center? Include expenditures for purchase, rental, and/or lease.
None
$1 - $2,499
$2,500 - $4,999
$5,000 - $9,999
$10,000 or more

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents who have set times for student use on own.

---

BYL20
STUDENT.PUB Rec. 5/5
Pos. 455-456
Format: N2

When students may use library on own

20. When may students use the library media center independently?
[MARK ONE RESPONSE]

Anytime (SKIP TO QUESTION 21)

During scheduled periods/set times (GO TO QUESTION 21)

Never (SKIP TO QUESTION 22)

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

---

BYL21
STUDENT.PUB Rec. 5/5
Pos. 457-458
Format: N2

Students may use library on own during lunch break

21. What are the scheduled periods/set times when students may use the library media center independently?
[MARK ALL THAT APPLY]

BYL21A Before or after school
BYL21B During lunch break
BYL21C During set times throughout the day
BYL21D Between classes or during recess
BYL21E Other

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents who have set times for student use on own.
Source: ELS:2002 Library Media Center Questionnaire

---

BYL21C
STUDENT.PUB Rec. 5/5
Pos. 457-458
Format: N2

Students may use library on own during set times

21. What are the scheduled periods/set times when students may use the library media center independently?
[MARK ALL THAT APPLY]

BYL21A Before or after school
BYL21B During lunch break
BYL21C During set times throughout the day
BYL21D Between classes or during recess
BYL21E Other

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents who have set times for student use on own.
Source: ELS:2002 Library Media Center Questionnaire
### Data for Library Use

#### BYL21D: Students may use library on own between class/recess

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<td>Yes</td>
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#### BYL21E: Students may use library on own at other time

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#### BYL22A: Before or after school

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#### BYL22B: During lunch break

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#### BYL22C: During set times throughout the day

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<td>1590</td>
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#### BYL22D: Between classes or during recess

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#### BYL22E: Students may use library on own at other time

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#### BYL22F: Other

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### Other Questions

#### BYL23: During a typical week of school, how many times is the library media center used by the following kinds of school groups for library related activities? Include activities occurring during school and non-school hours.

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#### BYL23A: One class only

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#### BYL23B: Small groups

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#### BYL23C: During set times throughout the day

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<td>32.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1664</td>
<td>17.4%</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

#### BYL23D: Between classes or during recess

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
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<tbody>
<tr>
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<td>2780</td>
<td>17.4%</td>
<td>67.8%</td>
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<tr>
<td>Yes</td>
<td>1444</td>
<td>10.1%</td>
<td>32.3%</td>
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#### BYL23E: Students may use library on own at other time

<table>
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<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2780</td>
<td>17.4%</td>
<td>67.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1444</td>
<td>10.1%</td>
<td>32.3%</td>
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#### BYL23F: Other

<table>
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<th>PERCENT</th>
<th>MWTD</th>
</tr>
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<tr>
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<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1664</td>
<td>10.1%</td>
<td>32.3%</td>
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Note: This school level variable is replicated on the student file for all BY eligible sample members.

### Summary

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<td>100.0%</td>
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<tr>
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<td>3308</td>
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<td>100.0%</td>
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</table>

Appendix G: Base-Year to First Follow-up Electronic Codebook

G-447
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYL24

How many students use library per week

24. During a typical week of school, how many students use the library media center? [Provide your best estimate of students coming through your doors, individually and in groups during school and non-school hours.]

- Fewer than 100
- 100 - 249
- 250 - 499
- 500 - 999
- 1,000 or more

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

BYL25

Total circulation per week

25. During a typical week of school, what is the total circulation of library materials (books, etc.) checked out from the library media center? (Include all items checked out by all persons.)

- Fewer than 100
- 100-249
- 250-499
- 500-999
- 1,000 or more

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

BYL27

Students may take out reference material

27. What other materials may students take out of the library media center? [MAKE ALL THAT APPLY]

- Reference material
- Periodicals
- AV equipment
- AV materials
- Computer software (includes CD-ROM)
- Computer hardware

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

BYL28

Students may take out periodicals

28. What other materials may students take out of the library media center? [MAKE ALL THAT APPLY]

- Reference material
- Periodicals
- AV equipment
- AV materials
- Computer software (includes CD-ROM)
- Computer hardware

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

BYL26

Maximum # of books students may take out

26. What is the maximum number of books that a student may take out of the library media center at a time? [MAKE ONE RESPONSE]

- 0 books
- 1-2 books
- 3-5 books
- 6 or more books

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

---

Note: This school level variable is replicated on the student file for all BY eligible sample members.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

