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

#### Stu_ID

**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 for ease of use in certain variance estimation programs.

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 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 defined 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.

**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.

**Source:** ELS:2002 Sampling

### STRAT_ID

**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

### CODES

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

**Source:** ELS:2002 Sampling

### PSU

**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

### CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1011-4612</td>
<td>c</td>
<td>16252</td>
<td>100.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Sampling

### STRAT_ID

**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

### CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1011-9999</td>
<td>c</td>
<td>16252</td>
<td>100.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Sampling

### F1SCH_ID

**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

### CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-461</td>
<td>c</td>
<td>16252</td>
<td>100.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Sampling

### 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

### CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-461</td>
<td>c</td>
<td>16252</td>
<td>100.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Sampling

### STRAT_ID

This variable is a component of the ELS:2002 school ID (fourth digit). It indicates the analysis stratum to be used for computing Taylor Series variance estimates. The analysis strata were formed from the sampling strata used in the first stage of sampling. STRAT_ID is developed at the school level and replicated at the student level. This school level STRAT_ID should be used when generating school estimates. In order to support improved variance estimation, a larger number of strata (with fewer PSUs per stratum -- up to 3 PSUs per stratum) are used in ELS:2002, compared to NELS:88 or HS&B. See section 3.5 of the ELS:2002 Base-Year Data File User’s Manual.

**Source:** ELS:2002 Sampling

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-461</td>
<td>c</td>
<td>16252</td>
<td>100.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Sampling

### F1SCH_ID

This variable is an ID corresponding to the school in which the student is enrolled at the time of the first follow-up. F1SCH_ID values pertain to in-school students still attending their base-year school. F1SCH_ID values match SCH_ID values for base-year schools. New schools were assigned values from 9999 to 9999. (See section 3.3 of the ELS:2002 Base-Year to First Follow-up Data File Documentation for definition of "new schools.")

**Source:** ELS:2002 Sampling

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1011-9999</td>
<td>c</td>
<td>16252</td>
<td>100.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
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 Nonresponsive
BYI=Base Year Questionnaire Ineligible (i.e., Expanded Sample only)
BN=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
F1N=First Follow-up Nonrespondent
F1E=First Follow-up Questionnaire Ineligible (i.e., Expanded Sample only)
F1OD=First Follow-up Out of Scope
F1RS=First Follow-up Questionnaire Ineligible (i.e., Expanded Sample only) Indicating simultaneous BY and F1 status

Character meaning:
A=In-school, in grade
B=In-school, out-of-grade
D=Dropped-out
F=Freshened
R=Received HS diploma early (on or before 3/15/2004)
S=Received GED/HS equivalent early (on or before 3/15/2004)
H=Homeschooled

BYN: First Follow-up Nonrespondent
BYI: First Follow-up Questionnaire Ineligible (i.e., Expanded Sample only)
F1OD: First Follow-up Out of Scope
F1RS: First Follow-up Questionnaire Ineligible (i.e., Expanded Sample only) Indicating simultaneous BY and F1 status

Note: F1STAT and F1ENRFIN 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:

<table>
<thead>
<tr>
<th>Value Label</th>
<th>Code</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYR F1NR</td>
<td>107</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>BYR F1RH</td>
<td>106</td>
<td>241</td>
<td>1.5%</td>
</tr>
<tr>
<td>BYR F1RG</td>
<td>105</td>
<td>124</td>
<td>0.8%</td>
</tr>
<tr>
<td>BYR F1RE</td>
<td>104</td>
<td>211</td>
<td>1.4%</td>
</tr>
<tr>
<td>BYR F1RD</td>
<td>103</td>
<td>59</td>
<td>0.4%</td>
</tr>
<tr>
<td>BYI F1NR</td>
<td>111</td>
<td>530</td>
<td>3.5%</td>
</tr>
<tr>
<td>BYI F1RH</td>
<td>110</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>BYI F1RG</td>
<td>109</td>
<td>114</td>
<td>0.7%</td>
</tr>
<tr>
<td>BYI F1RE</td>
<td>108</td>
<td>117</td>
<td>0.7%</td>
</tr>
<tr>
<td>BYI F1RD</td>
<td>107</td>
<td>10</td>
<td>0.1%</td>
</tr>
<tr>
<td>BYN F1NR</td>
<td>116</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>BYN F1RH</td>
<td>115</td>
<td>29</td>
<td>0.2%</td>
</tr>
<tr>
<td>BYN F1RG</td>
<td>114</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>BYN F1RE</td>
<td>113</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>BYN F1RB</td>
<td>112</td>
<td>9</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---
F1UNIV2A       STUDENT.PUB Rec. 1/5
Pos. 22-23
Format: N2
---
Sample member F1 status

Indicates first follow-up status of sample member (i.e., in school, in 12th grade; not in school, out of scope; dropout, homeschooled, early graduate; out of scope, F1 nonrespondent). SAS Code:

<table>
<thead>
<tr>
<th>Value Label</th>
<th>Code</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNA F1RF</td>
<td>118</td>
<td>187</td>
<td>1.1%</td>
</tr>
<tr>
<td>BNA F1RG</td>
<td>117</td>
<td>10</td>
<td>0.1%</td>
</tr>
<tr>
<td>BNA F1RE</td>
<td>116</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>BNA F1RB</td>
<td>115</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---
F1UNIV2B       STUDENT.PUB Rec. 1/5
Pos. 24-25
Format: N2
---
Sample member status in BY 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

SAS Code:

<table>
<thead>
<tr>
<th>Value Label</th>
<th>Code</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYR F1NR</td>
<td>107</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>BYR F1RH</td>
<td>106</td>
<td>241</td>
<td>1.5%</td>
</tr>
<tr>
<td>BYR F1RG</td>
<td>105</td>
<td>124</td>
<td>0.8%</td>
</tr>
<tr>
<td>BYR F1RE</td>
<td>104</td>
<td>211</td>
<td>1.4%</td>
</tr>
<tr>
<td>BYR F1RD</td>
<td>103</td>
<td>59</td>
<td>0.4%</td>
</tr>
<tr>
<td>BYI F1NR</td>
<td>111</td>
<td>530</td>
<td>3.5%</td>
</tr>
<tr>
<td>BYI F1RH</td>
<td>110</td>
<td>56</td>
<td>0.3%</td>
</tr>
<tr>
<td>BYI F1RG</td>
<td>109</td>
<td>114</td>
<td>0.7%</td>
</tr>
<tr>
<td>BYI F1RE</td>
<td>108</td>
<td>117</td>
<td>0.7%</td>
</tr>
<tr>
<td>BYI F1RD</td>
<td>107</td>
<td>10</td>
<td>0.1%</td>
</tr>
<tr>
<td>BYN F1NR</td>
<td>116</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>BYN F1RH</td>
<td>115</td>
<td>29</td>
<td>0.2%</td>
</tr>
<tr>
<td>BYN F1RG</td>
<td>114</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>BYN F1RE</td>
<td>113</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>BYN F1RB</td>
<td>112</td>
<td>9</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Appendix G:
Base-Year to First Follow-up Electronic Codebook

G10COHRT

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 freshmen 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

PER-     WGTD
CODES    FREQ    CENT     PCT
-----   -----   ------   -----
Not sophomore cohort member.............     0       171     1.1%     0.0%
Sophomore cohort member..................     1      16081    98.9%    100.0%
-----   ------   -----
TOTALS:                                             16252   100.0%   100.0%

--------
G12COHRT

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

PER-     WGTD
CODES    FREQ    CENT     PCT
-----   -----   ------   -----
Not senior cohort member.................     0       2828    17.4%    14.0%
Senior cohort member....................     1      13424    82.6%    86.0%
-----   ------   -----
TOTALS:                                             16252   100.0%   100.0%
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYSTUDENT

---

**Student weight**

Student final weight for all base year responding students. See section 1.4.2 of the ELS:2002 Base-Year Data File User's Manual.

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 that 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 Weighting

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>927</td>
<td>5.7%</td>
</tr>
<tr>
<td>[5.09-978.38,223.9179/150.0454]</td>
<td>c</td>
<td>15325</td>
<td>94.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Zero]</td>
<td>0</td>
<td>927</td>
<td>5.7%</td>
</tr>
<tr>
<td>[5.09-978.38,223.9179/150.0454]</td>
<td>c</td>
<td>15325</td>
<td>94.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

**BYSTUDENT**

---

**Student’s race/ethnicity-composite**

BYRACE was previously named RACE on the BY ECB.

The race/Hispanic ethnicity variable is obtained from the student questionnaire, when available; sampling roster, if missing on the questionnaire; or parent questionnaire, if missing on the sampling roster and parent respondent is biological parent. Race/ethnicity was logically imputed from other questionnaire items (e.g., surname, native language) if missing from all available sources. Race adhere to the following definitions:

- **American Indian or Alaska Native,** not Hispanic or Latino (This category includes only persons who reported American Indian or Alaska Native as their sole race and did not report Hispanic ethnicity)
- **Asian, Hawaiian or other Pacific Islander,** not Hispanic or Latino (This category includes only persons who reported Asian as their sole race, but did not report Hispanic ethnicity. Additionally, 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 files contain a variable which maintains a separate category for Hawaiians/Pacific Islanders.)
- **Black, not Hispanic or Latino** (This category includes only persons who reported Black as their sole race, but did not report Hispanic ethnicity)
- **Hispanic, no race specified** (This category includes Hispanic or Latino ethnicity only. Race information was not reported for these cases; only Hispanic indication.)
- **Hispanic or Latino, regardless of race** (This category includes Hispanic or Latino ethnicity and any combination of race)
- **Multiracial, not Hispanic or Latino** (This category includes only persons who reported two or more races but did not report Hispanic ethnicity)
- **White, not Hispanic or Latino** (This category includes only persons who reported White as their sole race but did not report Hispanic ethnicity)

The restricted files 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/AN, Asian, Native Hawaiian/PI. For disclosure risk reasons, simplified versions of race but did not report Hispanic ethnicity)

This category includes only persons who reported White as their sole race and did not report Hispanic ethnicity)

*(This category includes only persons who reported Black as their sole race, but did not report Hispanic ethnicity) Hispanic, no race specified (This category includes Hispanic or Latino ethnicity only. Race information was not reported for these cases; only Hispanic indication.)* Hispanic or Latino, regardless of race (This category includes Hispanic or Latino ethnicity and any combination of race)

Multiracial, not Hispanic or Latino (This category includes only persons who reported two or more races but did not report Hispanic ethnicity)

White, not Hispanic or Latino (This category includes only persons who reported White as their sole race but did not report Hispanic ethnicity)

The restricted files 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/AN, Asian, Native Hawaiian/PI. For disclosure risk reasons, simplified versions of race

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amer. Indian/Alaska Native, non-Hispanic</td>
<td>1</td>
<td>131</td>
<td>8.9%</td>
</tr>
<tr>
<td>Asian, Hawaiian/Pacific Islander, non-Hispanic</td>
<td>2</td>
<td>1465</td>
<td>9.6%</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>3</td>
<td>2027</td>
<td>13.7%</td>
</tr>
<tr>
<td>Hispanic, no race specified</td>
<td>4</td>
<td>939</td>
<td>6.3%</td>
</tr>
<tr>
<td>Hispanic, race specified</td>
<td>5</td>
<td>1229</td>
<td>7.6%</td>
</tr>
<tr>
<td>Multiracial, non-Hispanic</td>
<td>6</td>
<td>740</td>
<td>4.8%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>7</td>
<td>8735</td>
<td>55.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Student Questionnaire; Sampling; Parent Questionnaire

**BYSTLANG**

---

**Student’s language-composite**

BYSTLANG was previously named STLANG on the BY ECB.