Students may take out AV materials

27. What other materials may students take out of the library media center? (MAKE ALL THAT APPLY)
BYL27A Reference material
BYL27B Periodicals
BYL27C AV materials
BYL27D AV equipment
BYL27E Computer software (includes CD-ROM)
BYL27F Computer hardware
BYL27G None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

<table>
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<tr>
<th>CODES</th>
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<th>PERCENT</th>
<th>WTD</th>
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</thead>
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<td>5878</td>
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RESERVE CODES:
[Nonrespondent] -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 137 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

Students may take out AV equipment

27. What other materials may students take out of the library media center? (MAKE ALL THAT APPLY)
BYL27A Reference material
BYL27B Periodicals
BYL27C AV materials
BYL27D AV equipment
BYL27E Computer software (includes CD-ROM)
BYL27F Computer hardware
BYL27G None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>14189</td>
<td>87.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1034</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent] -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 137 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

Students may take out computer software

27. What other materials may students take out of the library media center? (MAKE ALL THAT APPLY)
BYL27A Reference material
BYL27B Periodicals
BYL27C AV materials
BYL27D AV equipment
BYL27E Computer software (includes CD-ROM)
BYL27F Computer hardware
BYL27G None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
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<tbody>
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<td>11619</td>
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<td>1</td>
<td>3604</td>
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RESERVE CODES:
[Nonrespondent] -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 137 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

Students may take out computer hardware

27. What other materials may students take out of the library media center? (MAKE ALL THAT APPLY)
BYL27A Reference material
BYL27B Periodicals
BYL27C AV materials
BYL27D AV equipment
BYL27E Computer software (includes CD-ROM)
BYL27F Computer hardware
BYL27G None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>14189</td>
<td>87.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1034</td>
<td>6.4%</td>
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</table>

RESERVE CODES:
[Nonrespondent] -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing] -9 137 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYL27G

**STUDENT.PUB Rec. 5/5**

<table>
<thead>
<tr>
<th>CODES</th>
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<td>11739</td>
<td>72.2%</td>
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<td>3484</td>
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<td>21.6%</td>
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#### BYL28

**STUDENT.PUB Rec. 5/5**

Parents allowed to check out material

28. Are parents allowed to check out materials?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
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<td>1</td>
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</tbody>
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#### BYL29

**STUDENT.PUB Rec. 5/5**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
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<td></td>
<td>11739</td>
<td>72.2%</td>
<td>78.4%</td>
</tr>
<tr>
<td></td>
<td>3484</td>
<td>21.4%</td>
<td>21.6%</td>
</tr>
</tbody>
</table>

#### BYL30A

**STUDENT.PUB Rec. 5/5**

How often worked with English teachers

30. During this school year (2001-2002), how frequently did you work with classroom teachers to plan and deliver instruction in each of the following curricular areas?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>1</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### BYL30B

**STUDENT.PUB Rec. 5/5**

How often worked with math teachers

30. During this school year (2001-2002), how frequently did you work with classroom teachers to plan and deliver instruction in each of the following curricular areas?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>1</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### School-board has policy on use of Internet

31. Does this school have any of the following school board-approved policies?
   (MARK ALL THAT APPLY)
   - BYL31A Acceptable use policy for the Internet
   - BYL31B Copyright policy
   - BYL31C Materials selection policy
   - BYL31D None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

<table>
<thead>
<tr>
<th></th>
<th>Codes</th>
<th>Freq</th>
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<td>662</td>
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<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>14466</td>
<td>99.0%</td>
<td>98.0%</td>
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### RESERVE CODES:
- [Missing]............................ -9 132 0.8% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Nonrespondent]...................... -4 721 4.4% (MISS)

### TOTALS:
- 16252 100.0% 100.0%

### School-board has copyright policy

32. Does this school have any of the following school board-approved policies?
   (MARK ALL THAT APPLY)
   - BYL31A Acceptable use policy for the Internet
   - BYL31B Copyright policy
   - BYL31C Materials selection policy
   - BYL31D None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

<table>
<thead>
<tr>
<th></th>
<th>Codes</th>
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<tbody>
<tr>
<td>No</td>
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<td>662</td>
<td>3.5%</td>
<td>2.0%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>14466</td>
<td>99.0%</td>
<td>98.0%</td>
<td></td>
</tr>
</tbody>
</table>

### RESERVE CODES:
- [Missing]............................ -9 194 1.2% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Multiple response]................... -6 87 0.5% (MISS)
- [Nonrespondent]...................... -4 721 4.4% (MISS)

### TOTALS:
- 16252 100.0% 100.0%

### School-board has materials selection policy

33. Does this school have any of the following school board-approved policies?
   (MARK ALL THAT APPLY)
   - BYL31A Acceptable use policy for the Internet
   - BYL31B Copyright policy
   - BYL31C Materials selection policy
   - BYL31D None of the above

Note: This school level variable is replicated on the student file for all BY eligible sample members.