Gender of student (male or female). Taken from student questionnaire (BYST14) if available, or missing, then taken from (in order of preference) school roster, logical imputation based on first name, or statistical imputation otherwise. See Section 3.3 of the ELS:2002 Base-Year Data File User's Manual for a discussion of the imputation procedures.

1 Male
2 Female

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male.</td>
<td>1</td>
<td>7453</td>
<td>47.8%</td>
</tr>
<tr>
<td>Female.</td>
<td>2</td>
<td>7741</td>
<td>47.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>15194</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>0</td>
<td>2589</td>
<td>15.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>12736</td>
<td>84.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</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>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

**BYHOMLNG**

<table>
<thead>
<tr>
<th>student's native language-composite</th>
</tr>
</thead>
</table>

BYHOMLNG 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 STRLANG includes imputed values for cases in which BYS67 was indeterminate.

**SAS Code:**
if BYYMD <= 1 then HOMELANG=1; /* English */
else if BYYMD <= 2 then HOMELANG=2; /* Spanish */
else if BYYMD IN(6,7,8,9,10,15) then HOMELANG=3; /* Other European Language */
else if BYYMD IN(11,12,13,14) then HOMELANG=4; /* West/South Asian Language */
else if BYYMD IN(2,3,4,5,16,17,18) then HOMELANG=5; /* Pacific Asian/Southeast Asian Language */
else if BYYMD IN(19,20) then HOMELANG=6; /* Other */
else HOMELANG=9; /* Missing if a value is not chosen */

---

**Source:** ELS:2002 Student Questionnaire

---

**BYHOMLNG**

<table>
<thead>
<tr>
<th>student's native language-composite</th>
</tr>
</thead>
</table>

---

**BYVPARLNG**

| parent's race/ethnicity-composite |

BYVPARLNG 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
Family (parent) composition from parent questionnaire. This is based primarily on variables BYP05 and BYP04 (relationship of parent respondent and spouse/partner to student). Also considered was whether respondent lived with student at half-time (or if the 10th grade was not in boarding school). Variable was imputed if otherwise missing. See Section 3.3 of the ELS:2002 Base-Year Data File User’s Manual for a discussion of the imputation procedures.

1 MOTHER AND FATHER
2 MOTHER AND GUARDIAN
3 FATHER AND GUARDIAN
4 TWO GUARDIANS
5 MOTHER ONLY
6 FATHER ONLY
7 FEMALE GUARDIAN ONLY
8 MALE GUARDIAN ONLY

9 P/G LIVES W/ STUDENT LESS THAN 1/2 TIME

SAS Code:
/* BYFCOMP is initialized as blank */
BYFCOMP=0;
/* BYFCOMP is assigned values of 1 to 8 if the parent’s 10th grade lives with the parent at least half of the time or if the 10th grade is in boarding school */
IF BYP05 IN(-9,-2,-1,-6,1,2,3) OR BYA01=0 THEN DO;
   IF BYP04 IN(2,4,6,8,10,12,14) OR (BYP01 IN(1,3) AND BYP04 IN(1,3)) THEN BYFCOMP=1; /* MOTHER AND GUARDIAN */
   ELSE IF BYP01 IN(1,3) AND BYP04 IN(5,7,9,11,13,15,16) THEN BYFCOMP=2; /* MOTHER AND GUARDIAN */
   ELSE IF BYP01 IN(1,3) AND BYP04 IN(6,8,10,12,14,15,16) OR (BYP01 IN(5,7,9,11,13,15,16) AND BYP04 IN(6,8,10,12,14,15,16)) THEN BYFCOMP=3; /* FATHER AND GUARDIAN */
   ELSE IF BYP01 IN(5,7,9,11,13,15) AND BYP04 IN(6,8,10,12,14,16) OR (BYP01 IN(6,8,10,12,14,16) AND BYP04 IN(5,7,9,11,13,15)) THEN BYFCOMP=4; /* OTHER TWO GUARDIANS */
   ELSE IF BYP01 IN(1,3) AND BYP04 IN(9,13,15,16) OR (BYP01 IN(1,3) AND BYP04 IN(9,13,15,16)) THEN BYFCOMP=5; /* MOTHER ONLY */
   ELSE IF BYP01 IN(1,3) AND BYP04 IN(9,13,15,16) OR (BYP01 IN(1,3) AND BYP04 IN(9,13,15,16)) THEN BYFCOMP=6; /* FATHER ONLY */
   ELSE IF BYP01 IN(5,7,9,11,13,15) AND BYP04 IN(9,13,15,16) OR (BYP01 IN(5,7,9,11,13,15) AND BYP04 IN(9,13,15,16)) THEN BYFCOMP=7; /* FEMALE GUARDIAN ONLY */
   ELSE IF BYP01 IN(6,8,10,12,14,16) AND BYP04 IN(9,13,15,16) OR (BYP01 IN(6,8,10,12,14,16) AND BYP04 IN(9,13,15,16)) THEN BYFCOMP=8; /* MALE GUARDIAN ONLY */
   ELSE BYFCOMP=9; /* P/G LIVES W/ STUDENT LESS THAN 1/2 TIME */
/* If still blank, BYFCOMP was imputed */

Source: ELS:2002 Parent Questionnaire; Student Questionnaire

---

Family composition from parent questionnaire. This is based primarily on variables BYP05 and BYP04 (relationship of parent respondent and spouse/partner to student). Also considered was whether respondent lived with student at least half-time (or if the 10th grade was at boarding school). Variable was imputed if otherwise missing. See Section 3.3 of the ELS:2002 Base-Year Data File User’s Manual for a discussion of the imputation procedures.

1 MOTHER AND FATHER
2 MOTHER AND GUARDIAN
3 FATHER AND GUARDIAN
4 TWO GUARDIANS
5 MOTHER ONLY
6 FATHER ONLY
7 FEMALE GUARDIAN ONLY
8 MALE GUARDIAN ONLY

9 P/G LIVES W/ STUDENT LESS THAN 1/2 TIME

SAS Code:
/* BYFCOMP is initialized as blank */
BYFCOMP=0;
/* BYFCOMP is assigned values of 1 to 8 if the parent's 10th grade lives with the parent at least half of the time or if the 10th grade is in boarding school */
IF BYP05 IN(-9,-2,-1,-6,1,2,3) OR BYA01=0 THEN DO;
   IF BYP04 IN(2,4,6,8,10,12,14) OR (BYP01 IN(1,3) AND BYP04 IN(1,3)) THEN BYFCOMP=1; /* MOTHER AND GUARDIAN */
   ELSE IF BYP01 IN(1,3) AND BYP04 IN(5,7,9,11,13,15,16) THEN BYFCOMP=2; /* MOTHER AND GUARDIAN */
   ELSE IF BYP01 IN(1,3) AND BYP04 IN(6,8,10,12,14,15,16) OR (BYP01 IN(5,7,9,11,13,15,16) AND BYP04 IN(6,8,10,12,14,15,16)) THEN BYFCOMP=3; /* FATHER AND GUARDIAN */
   ELSE IF BYP01 IN(1,3) AND BYP04 IN(9,13,15,16) OR (BYP01 IN(1,3) AND BYP04 IN(9,13,15,16)) THEN BYFCOMP=4; /* OTHER TWO GUARDIANS */
   ELSE IF BYP01 IN(5,7,9,11,13,15) AND BYP04 IN(9,13,15,16) OR (BYP01 IN(5,7,9,11,13,15) AND BYP04 IN(9,13,15,16)) THEN BYFCOMP=5; /* MOTHER ONLY */
   ELSE IF BYP01 IN(5,7,9,11,13,15) AND BYP04 IN(9,13,15,16) OR (BYP01 IN(5,7,9,11,13,15) AND BYP04 IN(9,13,15,16)) THEN BYFCOMP=6; /* FATHER ONLY */
   ELSE BYFCOMP=9; /* P/G LIVES W/ STUDENT LESS THAN 1/2 TIME */
/* If still blank, BYFCOMP was imputed */

Source: ELS:2002 Parent Questionnaire; Student Questionnaire

---
#### ByFathEd

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

ByFathEd was previously named FathEd on the BY ECB.

The highest level of education reached by the respondent’s father/guardian. It 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 their 10th grader.

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:**

```sas
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 BYP34 (BYP34A or BYP34B) pertains to MOTHED and which pertains to FATHED. */

if RSPREL=’MOTHER’ then DO MOTHED=BYP34A; FATHED=BYP34B; END;

if RSPREL=’FATHER’ then DO MOTHED=BYP34B; FATHED=BYP34A; END;

/* Education values are taken from student quex if BYP34A or BYP34B are missing. */

if (MOTHED=0 & BYP34B >0) then MOTHED=BYP34B;

if (FATHED=0 then FATHED=BYP34A);
```

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2049</td>
<td>12.6%</td>
<td>13.5%</td>
</tr>
<tr>
<td>2</td>
<td>4338</td>
<td>26.7%</td>
<td>30.2%</td>
</tr>
<tr>
<td>3</td>
<td>1446</td>
<td>8.9%</td>
<td>9.9%</td>
</tr>
<tr>
<td>4</td>
<td>1201</td>
<td>7.4%</td>
<td>8.2%</td>
</tr>
<tr>
<td>5</td>
<td>1425</td>
<td>8.8%</td>
<td>9.2%</td>
</tr>
<tr>
<td>6</td>
<td>2757</td>
<td>17.0%</td>
<td>17.0%</td>
</tr>
<tr>
<td>7</td>
<td>1288</td>
<td>7.9%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

---

#### ByOccMoth

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

ByOccMoth 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 CATI, converting 42-category scheme to 16; if BYP39a/BYP43a was missing, the verbatim text (BYP39a/BYP43a) 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 mother or female guardian, then BYP39c (or subsequent coding of BYP39a/BYP43a text available on the restricted use data) was the source for OCCUMOTH. OCCUMOTH=0 if there was parent/spouse indication that never held job for pay (BYP38=0 or BYP42=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 (BYP39a/BYP39b 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.