<table>
<thead>
<tr>
<th></th>
<th>Codes</th>
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<th>WGTd</th>
<th>PCT</th>
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</thead>
<tbody>
<tr>
<td>No</td>
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<td>2.0%</td>
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<td>1</td>
<td>14466</td>
<td>99.0%</td>
<td>98.0%</td>
<td></td>
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</tbody>
</table>

### RESERVE CODES:
- [Missing]............................ -9 241 1.5% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Nonrespondent]...................... -4 721 4.4% (MISS)

### TOTALS:
- 16252 100.0% 100.0%

### School has library policy/procedure manual

34. Does this school have a policy and procedures manual for the library media center?
   - Yes
   - No

Note: This school level variable is replicated on the student file for all BY eligible sample members.

### COMMENDED CODES:
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Nonrespondent]...................... -4 721 4.4% (MISS)

### TOTALS:
- 16252 100.0% 100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

Date library questionnaire completed

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All respondents.

Source: ELS:2002 Library Media Center Questionnaire

<table>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>20020</td>
<td>94.5%</td>
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<td>94.5%</td>
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RESERVE CODES:

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<th>CODES</th>
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<th>PERCENT</th>
<th>WSTD</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4.4%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>(MISS)</td>
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</tbody>
</table>

TOTALS: 16252 100.0% 100.0%
BT Facilities Checklist

--------

BYF01A  STUDENT.PUB Rec. 5/5
--------
Pos. 523-524
Format: N2

Trash on front hallway floors

1. Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not.

(MARK ONE RESPONSE ON EACH LINE)

Note: This is one of a series of items, a through j.
(a) Trash on the floors

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Note: The following reserve codes are used throughout the EBS. This description is added to the first variable of each section to help users understand the meaning of each reserve code.
-1: "Don't know" represents respondents who indicated that they didn't know the answer to the question.
-2: "Refused" represents respondents who indicated that they refused to answer the question.
-3: "Item legitimate skip/NA" is filled for questions that are not administered based on routing logic; i.e., the items are not applicable based on responses to prior questions.
-4: "No respondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
-5: "Out of range" represents questionnaire respondents who reported values that are out of range.
-6: "Multiple responses" represents hard copy questionnaire respondents who reported more than one response for an item that requires only one response.
-7: "Partial interview-breakoff" is filled for questions that are not answered because the respondent does not wish to continue the interview or they have run out of time. This also includes particular items that are not included on an abbreviated version questionnaire.
-8: "Survey component legitimate skip/NA" is filled for all items within a survey component for sample members who were not administered that component by design for one of the following reasons: 1) the component was not administered based on their status (e.g., transfer students did not receive certain items on the in-school survey), or 2) the sample member was not a part of the study at the time of administration (e.g., first follow-up refreshed sample members were by definition not eligible for the base-year survey), or 3) the sample member was not capable of completing the survey component (e.g., students who were questionnaire-ineligible due to a language barrier or disability at the time of the survey). "Survey component legitimate skip/NA" is also filled for all items that are not included on an abbreviated version questionnaire.
-9: "Missing" is filled for questions that are not answered when the routing suggests that a response should have been provided.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

--------

CODES FREQ PER- MWT
---------- ------ -----

Yes..................................... 1 208 1.3% 1.4%
No...................................... 0 15685 96.5% 98.6%

Overflowing trashcans in hallway

1. Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not.

(MARK ONE RESPONSE ON EACH LINE)

Note: This is one of a series of items, a through j.
(a) Overflowing trashcans in hallway

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

--------

CODES FREQ PER- MWT
---------- ------ -----

Yes..................................... 1 208 1.3% 1.4%
No...................................... 0 15685 96.5% 98.6%

Appendix G:
Base-Year to First Follow-up Electronic Codebook
Appendix G: Base-Year to First Follow-up Electronic Codebook

Visible fire/emergency alarms in hallway

1. Standing at the main entrance into the school, observe the school’s front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not.

a. Visible fire or emergency alarms

   Note: This is one of a series of items, a through j.

   j. Floors and walls appear clean

   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

visiblefire/alarms	STUDENT.PUB Rec. 5/5
----- Pos. 533-534
Format: R2

CODES	FREQ	PER-
CENT	PCT
----- ----- -----
No................................. 0 3167 19.5% 19.6%
Yes............................... 1 12403 76.3% 80.4%

RESERVE CODES:
(Survey component legitimate skip/NA) -9 171 1.1% (MISS)
(Missing).......................... -9 111 3.3% (MISS)

TOTALS: 16252 100.0% 100.0%

Chipped paint in hallway

1. Standing at the main entrance into the school, observe the school’s front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not.

b. Chipped paint on the walls/doors/ceilings

   Note: This is one of a series of items, a through j.

   j. Floors and walls appear clean

   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

chippaint	STUDENT.PUB Rec. 5/5
----- Pos. 535-536
Format: R2

CODES	FREQ	PER-
CENT	PCT
----- ----- -----
No................................. 0 14470 89.0% 89.3%
Yes............................... 1 1782 10.9% 10.7%

RESERVE CODES:
(Survey component legitimate skip/NA) -8 171 1.1% (MISS)
(Missing).......................... -9 209 1.3% (MISS)

TOTALS: 16252 100.0% 100.0%

Hallway ceilings in disrepair

1. Standing at the main entrance into the school, observe the school’s front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not.

b. Ceilings in disrepair (e.g., falling in, water damage, missing tiles or plaster)

   Note: This is one of a series of items, a through j.

   j. Floors and walls appear clean

   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

hallwayceilings	STUDENT.PUB Rec. 5/5
----- Pos. 537-538
Format: R2

CODES	FREQ	PER-
CENT	PCT
----- ----- -----
No................................. 0 14933 91.0% 94.4%
Yes............................... 1 1619 5.6% 6.0%

RESERVE CODES:
(Survey component legitimate skip/NA) -8 171 1.1% (MISS)
(Missing).......................... -9 318 2.0% (MISS)

TOTALS: 16252 100.0% 100.0%

Visible safety exit signs in hallway

1. Standing at the main entrance into the school, observe the school’s front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not.

f. Visible exit signs

   Note: This is one of a series of items, a through j.

   j. Floors and walls appear clean

   Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

visibleexitsigns	STUDENT.PUB Rec. 5/5
----- Pos. 539-540
Format: R2

CODES	FREQ	PER-
CENT	PCT
----- ----- -----
No................................. 0 1903 11.7% 11.9%
Yes............................... 1 13689 85.3% 88.1%

RESERVE CODES:
(Survey component legitimate skip/NA) -8 171 1.1% (MISS)
(Missing).......................... -9 275 1.7% (MISS)

TOTALS: 16252 100.0% 100.0%

Notes: This is one of a series of items, a through j.
Visitor check-in sign observed

3. For each item listed, indicate whether you see this sign inside and outside the main entrance to the school.

(MARK ALL THAT APPLY ON EACH LINE)

a. A sign providing directions to the front office or stating that visitors must proceed to the front office
Yes, observed inside
Yes, observed outside
No, did not observe
No, did not observe

Note: This is one of a series of items, through d.
For analysis purposes, the mark all that apply response options have been categorized into one variable.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

Yes, observed inside
Yes, observed outside
Yes, observed both inside and outside
No, did not observe

---

Graffiti on bathroom walls and ceilings

4. During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For each item listed, indicate whether you observed it or not.

(MARK ONE RESPONSE FOR EACH LINE)

Yes, observed inside
Yes, observed outside
Yes, observed both inside and outside
No, did not observe

Note: This is one of a series of items, through g.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

Yes, observed inside
Yes, observed outside
Yes, observed both inside and outside
No, did not observe

---

Sign stating "no weapons" observed

3. For each item listed, indicate whether you see this sign inside and outside the main entrance to the school.

(MARK ALL THAT APPLY ON EACH LINE)

b. A sign conveying the message "no weapons."
Yes, observed inside
Yes, observed outside
No, did not observe

Note: This is one of a series of items, through d.
For analysis purposes, the three mark all that apply response options have been categorized into one variable.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

Yes, observed inside
Yes, observed outside
Yes, observed both inside and outside
No, did not observe

---

Graffiti on bathroom walls and ceilings

4. During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For each item listed, indicate whether you observed it or not.