For cases where BYP01 is missing, OCCUMOTH was imputed if value missing/other/don’t know then don’t know.

**SAS Code:**

```sas
17 Other
16 Technical
15 Professional B
14 Professional A
13 Operative
12 Manager, Administration
11 Proprietor or Owner
10 Protective Service
9 Sales
8 School Teacher
7 Clerical
6 Laborer
5 Craftsperson
4 Homemaker
3 Farmer, Farm Manager
2 Lawyer
1 Other (do not know)

No job for pay
```

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTID</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>620</td>
<td>3.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>1</td>
<td>2681</td>
<td>15.3%</td>
<td>16.8%</td>
</tr>
<tr>
<td>2</td>
<td>340</td>
<td>2.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>3</td>
<td>85</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>4</td>
<td>755</td>
<td>4.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>6</td>
<td>686</td>
<td>4.2%</td>
<td>4.8%</td>
</tr>
<tr>
<td>7</td>
<td>365</td>
<td>2.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>8</td>
<td>156</td>
<td>0.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>9</td>
<td>2490</td>
<td>15.3%</td>
<td>14.0%</td>
</tr>
<tr>
<td>10</td>
<td>608</td>
<td>3.7%</td>
<td>3.7%</td>
</tr>
<tr>
<td>11</td>
<td>233</td>
<td>1.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>12</td>
<td>114</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>13</td>
<td>657</td>
<td>4.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>14</td>
<td>1010</td>
<td>6.2%</td>
<td>6.2%</td>
</tr>
<tr>
<td>15</td>
<td>2369</td>
<td>14.6%</td>
<td>15.6%</td>
</tr>
<tr>
<td>16</td>
<td>775</td>
<td>4.8%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

**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

BYOCCUF was previously named OCCUFATH on the BY ECB.
Father’s or male guardian’s occupation, 16-category
[plus “Other” and “Don’t Know”] using NELS:88 classification,
self-coded (or age-coded) from parent/hard copy questionnaire
or interviewer-coded from CATI, converting 42-category scheme
to 16; if BYFVAc/BYFVAc was missing, the verbatim text
(BYFVAab/BYFVAb) was coded; if all parent data 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 BYFVAc
(or subsequent coding of BYFVAa/BYFVAb text available
on the restricted use data) was the source for OCCUFATH.
If parent respondent was a mother or female guardian and provided
information for the spouse/partner, then BYFVAc (or subsequent
coding of BYFVAa/BYFVAb text available on the restricted use
data) was the source for OCCUFATH. OCCUFATH=0 if there was
parent/spouse indication that never held job for pay (BYFVA=0
or BYFVA=0). If father/ guardian occupation information was not
provided in the parent questionnaire, the student-
provided text for father’s occupation in the student questionnaire
(BYVFA2a/BYFVABA available on the restricted use data) text was coded if
available. Imputation done if otherwise missing (or if “Other”
or “Don’t Know” category as assigned). See Section 3.3 of the
ELS:2002 Base-Year Data File User’s Manual for a discussion of the
imputation procedures.

1 Never held a job for pay
2 Clerical
3 Craftsperson
4 Farmer, Farm Manager
5 Homemaker
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

OCCUFATH = BYFVAc ; /* 16-category [ + other/DE] NELS:88
classification */
if BYP43c = 0 then OCCUFATH = 0 ;
end ;
else if BYV01 indicates a male parent/guardian and is non-missing then

OCCUFATH = BYFVAc ; /* 16-category [ + other/DE] NELS:88
classification */
if BYP43c = 0 then OCCUFATH = 0 ;
end ;
if OCCUFATH not in [0,1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16] and
bye82c in (1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17) then
do:
OCCUFATH = bye82c ;
end
/* OCCUFATH imputed if value missing/other/Don’t know */

Source: ELS:2002 Parent Questionnaire; Student Questionnaire;
imputation.

BYINCOME was previously named INCOME on the BY ECB.
Family income: the primary source was question BYF85 in the parent
questionnaire. If missing, the value was imputed (in the base
year for base year respondents; in the first follow-up for others).
See Section 3.3 of the ELS:2002 Base-Year Data File User’s Manual for a
discussion of the imputation procedures.

BYF85 item wording:
85. Which category does your total family income from all sources in
2001 fall into? (If you are not sure about the amount, please
estimate.)
[MARK ONE RESPONSE]
None
$1,000 or less
$1,001 - $5,000
$5,001 - $10,000
$10,001 - $15,000
$15,001 - $20,000
$20,001 - $25,000
$25,001 - $35,000
$35,001 - $50,000
$50,001 - $75,000
$75,001 - $100,000
$100,001 - $200,000
$200,001 or more

Source: ELS:2002 Parent Questionnaire; Imputation

No job for pay……………………………………….. 1 80 0.5% 0.5%
$1,000 or less…………………………………….. 2 179 1.1% 1.1%
$1,001 - $5,000…………………………………… 3 305 1.9% 1.9%
$5,001 - $10,000…………………………………. 4 352 2.2% 2.1%
$10,001 - $15,000………………………………… 5 700 4.3% 4.2%
$15,001 - $20,000………………………………… 6 786 4.8% 4.8%
$20,001 - $25,000………………………………… 7 999 6.1% 6.0%
$25,001 - $35,000………………………………… 8 1895 11.7% 12.1%
$35,001 - $50,000………………………………… 9 3037 18.7% 19.4%
$50,001 - $75,000………………………………… 10 3324 20.5% 21.2%
$75,001 - $100,000……………………………… 11 2191 13.5% 13.0%
$100,001 - $200,000…………………………… 12 1821 11.3% 10.9%
$200,001 or more……………………………… 13 582 3.6% 2.7%

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

#### BYSES1

BYSES1 was previously named SES1 on the BY ECB.

Socio-economic status composite, v.1

**SAS Code:**

```sas
data BYSES1; input (edc_M edc_F occ_M occ_F Income); datalines;
```

**Notes:**

- *Income* was based on parent questionnaire information, imputed when available and student substitutions when not. *Income* was imputed if missing. 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.

**Descripción:**

- 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 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.

**Imputation:**

- **SAS Code:**

```sas
    proc standard data=SES1 out=SES1OUT mean=0 std=1 vardef=weight;
    format edc_M edc_F occ_M occ_F Income.0000;
    run;
```

**Create composite SES1QU by setting it equal to missing if SSES1 is missing.**

**SAS Code:**

```sas
    data SES1QU; input SES1 QUART;
    datalines;
```

**Imputation:**

- **Format:**

```sas
    format SES1QU N2.;
```

**Quartile coding of SES1 variable**

**SAS Code:**

```sas
    proc standard data=SES1OUT mean=0 std=1 vardef=weight;
    keep ses1pm Income;
    run;
```

**Imputation:**

- **Format:**

```sas
    format ses1pm Income 3.1;
```

---

**Appendix G:**

*BYSES1* was previously named SES1 on the BY ECB.

Socio-economic status quartile, weighted, as determined by value of SES1.

**SAS Code:**

```sas
    proc standard data=SES1OUT mean=0 std=1 vardef=weight;
    keep SES1 QUIRT;
    run;
```

**Imputation:**

- **Format:**

```sas
    format SES1QUIRT N2.;
```

---

**Appendix G:**

*BYSES1* was previously named SES1 on the BY ECB.

Socio-economic status composite, v.1

**SAS Code:**

```sas
    proc standard data=SES1OUT mean=0 std=1 vardef=weight;
    keep SES1 QUART;
    run;
```

**Imputation:**

- **Format:**

```sas
    format SES1QU N2.;
```

---

**Appendix G:**

*BYSES1* was previously named SES1 on the BY ECB.

Socio-economic status composite, v.1

**SAS Code:**

```sas
    proc standard data=SES1OUT mean=0 std=1 vardef=weight;
    keep SES1 QUART;
    run;
```

**Imputation:**

- **Format:**

```sas
    format SES1QU N2.;
```

---

**Appendix G:**

*BYSES1* was previously named SES1 on the BY ECB.

Socio-economic status composite, v.1

**SAS Code:**

```sas
    proc standard data=SES1OUT mean=0 std=1 vardef=weight;
    keep SES1 QUART;
    run;
```

**Imputation:**

- **Format:**

```sas
    format SES1QU N2.;
```

---

**Appendix G:**

*BYSES1* was previously named SES1 on the BY ECB.

Socio-economic status composite, v.1

**SAS Code:**

```sas
    proc standard data=SES1OUT mean=0 std=1 vardef=weight;
    keep SES1 QUART;
    run;
```

**Imputation:**

- **Format:**

```sas
    format SES1QU N2.;
```

---

**Appendix G:**

*BYSES1* was previously named SES1 on the BY ECB.

Socio-economic status composite, v.1

**SAS Code:**

```sas
    proc standard data=SES1OUT mean=0 std=1 vardef=weight;
    keep SES1 QUART;
    run;
```

**Imputation:**

- **Format:**

```sas
    format SES1QU N2.;
```

---

**Appendix G:**

*BYSES1* was previously named SES1 on the BY ECB.

Socio-economic status composite, v.1

**SAS Code:**

```sas
    proc standard data=SES1OUT mean=0 std=1 vardef=weight;
    keep SES1 QUART;
    run;
```

**Imputation:**

- **Format:**

```sas
    format SES1QU N2.;
```
BYSES2 was previously named SES2 on the BY EBC.
Socio-economic status quartile, weighted, as determined by value of SES2.
Definition for SES2Q is same as for SES2Q except SES2Q uses 1993 GSS occupational prestige scores instead of 1961 Duncan SES index.
SAS Code:
/* Create composite SES2QU by setting it equal to missing if SES2 is missing, otherwise setting it equal to the quartile break points of SES2 */
SES2QU = -9 ;
SEStot = sum(edc_M, edc_F, occ_M, occ_F, Income) ;
else do ;
    missing, otherwise setting it equal to the quartile break points of SES2.
/* SAS procedure PROC STANDARD is used for creating standardized 'Z-scores'. It reads in edc_M, edc_F, occ_M, occ_F, Income and creates scaled scores. Values for each variable will have a mean of zero and standard deviation of 1. Calculations are weighted using WGTDF. */
Proc Standard data=SES2 out=SES2OUT M=0 STD=1 VARDEF=weight ;
by SES2QU ;
* Socio-economic status composite, v.2
by SES2QU was previously named SES2Q on the BY EBC.
Socio-economic status quartile, weighted, as determined by value of SES2.
Definition for SES2Q is same as for SES2Q except SES2Q uses 1993 GSS occupational prestige scores instead of 1961 Duncan SES index.
SAS Code:
/* Create composite SES2QU by setting it equal to missing if SES2 is missing, otherwise setting it equal to the quartile break points of SES2 */
SES2QU = -9 ;
SEStot = sum(edc_M, edc_F, occ_M, occ_F, Income) ;
else do ;
    missing, otherwise setting it equal to the quartile break points of SES2.
/* SAS procedure PROC STANDARD is used for creating standardized 'Z-scores'. It reads in edc_M, edc_F, occ_M, occ_F, Income and creates scaled scores. Values for each variable will have a mean of zero and standard deviation of 1. Calculations are weighted using WGTDF. */
Proc Standard data=SES2 out=SES2OUT M=0 STD=1 VARDEF=weight ;
by SES2QU ;
* Socio-economic status composite, v.2
by SES2QU was previously named SES2Q on the BY EBC.
Socio-economic status quartile, weighted, as determined by value of SES2.
Definition for SES2Q is same as for SES2Q except SES2Q uses 1993 GSS occupational prestige scores instead of 1961 Duncan SES index.
SAS Code:
/* Create composite SES2QU by setting it equal to missing if SES2 is missing, otherwise setting it equal to the quartile break points of SES2 */
SES2QU = -9 ;
SEStot = sum(edc_M, edc_F, occ_M, occ_F, Income) ;
else do ;
    missing, otherwise setting it equal to the quartile break points of SES2.
/* SAS procedure PROC STANDARD is used for creating standardized 'Z-scores'. It reads in edc_M, edc_F, occ_M, occ_F, Income and creates scaled scores. Values for each variable will have a mean of zero and standard deviation of 1. Calculations are weighted using WGTDF. */
Proc Standard data=SES2 out=SES2OUT M=0 STD=1 VARDEF=weight ;
by SES2QU ;
* Socio-economic status composite, v.2
by SES2QU was previously named SES2Q on the BY EBC.
Socio-economic status quartile, weighted, as determined by value of SES2.
Definition for SES2Q is same as for SES2Q except SES2Q uses 1993 GSS occupational prestige scores instead of 1961 Duncan SES index.
SAS Code:
/* Create composite SES2QU by setting it equal to missing if SES2 is missing, otherwise setting it equal to the quartile break points of SES2 */
SES2QU = -9 ;
SEStot = sum(edc_M, edc_F, occ_M, occ_F, Income) ;
else do ;
    missing, otherwise setting it equal to the quartile break points of SES2.
/* SAS procedure PROC STANDARD is used for creating standardized 'Z-scores'. It reads in edc_M, edc_F, occ_M, occ_F, Income and creates scaled scores. Values for each variable will have a mean of zero and standard deviation of 1. Calculations are weighted using WGTDF. */
Proc Standard data=SES2 out=SES2OUT M=0 STD=1 VARDEF=weight ;
by SES2QU ;
* Socio-economic status composite, v.2
by SES2QU was previously named SES2Q on the BY EBC.
Socio-economic status quartile, weighted, as determined by value of SES2.
Definition for SES2Q is same as for SES2Q except SES2Q uses 1993 GSS occupational prestige scores instead of 1961 Duncan SES index.
SAS Code:
/* Create composite SES2QU by setting it equal to missing if SES2 is missing, otherwise setting it equal to the quartile break points of SES2 */
SES2QU = -9 ;
SEStot = sum(edc_M, edc_F, occ_M, occ_F, Income) ;
else do ;
    missing, otherwise setting it equal to the quartile break points of SES2.
/* SAS procedure PROC STANDARD is used for creating standardized 'Z-scores'. It reads in edc_M, edc_F, occ_M, occ_F, Income and creates scaled scores. Values for each variable will have a mean of zero and standard deviation of 1. Calculations are weighted using WGTDF. */
Proc Standard data=SES2 out=SES2OUT M=0 STD=1 VARDEF=weight ;
by SES2QU ;
* Socio-economic status composite, v.2
by SES2QU was previously named SES2Q on the BY EBC.
Socio-economic status quartile, weighted, as determined by value of SES2.
Definition for SES2Q is same as for SES2Q except SES2Q uses 1993 GSS occupational prestige scores instead of 1961 Duncan SES index.
SAS Code:
/* Create composite SES2QU by setting it equal to missing if SES2 is missing, otherwise setting it equal to the quartile break points of SES2 */
SES2QU = -9 ;
SEStot = sum(edc_M, edc_F, occ_M, occ_F, Income) ;
else do ;
    missing, otherwise setting it equal to the quartile break points of SES2. 
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYPARASP

<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>

How far in school parent wants 10th grader to go-composite

BYPARASP was previously named PARASP10 by the EECB.

How far in school the parent wants their tenth grader to go. Based on BPP79 from parent questionnaire. If missing, the composite 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.

BYP79 item wording:

19. How far in school do you want your tenth grader to go? Please mark only the highest level that applies.

**[MARK ONE RESPONSE]**

- Less than high school graduation (SKIP TO QUESTION 81 on PAGE 28)
- High school graduation or GED only (SKIP TO QUESTION 81 on PAGE 28)
- Attend or complete 2-year college course in a community or vocational school
- Attend college, but not complete a 4-year degree
- Graduates from college
- Attend college, 4-year degree incomplete
- Obtain a Master's degree or equivalent
- Obtain a Ph.D., M.D., or other advanced degree
- Don't Know
- Technical
- Sales
- Protective service
- Professional b
- Professional a
- Military
- Manager, administrator
- Laborer
- Homemaker
- Craftsperson
- Clerical
- Other
- Proprietor or owner
- School teacher
- Operative
- Farm worker, farm manager
- Occupations other than those listed
- Don't Know

#### BYCHPRG

<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>

High school program reported by student-composite

BYCHPRG was previously named SCHCPRG on the EECB.

The student self-reported high school program of study. Based on student questionnaire variable BYE63. If missing, composite 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.

BYE63 wording:

26. How far in school do you want your tenth grader to go? Please mark only the highest level that applies.

**[MARK ONE RESPONSE]**

- General
- High school preparing for/including technical/business
- Vocational-high school
- Technical-including technical/business
- General or other academic
- Certificate
- Other
- Other high school program

#### BYOCC30

<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>

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: BYS64 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

#### BYOCCH

<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>

High school program reported by student-composite

BYOCCH was previously named SCHCHPRG on the EECB.

The student self-reported high school program of study. Based on student questionnaire variable BYE63. If missing, composite 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.

BYE63 wording:

26. How far in school do you want your tenth grader to go? Please mark only the highest level that applies.

**[MARK ONE RESPONSE]**

- General
- College preparatory-academic
- College preparatory-vocational
- Other academic
- Vocational-high school
- Other

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

#### BYOCC40

<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>

The occupation the respondent expects/plans to have at age 40 was assigned to one of seventeen categories. This was coded from student-provided text strings (question 65 in the student questionnaire: BYS65 in the restricted-use data) by project personnel. BYOCC40-3 if student indicated not planning to work at age 40.

Source: ELS:2002 Student Questionnaire

#### BYOCC45

<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>

The occupation the respondent expects/plans to have at age 45 was assigned to one of seventeen categories. This was coded from student-provided text strings (question 66 in the student questionnaire: BYS66 in the restricted-use data) by project personnel. BYOCC45-3 if student indicated not planning to work at age 45.

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

#### BYQSTAT

**Base year student 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Both reading and math
- Math only
- Reading only
- No tests

**TOTALS:**

16252 100.0% 100.0%

#### BYQTXPAFG

**Base year parent questionnaire status**

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) questionnaire; CATI (full or abbreviated); Spanish.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent
- Survey component legitimate skip/NA

**TOTALS:**

16252 100.0% 100.0%

#### BYTXPAFG

**Base year parent questionnaire status**

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. BYTXPAFG 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). BYTXPAFG 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEQFLG

**Base year parent questionnaire status**

If the parent completed a CATI interview or a hardcopy questionnaire, and the 10th grader had answered a sufficient number of questions on at least one test (math, reading, or both), BYTEQFLG is set to 1, otherwise BYTEQFLG is set to 0.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEQFLG

**Base year parent questionnaire status**

If 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. BYTEQFLG 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). BYTEQFLG 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEQFLG

**Base year parent questionnaire status**

If 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. BYTEQFLG 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). BYTEQFLG 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEQFLG

**Base year parent questionnaire status**

If 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. BYTEQFLG 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). BYTEQFLG 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEQFLG

**Base year parent questionnaire status**

If 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. BYTEQFLG 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). BYTEQFLG 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEQFLG

**Base year parent questionnaire status**

If 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. BYTEQFLG 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). BYTEQFLG 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEQFLG

**Base year parent questionnaire status**

If 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. BYTEQFLG 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). BYTEQFLG 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEQFLG

**Base year parent questionnaire status**

If 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. BYTEQFLG 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). BYTEQFLG 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERE</th>
<th>WTD</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

--------
BYADMFLG STUDENT.PUB Rec. 1/5
--------
Pos. 112-113
Format: R2
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

--------
BYIEPFLG STUDENT.PUB Rec. 1/5
--------
Pos. 114-115
Format: R2
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 BYIEPFLG, a variable only
available on the restricted-use file.

Source: ELS:2002 Library Questionnaire

--------
BYLMCFLG STUDENT.PUB Rec. 1/5
--------
Pos. 116-117
Format: R2
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, BYLMCMFLG.

Source: ELS:2002 Library Questionnaire

--------
BYTXCQU STUDENT.PUB Rec. 1/5
--------
Pos. 118-119
Format: R2
Base year 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). BYTXCQU was set to 1 if special test accommodations and/or extra time were needed. Those taking test(s) but not requiring test accommodations had BYTXACCC=0. BYTXACCC=-3 for those that did not take the test(s).


--------
BYTXSTD 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 (BYSTMSTD) and reading
(BYSTRSTD) 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 simple
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 5th graders) as
a whole. It provides information on status compared to peers (as
distinguished from the IRB-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

--------
BYTXCSTD STUDENT.PUB Rec. 1/5
--------
Pos. 125-126
Format: N3
Lowest Quartile

Standardized composite test score quartile. The quartile score
divides the weighted (population estimate) achievement distributions
into four equal groups, based on math+reading composite scores.
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

--------
G-15
Appendix G: Base-Year to First Follow-up Electronic Codebook

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

**ELS:2002 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:2002 scale equated math 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 test 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, BYNELSM should not be used for HS&B-NELS:88-ELS:2002 comparisons, but rather BYNELSM should be used for such comparisons.