(MARK ONE RESPONSE FOR EACH LINE)

Yes, observed inside
Yes, observed outside
Yes, observed both inside and outside
No, did not observe

Note: This is one of a series of items, through g.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

Yes, observed inside
Yes, observed outside
Yes, observed both inside and outside
No, did not observe

---
4. During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For
each item listed, indicate whether you observed it or not.
(MAKE ONE RESPONSE ON EACH LINE)

Yes: Observed
No: Did not observe

Note: This is one of a series of items, a through g.
Note: This school level variable is replicated on the student file
for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

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<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
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<td>14018</td>
<td>86.3% 88.1%</td>
</tr>
<tr>
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<td>1</td>
<td>1729</td>
<td>10.6% 11.9%</td>
</tr>
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<td>RESERVE CODES:</td>
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<td></td>
</tr>
<tr>
<td>[Survey component legitimate skips]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>346</td>
<td>2.1% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0% 100.0%</td>
</tr>
</tbody>
</table>

---

4. During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For
each item listed, indicate whether you observed it or not.
(MAKE ONE RESPONSE ON EACH LINE)

Yes: Observed
No: Did not observe

Note: This is one of a series of items, a through g.
Note: This school level variable is replicated on the student file
for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

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<td>10.6% 11.9%</td>
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<tr>
<td>RESERVE CODES:</td>
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<td></td>
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<tr>
<td>[Survey component legitimate skips]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>346</td>
<td>2.1% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0% 100.0%</td>
</tr>
</tbody>
</table>

---

4. During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For
each item listed, indicate whether you observed it or not.
(MAKE ONE RESPONSE ON EACH LINE)

Yes: Observed
No: Did not observe

Note: This is one of a series of items, a through g.
Note: This school level variable is replicated on the student file
for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

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<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
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<tbody>
<tr>
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<td>14018</td>
<td>86.3% 88.1%</td>
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<tr>
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<td>1</td>
<td>1729</td>
<td>10.6% 11.9%</td>
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<tr>
<td>RESERVE CODES:</td>
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<td></td>
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<tr>
<td>[Survey component legitimate skips]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>346</td>
<td>2.1% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0% 100.0%</td>
</tr>
</tbody>
</table>

---

4. During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For
each item listed, indicate whether you observed it or not.
(MAKE ONE RESPONSE ON EACH LINE)

Yes: Observed
No: Did not observe

Note: This is one of a series of items, a through g.
Note: This school level variable is replicated on the student file
for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

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<th>MWTD</th>
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<td>86.3% 88.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1729</td>
<td>10.6% 11.9%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skips]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>346</td>
<td>2.1% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0% 100.0%</td>
</tr>
</tbody>
</table>

---

4. During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For
each item listed, indicate whether you observed it or not.
(MAKE ONE RESPONSE ON EACH LINE)

Yes: Observed
No: Did not observe

Note: This is one of a series of items, a through g.
Note: This school level variable is replicated on the student file
for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

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<tr>
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<td>14018</td>
<td>86.3% 88.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1729</td>
<td>10.6% 11.9%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skips]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>346</td>
<td>2.1% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0% 100.0%</td>
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</table>

---

Appendix G: Base-Year to First Follow-up Electronic Codebook
Section: Appendix G:

Base-Year to First Follow-up Electronic Codebook

---

**BYF05A**

STUDENT.PUB Rec. 5/5

Pos. 567-568

Format: N2

**Locks on inside of classroom door**

---

5. During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k.

(MARK ONE RESPONSE ON EACH LINE)

[Yes, observed; No, did not observe; Not Applicable]

a. Locks controlled from inside of door

Note: This is one of a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.

Source: ELS:2002 Facilities Checklist

Applies to: All Schools.

Applies to: All Schools.

---

**BYF05B**

STUDENT.PUB Rec. 5/5

Pos. 569-570

Format: N2

**Classroom ceiling in disrepair**

---

5. During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k.

(MARK ONE RESPONSE ON EACH LINE)

[Yes, observed; No, did not observe; Not Applicable]

a. Ceiling in disrepair (e.g., falling in, water damage, missing tiles or plaster)

Note: This is one of a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.

Source: ELS:2002 Facilities Checklist

---

**BYF05C**

STUDENT.PUB Rec. 5/5

Pos. 571-572

Format: N2

**Broken lights in classroom**

---

5. During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k.

(MARK ONE RESPONSE ON EACH LINE)

[Yes, observed; No, did not observe; Not Applicable]

c. Broken lights

Note: This is one of a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.

Source: ELS:2002 Facilities Checklist

---

**BYF05D**

STUDENT.PUB Rec. 5/5

Pos. 573-574

Format: N2

**Graffiti on classroom walls/ceiling/doors**

---

5. During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k.

(MARK ONE RESPONSE ON EACH LINE)

[Yes, observed; No, did not observe; Not Applicable]

d. Graffiti on walls, ceilings, doors

Note: This is one of a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.