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></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

{12.52-69.72,38.0506/11.8771}..............     c       15976    98.3%   100.0%

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

**ELS:2002 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:2002 scale equated math 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 test achievement in mathematics and reading between sophomores in 1990 and sophomores in 2002.

Source: ELS:2002 Cognitive Tests

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

**RESERVE CODES:**

{344.31-709.26,497.1697/85.8506}........     c       15976    98.3%   100.0%

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

**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 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

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

**RESERVE CODES:**

{11.16-57.54,38.3437/11.1971}.............     c       15976    98.3%   100.0%

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

**ELS:2002-PISA:2003 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 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.

Source: ELS:2002 Cognitive Tests

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

**RESERVE CODES:**

{11.16-57.54,38.3437/11.1971}.............     c       15976    98.3%   100.0%

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

**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

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

**ESL:2002-PISA:2003 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 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.

Source: ELS:2002 Cognitive Tests

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

**RESERVE CODES:**

{308.08-752.24,497.1697/65.8506}........     c       15976    98.3%   100.0%

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

**Subsampling: 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

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

**Base-Year Data File User’s Manual**

Base-Year to First Follow-up Electronic Codebook

Appendix G:

BYNELSM STUDENT.PUB Rec. 1/5
Pos. 127-131
Format: N5.2

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 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

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

**RESERVE CODES:**

{12.52-69.72,38.0506/11.8771}..............     c       15976    98.3%   100.0%

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

**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

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

**RESERVE CODES:**

{12.52-69.72,38.0506/11.8771}..............     c       15976    98.3%   100.0%

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

G-16
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 set of test items). 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
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 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>[0.0-1.0]</td>
<td>15976</td>
<td>98.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</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 estimated right score is not comparable to the math 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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0.0-4.9]</td>
<td>15976</td>
<td>98.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</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 score (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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>–8</td>
<td>276</td>
<td>1.7% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

#### Reading test standardized score

Reading 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 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). 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[21.57-78.76]</td>
<td>15976</td>
<td>98.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### G-18
### Appendix G: Base-Year to First Follow-up Electronic Codebook

**BYXSRP**

STUDENT.PUB Rec. 1/5

Pos. 215-219

Format: R5.3

Reading proficiency probability at level 3

Probability of proficiency at reading level 3: complex inferences or evaluative judgments requiring multiple sources of information. 

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-1,0.0872/0.2171]</td>
<td>c</td>
<td>15976</td>
<td>98.3%</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>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-1,0.0872/0.2171]</td>
<td>c</td>
<td>15976</td>
<td>98.3%</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>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**BYXSPRC**

STUDENT.PUB Rec. 1/5

Pos. 220-221

Format: R2

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 (This category includes only persons who reported American Indian or Alaska Native as their sole race and did not report Hispanic ethnicity.)

Asian, Hawaiian or other Pacific Islander, not Hispanic or Latino (This category includes only persons who reported Asian, Hawaiian or other Pacific Islander as their sole race and did not report Hispanic ethnicity.)

Asian, Hawaiian or other Pacific Islander, not Hispanic or Latino (This category includes only persons who reported two or more races 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.)

Black, not Hispanic or Latino (This category includes only persons who reported Black as their sole race, but did not report Hispanic ethnicity)

Black, not Hispanic or Latino (This category includes only persons who reported Black as their sole race, but did not report Hispanic ethnicity) Black, not Hispanic or Latino

Hispanic, race specified (This category includes Hispanic or Latino ethnicity only. Race information was not reported for these cases; only Hispanic indication.)

Hispanic or Latino, regardless of race (This category includes Hispanic or Latino ethnicity and any combination of race)

Multiracial, not Hispanic (This category includes only persons who reported two or more races but did not report Hispanic ethnicity) White, not Hispanic or Latino (This category includes only persons who reported White as their sole race but did not report Hispanic ethnicity)

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/AN, Asian, Native Hawaiian/PI. For disclosure risk reasons, simplified versions of race appear on the public files, with NH/PI assimilated to Asian.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amer. Indian/Alaska Native, non-Hispanic</td>
<td>1</td>
<td>120</td>
<td>0.7%</td>
</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>1254</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>332</td>
<td>2.0%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>7</td>
<td>8881</td>
<td>54.6%</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>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>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1103</td>
<td>6.6%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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 (This category includes only persons who reported American Indian or Alaska Native as their sole race and did not report Hispanic ethnicity)

Asian, Hawaiian or other Pacific Islander, not Hispanic or Latino (This category includes persons who reported Asian or their sole race, but did not report Hispanic ethnicity. Additionally, 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.)

Black, not Hispanic or Latino (This category includes only persons who reported Black as their sole race, but did not report Hispanic ethnicity) Hisp. or Latino, regardless of race (This category includes Hispanic or Latino ethnicity and any combination of race)

Multiracial, not Hispanic (This category includes only persons who reported two or more races but did not report Hispanic ethnicity) White, not Hispanic or Latino (This category includes only persons who reported White as their sole race but did not report Hispanic ethnicity)
3rd friend's race

3rd 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 (This category includes only persons who reported American Indian or Alaska Native as their sole race and did not report Hispanic ethnicity) Asian, Hawaiian or other Pacific Islander, not Hispanic or Latino (This category includes persons who reported Asian or Pacific Islander as their sole race, but did not report Hispanic ethnicity. Additionally, 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.) Black, not Hispanic or Latino (This category includes only persons who reported Black as their sole race, but did not report Hispanic ethnicity) Hispanic, no race specified (This category includes Hispanic or Latino ethnicity only. Race information was not reported for these cases; only Hispanic indication.) Hispanic or Latino, regardless of race (This category includes Hispanic or Latino ethnicity and any combination of race) Multiracial, not Hispanic (This category includes only persons who reported two or more races but did not report Hispanic ethnicity) White, not Hispanic or Latino (This category includes only persons who reported White as their sole race but did not report Hispanic ethnicity) The restricted-use data file contains a variable which maintains a separate category for the questions marked as "true" by the respondent i.e. is not White, i.e. is not Black etc.). The variables are: White, Black, American Indian/Asian, Native Hawaiian/PI. For disclosure risk reasons, simplified versions of race appear on the public files, with NH/PI assimilated to Asian.

Source: ELS:2002 Student Questionnaire

SAS Code:

```
DO While(i<41);
  j=1;
  Value=1;
  Do While(j<5);
    if qst40(i)=1 then qst40new(j)=Value; /* Did not participate in baseball or softball at sch */
    Value=1;
    Value=Value+1;
    Value=Value+1;
    Value=Value+1;
    Value=Value+1;
    i=i+5;
    j=j+1;
  END;
  Value=Value+1;
  Value=Value+1;
  Value=Value+1;
  if qst40(new)=1 then qst40new(key)=Value; /* Played on baseball jr varsity team at sch */
  if qst40(new)=1 then qst40new(key)=Value; /* Played on softball varsity team at sch */
  i=i+1;
END;
```

Appendix G: Base-Year to First Follow-up Electronic Codebook
The values of variables BYS40CA, BYS40CB, BYS40CC, BYS40CD, and BYS40CE are collapsed into a single variable. The value of BYSBETRL corresponds to the last of the above questions marked as “true” by the student. BYS40CE takes precedence over BYS40CD, BYS40CD takes precedence over BYS40CA and BYS40CB, and so on. However, BYS40CA [sport not offered at school] takes precedence over BYS40CD [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 qst401(1:40) BYS40AA BYS40AB BYS40AC BYS40AD BYS40AE BYS40BA
BYS40BB BYS40BC BYS40BD BYS40BE BYS40CA BYS40CB BYS40CC BYS40CD BYS40CE
BYS40CD BYS40CE BYS40CF BYS40CG BYS40CH BYS40CI BYS40CJ BYS40CK
BYS40CK BYS40CL BYS40CM BYS40CN BYS40CO BYS40CP BYS40CQ BYS40CR
BYS40CS BYS40CT BYS40CU BYS40CV BYS40CW BYS40CX BYS40CY BYS40CZ;

Save a copy of the electronic codebook and SAS code and related codebook notes.

END;

BYFOOTBL

The values of variables BYS40DA, BYS40DB, BYS40DC, BYS40DD, and BYS40DE are collapsed into a single variable. The value of BYBFOTBL 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 qst401(1:40) BYS40AA BYS40AB BYS40AC BYS40AD BYS40AE BYS40BA
BYS40BB BYS40BC BYS40BD BYS40BE BYS40CA BYS40CB BYS40CC BYS40CD BYS40CE
BYS40CD BYS40CE BYS40CF BYS40CG BYS40CH BYS40CI BYS40CJ BYS40CK
BYS40CK BYS40CL BYS40CM BYS40CN BYS40CO BYS40CP BYS40CQ BYS40CR
BYS40CS BYS40CT BYS40CU BYS40CV BYS40CW BYS40CX BYS40CY BYS40CZ;

Save a copy of the electronic codebook and SAS code and related codebook notes.

END;
### Appendix G: Base-Year to First-followup Electronic Codebook

#### Intercollegiate Soccer Participation

The values of variables BYS40DA, BYS40DB, BYS40EC, and BYS40DE are collapsed into a single variable. The value of BYS0CCER corresponds to the last of the above questions marked as "true" by the student. BYS40EB takes precedence over BYS40ED, BYS40EC takes precedence over BYS40DA and BYS40DB, and so on. However, BYS40DA [sport not offered at school] takes precedence over BYS40EB [did not participate].

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

**SAS Code:**

```
DATA BYS0CCER;  
INPUT BYS40AA BYS40AB BYS40AC BYS40AD BYS40AE BYS40BA BYS40BB BYS40BC BYS40BD BYS40BE BYS40CA BYS40CC BYS40CD BYS40CE BYS40CB BYS40CC BYS40CD BYS40CE BYS40CB BYS40DD BYS40DE BYS40DA BYS40DB BYS40DE ;  
IF BYS40AA=1 THEN BYS0CCER=5 ;  
IF BYS40BB=1 THEN BYS0CCER=4 ;  
IF BYS40BC=1 THEN BYS0CCER=3 ;  
IF BYS40BD=1 THEN BYS0CCER=2 ;  
IF BYS40BE=1 THEN BYS0CCER=1 ;  
RUN;
```

#### Other Interscholastic Team Participation

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

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

**SAS Code:**

```
DATA BYTENAMP;  
INPUT BYT40AA BYT40AB BYT40AC BYT40AD BYT40AE BYT40BA BYT40BB BYT40BC BYT40BD BYT40BE BYT40CA BYT40CC BYT40CD BYT40CE BYT40CB BYT40CC BYT40CD BYT40CE BYT40CB BYT40DD BYT40DE BYT40DA BYT40DB BYT40DE ;  
IF BYT40AA=1 THEN BYTENAMP=5 ;  
IF BYT40BB=1 THEN BYTENAMP=4 ;  
IF BYT40BC=1 THEN BYTENAMP=3 ;  
IF BYT40BD=1 THEN BYTENAMP=2 ;  
IF BYT40BE=1 THEN BYTENAMP=1 ;  
RUN;
```

---

### Source: ELS:2002 Student Questionnaire

#### BYS0CCER 

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDOT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No interscholastic team..................</td>
<td>1</td>
<td>1504</td>
<td>9.3%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Participated at junior varsity level....</td>
<td>3</td>
<td>601</td>
<td>3.7%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Participated at varsity level...........</td>
<td>4</td>
<td>1252</td>
<td>7.5%</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

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

**TOTALS:**

16252 100.0% 100.0%

---

#### BYTENAMP 

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDOT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No interscholastic team..................</td>
<td>1</td>
<td>798</td>
<td>4.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Participated at junior varsity level....</td>
<td>3</td>
<td>1465</td>
<td>9.0%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Participated at varsity level...........</td>
<td>4</td>
<td>1702</td>
<td>10.5%</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

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

**TOTALS:**

16252 100.0% 100.0%
The values of variables BY240A, BY240B, BY240C, BY240D, and BY240E are collapsed into a single variable. The value of BY240A corresponds to the last of the above questions marked as “true” by the student (BY240E takes precedence over BY240D, BY240C takes precedence over BY240A and BY240B, and so on. However, BY240A [sport not offered at school] takes precedence over BY240B [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

SAS Code:

ARRAY qst40new(1:8) BYBASEBL BYSOFTBL BYBSKTBL BYFOOTBL BYSOCCER BYS40GE BYS40HA BYS40HB BYS40HC BYS40HD BYS40HE;

BYS40GA BYS40GB BYS40GC BYS40GD

BYS40DD BYS40DE BYS40EA BYS40EB

BYS40CA BYS40CB BYS40CC BYS40CD BYS40CE

BYCHRDRL

SAS Code:

5 Participated as cheerleading/pompon/drill varsity captain/co-captain
2 Did not participate in cheerleading, pompon, or drill team
1 No interscholastic team

BYS40HE takes precedence over BYS40HD, BYS40HC takes precedence over BYS40HE. If qst40new()=1 then qst40new()=Value; / * R was individual sport varsity captain/co-captain */

Do While(i<41);

j=1;

Value=1;

if qst40(i+4)=1 then qst40new(j)=Value; /* R was individual sport varsity captain/co-captain */

Value=Value+1;

if qst40(i+3)=1 then qst40new(j)=Value; /* Played in individual sport for varsity team */

Value=Value+1;

if qst40(i+2)=1 then qst40new(j)=Value; /* Participated in junior varsity team */

Value=Value+1;

if qst40(i+1)=1 then qst40new(j)=Value; /* Did not participate in junior varsity team */

Value=Value+1;

if qst40(i)=1 then qst40new(j)=Value; /* No interscholastic individual sport at school */

Value=Value+1;

End;

Source: ELS:2002 Student Questionnaire

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

-------
BYSCHNP
-------

Oct 2001 total school enrollment-administrator quax-categorical

Total school enrollment from school questionnaire. Public use version is categorical.

1. School enrollment from 1-199
2. School enrollment from 200-599
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: BYSCHNP 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 */
/* BYSCHNP is categorized, based on enrollment, into nine different categories (if N1 is non-missing) */
IF BYA01<=199 THEN BYSCHNP=1;
else IF 200<=BYA01<=499 THEN BYSCHNP=2;
else IF 500<=BYA01<=899 THEN BYSCHNP=3;
else IF 900<=BYA01<=1199 THEN BYSCHNP=4;
else IF 1200<=BYA01<=1599 THEN BYSCHNP=5;
else IF 1600<=BYA01<=1999 THEN BYSCHNP=6;
else IF 2000<=BYA01<=2499 THEN BYSCHNP=7;
else IF BYA01=2500 THEN BYSCHNP=8;
else BYSCHNP=9; /* missing */

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

Source: ELS:2002 School Administrator Questionnaire

-------
BYURBAN
-------

School urbanicity

1 Urban
2 Suburban
3 Rural

Programming Notes: BYURBAN 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 Sampling Data

-------
BYURBAN
-------

School urbanicity

Geographic region of school

1 Northeast
2 Midwest
3 South
4 West

Programming Notes: BYREGION 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 Sampling Data

-------
BYURBAN
-------

School urbanicity

School urbanicity

Grade span-administrator questionnaire

Grade span of 10th-grade school. Information from school administrator questionnaire. BYSPAN was categorized based on starting grade for school (not including pre-kindergarten/pre-school).
1 Span starts in elementary school grades (K-5)
2 Span starts in middle school grades (6-8)
3 Span starts in 9th grade
4 Span starts in 10th grade

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

### BY10FLP

**Imputation flag - BY10FLP**

BY10FLP was previously named PANCFLP in the BY ECB. Flag indicating whether the variable BY10FLP was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY10FLP not imputed</td>
<td>0</td>
<td>15562</td>
<td>93.4</td>
</tr>
<tr>
<td>BY10FLP imputed</td>
<td>1</td>
<td>1984</td>
<td>6.6</td>
</tr>
</tbody>
</table>

### BY20FLP

**Imputation flag - BY20FLP**

BY20FLP was previously named PANCFLP in the BY ECB. Flag indicating whether the variable BY20FLP was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY20FLP not imputed</td>
<td>0</td>
<td>14585</td>
<td>89.7</td>
</tr>
<tr>
<td>BY20FLP imputed</td>
<td>1</td>
<td>845</td>
<td>5.3</td>
</tr>
</tbody>
</table>

### BY30FLP

**Imputation flag - BY30FLP**

BY30FLP was previously named PANCFLP in the BY ECB. Flag indicating whether the variable BY30FLP was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY30FLP not imputed</td>
<td>0</td>
<td>15562</td>
<td>93.4</td>
</tr>
<tr>
<td>BY30FLP imputed</td>
<td>1</td>
<td>1984</td>
<td>6.6</td>
</tr>
</tbody>
</table>

### BY40FLP

**Imputation flag - BY40FLP**

BY40FLP was previously named PANCFLP in the BY ECB. Flag indicating whether the variable BY40FLP was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY40FLP not imputed</td>
<td>0</td>
<td>14585</td>
<td>89.7</td>
</tr>
<tr>
<td>BY40FLP imputed</td>
<td>1</td>
<td>845</td>
<td>5.3</td>
</tr>
</tbody>
</table>

### BY50FLP

**Imputation flag - BY50FLP**

BY50FLP was previously named PANCFLP in the BY ECB. Flag indicating whether the variable BY50FLP was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY50FLP not imputed</td>
<td>0</td>
<td>15562</td>
<td>93.4</td>
</tr>
<tr>
<td>BY50FLP imputed</td>
<td>1</td>
<td>1984</td>
<td>6.6</td>
</tr>
</tbody>
</table>

### BY60FLP

**Imputation flag - BY60FLP**

BY60FLP was previously named PANCFLP in the BY ECB. Flag indicating whether the variable BY60FLP was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY60FLP not imputed</td>
<td>0</td>
<td>14585</td>
<td>89.7</td>
</tr>
<tr>
<td>BY60FLP imputed</td>
<td>1</td>
<td>845</td>
<td>5.3</td>
</tr>
</tbody>
</table>

### BY70FLP

**Imputation flag - BY70FLP**

BY70FLP was previously named PANCFLP in the BY ECB. Flag indicating whether the variable BY70FLP was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY70FLP not imputed</td>
<td>0</td>
<td>15562</td>
<td>93.4</td>
</tr>
<tr>
<td>BY70FLP imputed</td>
<td>1</td>
<td>1984</td>
<td>6.6</td>
</tr>
</tbody>
</table>

### BY80FLP

**Imputation flag - BY80FLP**

BY80FLP was previously named PANCFLP in the BY ECB. Flag indicating whether the variable BY80FLP was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY80FLP not imputed</td>
<td>0</td>
<td>14585</td>
<td>89.7</td>
</tr>
<tr>
<td>BY80FLP imputed</td>
<td>1</td>
<td>845</td>
<td>5.3</td>
</tr>
</tbody>
</table>

### BY90FLP

**Imputation flag - BY90FLP**

BY90FLP was previously named PANCFLP in the BY ECB. Flag indicating whether the variable BY90FLP was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY90FLP not imputed</td>
<td>0</td>
<td>15562</td>
<td>93.4</td>
</tr>
<tr>
<td>BY90FLP imputed</td>
<td>1</td>
<td>1984</td>
<td>6.6</td>
</tr>
</tbody>
</table>
BYOCCFIM

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

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYOCCF not imputed</td>
<td>0</td>
<td>13219</td>
<td>81.3%</td>
</tr>
<tr>
<td>BYOCCF imputed</td>
<td>1</td>
<td>2211</td>
<td>13.6%</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>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BYINCMIM

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

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYINCOME not imputed</td>
<td>0</td>
<td>11941</td>
<td>73.5%</td>
</tr>
<tr>
<td>BYINCOME imputed</td>
<td>1</td>
<td>4311</td>
<td>26.5%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BYSTEXIM

BYSTEXIM was previously named STEXPTIM on the BY ECB.
Flag indicating whether the variable STEXPTIM (BYSTEX in student questionnaire) was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYSTEXP not imputed</td>
<td>0</td>
<td>11941</td>
<td>73.5%</td>
</tr>
<tr>
<td>BYSTEXP imputed</td>
<td>1</td>
<td>4311</td>
<td>26.5%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BYREADIM

Flag indicating whether the reading test scores were statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYREAD not imputed</td>
<td>0</td>
<td>14500</td>
<td>89.3%</td>
</tr>
<tr>
<td>BYREAD imputed</td>
<td>1</td>
<td>825</td>
<td>5.1%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>15325</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BYMATHIM

Flag indicating whether the math test scores were statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYMATH not imputed</td>
<td>0</td>
<td>14103</td>
<td>87.9%</td>
</tr>
<tr>
<td>BYMATH imputed</td>
<td>1</td>
<td>551</td>
<td>3.4%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>14654</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BYSCHPRG

Flag indicating whether the variable SCHPROG (BYS26 in student questionnaire) was statistically imputed or not imputed.

Source: ELS:2002 Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYSCHPRG not imputed</td>
<td>0</td>
<td>14103</td>
<td>87.9%</td>
</tr>
<tr>
<td>BYSCHPRG imputed</td>
<td>1</td>
<td>1640</td>
<td>10.1%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>15743</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

G-27
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

FI Weights and Composite

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</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 (G10COHRT=1) or
- Spring 2004 twelfth graders capable of completing questionnaires in 2004 regardless of 2002 participation (G12COHRT=1).