Source: ELS:2002 Facilities Checklist

---

**BYF05E**

STUDENT.PUB Rec. 5/5

Pos. 575-576

Format: N2

**Trash on floors**

---

5. During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k.

(MARK ONE RESPONSE ON EACH LINE)

f. Trash on floors

Note: This is one of a series of items, a through k.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.

Source: ELS:2002 Facilities Checklist
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYF05G

**STUDENT.PUB Rec. 5/5**  
Pos. 579-580  
Format: N2

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<td>15604</td>
<td>96.0%</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>188</td>
<td>1.2%</td>
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</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -8 | 171 | 1.1% (MISS) |
- [Missing] -9 | 289 | 1.8% (MISS) |

**TOTALS:** 16252 100.0% 100.0%

---

#### BYF05J

**STUDENT.PUB Rec. 5/5**  
Pos. 585-586  
Format: N2

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<td>13760</td>
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<td>Yes</td>
<td>1</td>
<td>211</td>
<td>1.3%</td>
</tr>
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**RESERVE CODES:**

- [Item legitimate skip/NA] -3 | 1408 | 8.7% (MISS) |
- [Survey component legitimate skip/NA] -8 | 171 | 1.1% (MISS) |
- [Missing] -9 | 292 | 1.8% (MISS) |

**TOTALS:** 16252 100.0% 100.0%

---

#### BYF05K

**STUDENT.PUB Rec. 5/5**  
Pos. 587-588  
Format: N2

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<tbody>
<tr>
<td>No</td>
<td>0</td>
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<tr>
<td>Yes</td>
<td>1</td>
<td>133</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -3 | 1273 | 7.8% (MISS) |
- [Survey component legitimate skip/NA] -8 | 171 | 1.1% (MISS) |
- [Missing] -9 | 290 | 1.8% (MISS) |

**TOTALS:** 16252 100.0% 100.0%

---

#### BYF05L

**STUDENT.PUB Rec. 5/5**  
Pos. 589-590  
Format: N2

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</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1428</td>
<td>8.8%</td>
</tr>
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</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -3 | 1139 | 6.8% (MISS) |
- [Survey component legitimate skip/NA] -8 | 171 | 1.1% (MISS) |
- [Missing] -9 | 130 | 0.8% (MISS) |

**TOTALS:** 16252 100.0% 100.0%

---

#### BYF06A

**STUDENT.PUB Rec. 5/5**  
Pos. 597-598  
Format: N2

<table>
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<td>14385</td>
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</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>133</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -3 | 1273 | 7.8% (MISS) |
- [Survey component legitimate skip/NA] -8 | 171 | 1.1% (MISS) |
- [Missing] -9 | 290 | 1.8% (MISS) |

**TOTALS:** 16252 100.0% 100.0%

---

### 5. During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k.

- [MARK ONE RESPONSE ON EACH LINE]
- [YES/NO]
- [MARK ONE RESPONSE ON EACH LINE]

#### Bars on classroom windows

Note: This is one of a series of items, a through h.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.

Source: ELS:2002 Facilities Checklist

---

### 6. Do a majority of the following individuals wear identification cards/badges?

- [YES/NO]

Students wear ID badges

Note: This is one of a series of items, a through d.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.

Source: ELS:2002 Facilities Checklist

---

### Format: N2
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYF06B STUDENT.PUB Rec. 5/5
------- Pos. 591-592
Format: N2
Teachers wear ID badges

6. Do a majority of the following individuals wear identification cards/badges?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   a. Teachers

Note: This is one of a series of items, a through d.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

PER- WGTD CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 10845 66.7% 64.8%
Yes..................................... 1 4976 30.6% 35.2%

RESERVE CODES:
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 260 1.6% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYF06C STUDENT.PUB Rec. 5/5
------- Pos. 593-594
Format: N2
Other personnel wear ID badges

6. Do a majority of the following individuals wear identification cards/badges?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   b. Other Personnel

Note: This is one of a series of items, a through d.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

PER- WGTD CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 9925 61.1% 59.3%
Yes..................................... 1 5873 36.1% 40.7%

RESERVE CODES:
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 283 1.7% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYF06D STUDENT.PUB Rec. 5/5
------- Pos. 595-596
Format: N2
Visitors wear ID badges

6. Do a majority of the following individuals wear identification cards/badges?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   c. Visitors

Note: This is one of a series of items, a through d.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

PER- WGTD CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 8261 50.8% 50.5%
Yes..................................... 1 7575 46.6% 49.5%

RESERVE CODES:
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 245 1.5% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYF07 STUDENT.PUB Rec. 5/5
------- Pos. 597-598
Format: N2
School has parking lots

Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

PER- WGTD CODES FREQ CENT PCT
----- ----- ------ ------
No...................................... 0 1191 8.3% 7.0%
Yes..................................... 1 14624 90.0% 93.0%

RESERVE CODES:
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 106 0.7% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%

BYF06A STUDENT.PUB Rec. 5/5
------- Pos. 599-600
Format: N2
# entrances/exits to parking lots

8. How observing the school parking lot(s) entrances and exits, please answer each question below based on what you observe. By “entrances/exits” we mean roadways into and/or out of parking lots that connect to roads off of school property.
   a. Count the number of entrances/exits in the school’s parking lot(s) that connect to roads off of school property. How many are there?