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

Note: The following reserve codes are used throughout the ELS. 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/MA" 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/BD" 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 First follow-up Weighting

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

Panel Weight, BY and F1 (2002 and 2004)

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 questionnaire-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

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

FI Sex-composite

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

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

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

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

FI 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 BYRACE1 for additional information. F1RACE was imputed if otherwise missing.

SAS code:
if BYRACE < 8 then F1RACE = F1RACE ;
else if F1RACE = 7 then do ;
end ;
else if F1RACE = 8 then do ;
end ;
else F1RACE = BYRACE ;

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

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

FI 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 BYRACE1 for additional information. F1RACE was imputed if otherwise missing.

SAS code:
if BYRACE < 8 then F1RACE = F1RACE ;
else if F1RACE = 7 then do ;
end ;
else if F1RACE = 8 then do ;
end ;
else F1RACE = BYRACE ;

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

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

FI 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 BYRACE1 for additional information. F1RACE was imputed if otherwise missing.

SAS code:
if BYRACE < 8 then F1RACE = F1RACE ;
else if F1RACE = 7 then do ;
end ;
else if F1RACE = 8 then do ;
end ;
else F1RACE = BYRACE ;

Source: ELS:2002 Student Questionnaire; Sampling; Parent Questionnaire; ELS:2002 First follow-up New Participant Supplement; Imputation
Base-Year to First Follow-up Electronic Codebook

Appendix G:

FI Student's native language-composite

Student’s native language-composite.

Taken from base year derived variable, BYNLANG, if available; for base year nonparticipants, this variable is set using FIN08 from the first follow-up interview.

SAS Code:

- ELSE IF FIN13C=1 THEN FIN13D=0 THEN FIFCOMP=4;
- / MOTHER ONLY */
- ELSE IF FIN13A=1 THEN FIFCOMP=5;
- / FATHER ONLY */
- ELSE IF FIN13B=1 THEN FIFCOMP=6;
- / FEMALE GUARDIAN ONLY */
- ELSE IF FIN13C=1 THEN FIFCOMP=7;
- / MOTHER AND GUARDIAN */
- ELSE IF FIN13D=1 THEN FIFCOMP=8;
- / MOTHER AND FATHER */
- ELSE IF FIN13B=1 THEN FIFCOMP=9;
- / MOTHER ONLY */
- ELSE IF FIN13D=1 THEN FIFCOMP=10;
- / MOTHER AND FATHER */
- END;
- ELSE FIFCOMP = 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 FIN01 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 1983 or 1984, the date of birth is set to "198400." If the student’s year of birth is less than 1980 or greater than 1989, the birth date is set to missing.

SAS Code:

- else F1FCOMP=-9;
- F1FCOMP=9;

ELS:2002 First follow-up New Participant Supplement

F1 Family composition

Family composition.

Taken from the base year parent interview composite variable, BYFCOMP, 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. BYFCOMP was imputed if otherwise missing.

SAS Code:

- if BYFCOMP in (-4,-8) then do
- /* MOTHER AND FATHER */
- / MOTHER AND GUARDIAN */
- ELSE IF FIN13A=1 AND FIN13D=1 THEN FIFCOMP=2;
- / FATHER AND GUARDIAN */
- ELSE IF FIN13B=1 AND FIN13C=1 OR FIN13D=1 THEN FIFCOMP=2;
- / TWO GUARDIANS */

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 FINMTHED and FIFATHED. In some cases, FIFATHED changes from the value of BYFATHED. This occurs only in cases where one parent’s education was obtained in the FY, and the missing parent’s education is obtained in the F1. SAS Code:

- FIFATHED = max(FINMTHED, FIFATHED);

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

---

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

---

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

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

Taken from base year derived variable, BYFATHED, if available; for base year nonparticipants, this variable is set to FIN14B from the first follow-up interview. BYFATHED was imputed if otherwise missing.

**SAS Code:**

```sas
else if BYFATHED in (-4,-8) and FIN14B ne -3 then BYFATHED = FIN14B ;
else if BYFATHED in (-4,-8) and FIN14B in (-3) then BYFATHED = -9 ;
else if BYFATHED <0 and FIN14B >= 0 then BYFATHED = FIN14B ;
else if BYFATHED <0 and FIN14B < 0 then BYFATHED = FIN14B ;
else if BYFATHED >= 0 then BYFATHED = BYOCCUM ;
```

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

---

**Completed Master’s degree or equivalent.**

- 7, 1385, 8.5% (7.5%)
- 5, 1483, 9.1% (9.0%)
- 4, 1252, 7.7% (8.0%)
- 3, 1499, 9.2% (9.7%)
- 2, 4590, 28.2% (30.3%)

**Clerical.**

- 1, 2191, 13.5% (13.9%)
- 2, 1385, 8.5% (7.5%)
- 4, 1252, 7.7% (8.0%)
- 3, 1499, 9.2% (9.7%)
- 2, 1385, 8.5% (7.5%)
- 4, 1252, 7.7% (8.0%)
- 3, 1499, 9.2% (9.7%)
- 2, 1385, 8.5% (7.5%)

**Operative.**

- 1, 389, 2.4% (2.5%)
- 2, 2191, 13.5% (13.9%)
- 3, 308, 1.9% (2.1%)
- 4, 620, 2.6% (2.9%)

**Laborer.**

- 5, 1693, 10.4% (10.7%)
- 6, 2395, 14.7% (14.8%)
- 7, 217, 1.3% (1.3%)
- 8, 1863, 11.5% (12.3%)

**Homemaker.**

- 1, 986, 6.1% (6.0%)
- 2, 554, 3.4% (3.4%)

**Professionals.**

- 9, 1727, 10.4% (10.9%)
- 10, 964, 5.9% (4.9%)

**Protective service.**

- 1, 986, 6.1% (6.0%)
- 2, 554, 3.4% (3.4%)

**Technical.**

- 16, 758, 4.7% (4.7%)

**TOTALS:**

- 16252, 100.0% (100.0%)

---

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

Taken from base year derived variable, BYOCCUM, 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. BYOCCUM was imputed if otherwise missing.

**SAS Code:**

```sas
else if BYOCCUM in (-4,-8) and FIN15 in (-3) then BYOCCUM = -9 ;
else if BYOCCUM <0 and FIN15 >= 0 then BYOCCUM = FIN15 ;
else if BYOCCUM <0 and FIN15 < 0 then BYOCCUM = FIN15 ;
else if BYOCCUM >= 0 then BYOCCUM = BYOCCUM ;
```

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

---

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

Mother/female guardian’s occupation-composite.

Taken from base year derived variable, BYOCCUF, 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. BYOCCUF was imputed if otherwise missing.

**FIN14** referenced in the SAS code below pertains to F1 respondents only and therefore is not included on the ECB but is included within F1OCCUF which contains FIN15 and BYOCCUF. This is consistent with all other new participant questions that have a BY version, the only difference is that the variable naming (FIN15) is not retained in order to distinguish it as an occupation composite.

**SAS Code:**

```sas
else if BYOCCUF in (-4,-8) and FIN14A ne -3 then BYOCCUF = FIN14A ;
else if BYOCCUF in (-4,-8) and FIN14A in (-3) then BYOCCUF = -9 ;
else if BYOCCUF <0 and FIN14A >= 0 then BYOCCUF = FIN14A ;
else if BYOCCUF <0 and FIN14A < 0 then BYOCCUF = FIN14A ;
else if BYOCCUF >= 0 then BYOCCUF = BYOCCUF ;
```

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

---

**No job for pay.**

- 0, 630, 3.9% (3.9%)
- 0, 1499, 9.2% (9.7%)

**Clerical.**

- 1, 2588, 15.9% (16.7%)
- 2, 364, 2.2% (2.3%)

**Craftsperson.**

- 3, 87, 0.5% (0.5%)

**Homemaker.**

- 4, 914, 5.7% (5.3%)

**Laborer.**

- 5, 712, 4.4% (4.2%)

**Manager, administrator.**

- 6, 1735, 10.7% (10.9%)
- 7, 29, 0.2% (0.2%)

**Operative.**

- 8, 669, 4.3% (4.4%)

**Professional A.**

- 9, 2303, 14.2% (13.9%)

**Professional B.**

- 10, 629, 3.9% (3.7%)

**Proprietor, owner.**

- 11, 388, 2.4% (2.4%)

**Protective service.**

- 12, 118, 0.7% (0.7%)

**Sales.**

- 13, 457, 4.3% (4.4%)

**School teacher.**

- 14, 1043, 6.4% (6.3%)

**Service.**

- 15, 2530, 15.6% (15.8%)

**Technical.**

- 16, 796, 4.8% (4.9%)

**TOTALS:**

- 16252, 100.0% (100.0%)
Socio-economic status (SES), version 1.

Variables occ_M, occ_F, F1MOTHED, F1OCCUF, BYINCOME, guardian's education (F1MOTHED), father's/guardian's education (F1PATHED), family income (BYINCOME), father's/guardian's occupation (F1OCUP), and mother's/guardian's occupation (F1OCUM). Each of these five composite variables that served as inputs to SES1 and SES2 were imputed if missing. See those variable descriptions for further detail.

An occupation prestige value was determined for F1OCUP and F1OCUM. 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 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:

if BYINCOME >= 0 then do;
if edc_F ne . then F1SES1no = sum(F1SES1no, 1);
/* If edc_F is not missing, increment counter by 1. */
if edc_M ne . then F1SES1no = sum(F1SES1no, 1);
/* If edc_M is not missing, increment counter by 1. */
else if F1FATHED in (10) then edc_F = .;
else if F1FATHED in (9) then edc_F = 6;
else if F1FATHED in (8) then edc_F = 4;
else if F1FATHED in (6) then edc_F = 3;
else if F1FATHED in (3, 4, 5) then edc_F = 3;
else if F1FATHED in (1, 2) then edc_F = F1FATHED;
if occ_F ne . then F1SES1no = sum(F1SES1no, 1);
/* If occ_F is not missing, increment counter by 1. */
end;
else if F1OCCUF = 17 then occ_F = .;
else if F1OCCUF = 16 then occ_F = 61.40;
else if F1OCCUF = 14 then occ_F = 70.21;
else if F1OCCUF = 13 then occ_F = 54.42;
else if F1OCCUF = 12 then occ_F = 38.00;
else if F1OCCUF = 11 then occ_F = 49.70;
else if F1OCCUF = 10 then occ_F = 70.21;
else if F1OCCUF = 9 then occ_F = 70.21;
else if F1OCCUF = 6 then occ_F = 67.73;
else if F1OCCUF = 5 then occ_F = 7.33;
else if F1OCCUF = 4 then occ_F = 28.00;
else if F1OCCUF = 3 then occ_F = 7.33;
else if F1OCCUF = 2 then occ_F = 27.41;
else if F1OCCUF = 1 then occ_F = 56.58;
end;
if occ_M ne . then F1SES1no = sum(F1SES1no, 1);
/* If occ_M is not missing, increment counter by 1. */
end;

F1 Quartile coding of SES1 variable

Socio-economic status quartiles, weighted, as determined by value of F1SES1. See description of F1SES1 and BYF51SEQ for additional information.