Note: This is one of a series of items, a through d.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents at schools with one or more parking lots.
Source: ELS:2002 Facilities Checklist

PER- WGTD CODES FREQ CENT PCT
----- ----- ------ ------
0 entrances/exits....................... 0 30 0.2% 0.2%
1 entrance/exit......................... 1 2588 15.9% 15.9%
2 entrances/exits....................... 2 5552 34.0% 36.0%
3 entrances/exits....................... 3 2684 16.5% 20.9%
4 entrances/exits....................... 4 1780 11.0% 13.6%
5 entrances/exits....................... 5 511 3.1% 3.8%
6 entrances/exits....................... 6 298 1.8% 1.7%
7 entrances/exits....................... 7 104 0.6% 0.8%
8 entrances/exits....................... 8 158 1.0% 1.3%
9 entrances/exits....................... 9 49 0.3% 0.3%
10 or more entrances/exits.............. 10 207 1.3% 1.5%

RESERVE CODES:
{Item legitimate skip/NA}............. -3 1351 8.3% (MISS)
{Survey component legitimate skip/NA} -8 171 1.1% (MISS)
{Missing}............................ -9 253 1.5% (MISS)

----- ------ ------
TOTALS: 16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

### New Observing the School Parking Lot(s) entrances and exits

By "entrances/exits" we mean roadways into and/or out of parking lots that connect to roads off of school property.

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12190</td>
<td>75.9%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>654</td>
<td>4.1%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>436</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>152</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>85</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>47</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>39</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>0.1%</td>
<td></td>
</tr>
</tbody>
</table>

#### Reserve Codes

-8 171 1.1% (MISS)

#### Totals

16252 100.0% 100.0%

### New Observing the School Parking Lot(s) entrances and exits monitored by a person

By "entrances/exits" we mean roadways into and/or out of parking lots that connect to roads off of school property.

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>11329</td>
<td>69.7%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>827</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>827</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>359</td>
<td>2.2%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>86</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>131</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>0.1%</td>
<td></td>
</tr>
</tbody>
</table>

#### Reserve Codes

-8 81 0.5% (MISS)

#### Totals

16252 100.0% 100.0%

### New Observing the School Parking Lot(s) entrances and exits monitored by a video camera

By "entrances/exits" we mean roadways into and/or out of parking lots that connect to roads off of school property.

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3</td>
<td>1351</td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Reserve Codes

-3 1351 8.3% (MISS)

#### Totals

16252 100.0% 100.0%

### How Much Litter/Trash in Area Around School

(MARK ONE RESPONSE ON EACH LINE)

- None
- A little
- Some
- A lot

-9 266 1.6% (MISS)

#### Totals

16252 100.0% 100.0%

### How Much Graffiti in Area Around School

(MARK ONE RESPONSE ON EACH LINE)

- None
- A little
- Some
- A lot

-3 188 1.2% 1.2%

#### Totals

16252 100.0% 100.0%

### How Much Litter/Trash in Area Around School

(MARK ONE RESPONSE ON EACH LINE)

- None
- A little
- Some
- A lot

-9 266 1.6% (MISS)

#### Totals

16252 100.0% 100.0%

### How Much Graffiti in Area Around School

(MARK ONE RESPONSE ON EACH LINE)

- None
- A little
- Some
- A lot

-3 188 1.2% 1.2%

#### Totals

16252 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

## BYF09C

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

### How many students loitering in area around school

9. While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school.

(MARK ONE RESPONSE ON EACH LINE)

- None
- A little
- Some
- A lot

Note: This is one of a series of items, a through e.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

### RESERVE CODES:

- [Survey component legitimate skip/NA]
- [Missing]

### TOTALS:

---

## BYF09D

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

### How many people congregated in area around school

9. While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school.

(MARK ONE RESPONSE ON EACH LINE)

- None
- A little
- Some
- A lot

Note: This is one of a series of items, a through e.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

### RESERVE CODES:

- [Survey component legitimate skip/NA]
- [Missing]

### TOTALS:

---

## BYF010B

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

### Observed security guard

10. For each of the following security measures, indicate whether you observed it today.

(MARK ONE RESPONSE ON EACH LINE)

- Security guard
- Metal detectors

Note: This is one of a series of items, a through m.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

### RESERVE CODES:

- [Survey component legitimate skip/NA]
- [Missing]

### TOTALS:

---

## BYF010A

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

### Observed metal detectors

10. For each of the following security measures, indicate whether you observed it today.

(MARK ONE RESPONSE ON EACH LINE)

- Metal detectors

Note: This is one of a series of items, a through m.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

### RESERVE CODES:

- [Survey component legitimate skip/NA]
- [Missing]

### TOTALS:

---

---

## BYF09E

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

### How many people congregated in area around school

9. While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school.

(MARK ONE RESPONSE ON EACH LINE)

- None
- A little
- Some
- A lot

Note: This is one of a series of items, a through e.

Note: This school level variable is replicated on the student file for all BY eligible sample members.

### RESERVE CODES:

- [Survey component legitimate skip/NA]
- [Missing]

### TOTALS:

---

---

---

---
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**observed sign-in policies**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes, observed; No, did not observe)

   **c. Security cameras**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed fencing around entire school**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes, observed; No, did not observe)

   **d. Fencing around the entire school**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed fire extinguishers**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes, observed; No, did not observe)

   **e. Fire extinguishers**
   (Yes, observed; No, did not observe)

   **fire extinguishers**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed fire alarms**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes, observed; No, did not observe)

   **fire alarm**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed adult direct guests to sign-in**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes, observed; No, did not observe)

   **e. Sign-in policies**

   **fire extinguishers**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed security cameras**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **c. Security cameras**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed fencing around entire school**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **d. Fencing around the entire school**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed fire extinguishers**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **e. Fire extinguishers**
   (Yes, observed; No, did not observe)

   **fire extinguishers**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed fire alarms**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **g. Fire alarms**
   (Yes, observed; No, did not observe)

   **fire extinguishers**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed adult direct guests to sign-in**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **h. Sign-in policies**

   **fire extinguishers**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed sign-in policies**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **c. Security cameras**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed fencing around entire school**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **d. Fencing around the entire school**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed fire extinguishers**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **e. Fire extinguishers**
   (Yes, observed; No, did not observe)

   **fire extinguishers**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed fire alarms**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **g. Fire alarms**
   (Yes, observed; No, did not observe)

   **fire extinguishers**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist

---

**observed security cameras**

10. For each of the following security measures, indicate whether you observed it today.
   (MARK ONE RESPONSE ON EACH LINE)

   **c. Security cameras**
   Note: This is one of a series of items, a through m.
   Note: This school level variable is replicated on the student file
   for all BY eligible sample members.

   Applies to: All Schools.
   Source: ELS:2002 Facilities Checklist
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYF10I

**Student File**  
rece. 5/5

**Format:** N2

**Observed Fire Sprinklers**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>6982</td>
<td>42.0%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>8629</td>
<td>53.1%</td>
<td>53.1%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**

- [Survey component legitimate skip/NA]  -8 171 1.1% (MISS)
- [Missing]  -9 470 2.9% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYF10J

**Student File**  
rece. 5/5

**Format:** N2

**Observed Exterior Lights**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2134</td>
<td>13.1%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>13431</td>
<td>82.6%</td>
<td>82.6%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**

- [Survey component legitimate skip/NA]  -8 171 1.1% (MISS)
- [Missing]  -9 516 3.2% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYF10K

**Student File**  
rece. 5/5

**Format:** N2

**Observed Student Lockers**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2072</td>
<td>12.7%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>13686</td>
<td>84.2%</td>
<td>84.2%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**

- [Survey component legitimate skip/NA]  -8 171 1.1% (MISS)
- [Missing]  -9 323 2.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYF10L

**Student File**  
rece. 5/5

**Format:** N2

**Observed Student Uniforms**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>13684</td>
<td>84.2%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>2142</td>
<td>13.2%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**

- [Survey component legitimate skip/NA]  -8 171 1.1% (MISS)
- [Missing]  -9 255 1.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

#### BYF10M

**Student File**  
rece. 5/5

**Format:** N2

**Observed Signs-Alarm if Door Opened**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>81.5%</td>
<td>81.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>2490</td>
<td>15.3%</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**

- [Survey component legitimate skip/NA]  -8 171 1.1% (MISS)
- [Missing]  -9 350 2.2% (MISS)

**TOTALS:** 16252 100.0% 100.0%