SAS Code:

/* Create composite FISE1SEQ by setting it equal to missing if FISE1SEQ is missing, otherwise setting it equal to the quartile break points of FISE1SEQ. */
data F1SES1QU;
set F1SES1OUT;
F1SES1QU = subtot / F1SES1no ;
subtot = sum(edc_M, edc_F, occ_M, occ_F, BYINCOME1, Items);
run;

/* Counter is increment by 1.  */
if hhn >= 5 then items = hhs / hhn;
else items = .;
if hhitms(i) in (0, 1) then do;
hhs = sum(hhs, hhitms(i));
end;
if hhitms(i) in (1, 2) then do;

array hhitms(10) F1N17A F1N17B F1N17C F1N17D F1N17E F1N17F F1N17G
F1N17H F1N17I F1N17J;
end;

F1SES1 = -9;
F1SES1NO = -9;
F1SESino = 0; /*Counts the number of nonmissing variables, max = 5*/
/* Variables occ_M, occ_F, Var edc_M edc_F occ_M, occ_F, BYINCOME1, Items are used because Proc Standard during the Z-normalization process replaces initial values with normalize ones. */

Appendix G: Base-Year to First Follow-up Electronic Codebook
Socio-economic status (using alternate occupational prestige scores).

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

**Appendix G:**

Base-Year to First Follow-up Electronic Codebook

---

**FISES2**  
student pub rec 1/5  
Pos. 344-348  
Format: 8.2  
FI Socio-economic status variable, v2

---

Socio-economic status using alternate occupational prestige scores.

Definition for FISES2 is the same as that for F1SES1 (see description) except 1989 GSS occupational prestige scores used instead of 1961 Duncan SEI-version.

**SAS Code:**

- In construction of FISES2 variable we are using values of GSS.
- if F1OCCF2 < -0.078300 then F1SES2 = 2;  
  else if F1OCCF2 < -0.5555700 then F1SES2 = 1;  
  else if F1OCCF2 >= 0.5555700 then F1SES2 = 4;  
  else F1SES2 = .;  
- /* Assigning 1989 occupational prestige scores */  
  if F1OCCF2 in (1,2) then occ_f = 38.26;  
  else if F1OCCF2 in (3) then occ_f = 38.51;  
  else if F1OCCF2 in (4) then occ_f = 38.51;  
  else if F1OCCF2 in (5) then occ_f = 38.51;  
  else if F1OCCF2 in (6) then occ_f = 38.51;  
  else if F1OCCF2 in (7) then occ_f = 38.51;  
  else if F1OCCF2 in (8) then occ_f = 38.51;  
  else if F1OCCF2 in (9) then occ_f = 38.51;  
  else if F1OCCF2 in (10) then occ_f = 38.51;  
  else occ_f = .;  
- /* Quartile coding of SES2 variable */  
  F1SES2 = .;  
  if F1SES2 is missing, otherwise setting it equal to the quartile break points of F1SES2.  
  if F1SES2 < -0.5555700 then F1SES2 = 1;  
  else if F1SES2 < 0.487150 then F1SES2 = 2;  
  else if F1SES2 < 0.487150 then F1SES2 = 3;  
  else F1SES2 = 4;  
- /* Create composite SES2QU by setting it equal to missing if F1SES2 is missing, otherwise setting it equal to the quartile break points of F1SES2. */  
  if F1SES2 is missing, otherwise setting it equal to the quartile break points of F1SES2.  
  if F1SES2 < -0.5555700 then F1SES2QU = 1;  
  else if F1SES2 < 0.487150 then F1SES2QU = 2;  
  else if F1SES2 < 0.487150 then F1SES2QU = 3;  
  else F1SES2QU = 4;  
- /* Counters based on weighted distribution of F1SES2 values */  
  if F1SES2 < -0.5555700 then F1SES2QU = 1;  
  else if F1SES2 < 0.487150 then F1SES2QU = 2;  
  else if F1SES2 < 0.487150 then F1SES2QU = 3;  
  else F1SES2QU = 4;  
- **Source:** ELS:2002 Parent Questionnaire; Student Questionnaire; ELS:2002 First follow-up New Participant Supplement; Imputation

---

**FISES2QU**  
student pub rec 1/5  
Pos. 349-350  
Format: 8.2  
FI Quartile coding of SES2 variable

---

Socio-economic status quartile, weighted, as determined by value of F1SES2. Definition for F1SES2QU is same as for F1SESQU except SES2 (and therefore SES2QU) uses 1989 GSS occupational prestige scores instead of 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. */  
  if F1SES2 is missing, otherwise setting it equal to the quartile break points of F1SES2.  
  if F1SES2 < -0.5555700 then F1SES2QU = 1;  
  else if F1SES2 < 0.487150 then F1SES2QU = 2;  
  else if F1SES2 < 0.487150 then F1SES2QU = 3;  
  else F1SES2QU = 4;  
- /* Counters based on weighted distribution of F1SES2 values */  
  if F1SES2 < -0.5555700 then F1SES2QU = 1;  
  else if F1SES2 < 0.487150 then F1SES2QU = 2;  
  else if F1SES2 < 0.487150 then F1SES2QU = 3;  
  else F1SES2QU = 4;  
- **Source:** ELS:2002 Parent Questionnaire; Student Questionnaire; ELS:2002 First follow-up New Participant Supplement; Imputation

---

**Appendix G:**

Base-Year to First Follow-up Electronic Codebook
## 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. F1STEXP was imputed for F1 respondents if otherwise missing. The following types of cases were not imputed for F1STEXP: 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

<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>50</td>
<td>0.3%</td>
</tr>
<tr>
<td>High school graduation only</td>
<td>2</td>
<td>185</td>
<td>1.1%</td>
</tr>
<tr>
<td>Attend or complete 2-year college/4-year college</td>
<td>3</td>
<td>679</td>
<td>4.2%</td>
</tr>
<tr>
<td>Attend college, 4-year degree incomplete</td>
<td>4</td>
<td>2055</td>
<td>12.6%</td>
</tr>
<tr>
<td>Obtain Master's degree or equivalent</td>
<td>5</td>
<td>556</td>
<td>3.2%</td>
</tr>
<tr>
<td>Student - abbreviated (BY participant)</td>
<td>6</td>
<td>4796</td>
<td>29.5%</td>
</tr>
<tr>
<td>Don't know</td>
<td>7</td>
<td>3294</td>
<td>20.3%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1263</td>
<td>7.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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

<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>54</td>
<td>0.3%</td>
</tr>
<tr>
<td>Clerical</td>
<td>2</td>
<td>499</td>
<td>3.1%</td>
</tr>
<tr>
<td>Farm manager</td>
<td>3</td>
<td>18</td>
<td>0.1%</td>
</tr>
<tr>
<td>Farmer, manager</td>
<td>4</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>Laborer</td>
<td>5</td>
<td>76</td>
<td>0.5%</td>
</tr>
<tr>
<td>Manager, administrator</td>
<td>6</td>
<td>443</td>
<td>2.7%</td>
</tr>
<tr>
<td>Military</td>
<td>7</td>
<td>142</td>
<td>0.9%</td>
</tr>
<tr>
<td>Operating</td>
<td>8</td>
<td>71</td>
<td>0.4%</td>
</tr>
<tr>
<td>Professional a</td>
<td>9</td>
<td>2181</td>
<td>13.4%</td>
</tr>
<tr>
<td>Professional b</td>
<td>10</td>
<td>452</td>
<td>2.8%</td>
</tr>
<tr>
<td>Protective service</td>
<td>11</td>
<td>300</td>
<td>1.8%</td>
</tr>
<tr>
<td>School teacher</td>
<td>12</td>
<td>10416</td>
<td>64.1%</td>
</tr>
<tr>
<td>Service</td>
<td>13</td>
<td>689</td>
<td>4.2%</td>
</tr>
<tr>
<td>Technical</td>
<td>14</td>
<td>689</td>
<td>4.2%</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>79</td>
<td>0.5%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>4472</td>
<td>27.5%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>39</td>
<td>0.2%</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>25</td>
<td>0.2%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>293</td>
<td>1.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Base-Year to First Follow-up Electronic Codebook

Appendix G:

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, homeschoolers) or did not participate in the first follow-up survey.

scenario 1: BY to F1 panel member:
- F1BYTFLG = 0 for first follow-up non-participants.
- F1BYTFLG = 1 for in-school participants who completed the test.
- F1BYTFLG = 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.
- F1BYTFLG = 3 for transfer students whose test score was imputed. SAS Code:
  - /* F1 nonparticipant, did not complete test */  if F1QSTAT = 0 then F1BYTFLG = 0;
  - /* Eligible for test, test completed */  else if F1TXMTH > -4 and F1TESTIM = 0 then F1BYTFLG = 1;
  - /* Eligible for test, test missing but imputed */  else if F1TXMTH > -4 and F1TESTIM=1 and F1PERFLST = then F1BYTFLG=2;
  - /* Ineligible for test, test missing but imputed */  else if F1TXMTH > -4 and F1TESTIM = 1 then F1BYTFLG = 3;
  - /* Ineligible for test, test not imputed (dropout) */  else F1BYTFLG = 4;

scenario 2: Not a BY to F1 panel member:
- F1BYTFLG = 0

F1 mode of quex administration

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.

Reserve Codes:
- [Nonrespondent] -4
- Survey component legitimate skip/NA -8

F1 student completed 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:
- /* First follow-up survey who completed a regular student questionnaire */  F1STQFLG = 1;
- /* All other first follow-up participants who completed other types of questionnaires (transfer, dropout, early graduate, home school) */  else if F1QSTAT = 0 then F1STQFLG = 0;
- /* F1STQFLG = -8 */  else F1STQFLG = -8;
- /* quex ineligible*/  else F1STQFLG = -4;
- /* nonparticipant */  else F1STQFLG = 0;

SAS Code:
- F1TSTAT=4 for first follow-up respondents no longer in school
- F1TSTAT=3 for transfer students whose test score was imputed.
- The score imputed.
- 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=1 for in-school participants that completed the test.
- F1TSTAT=0 for first follow-up non-participants.

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

#### F1g-35

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1192</td>
<td>7.3%</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>15060</td>
<td>92.7%</td>
<td></td>
</tr>
</tbody>
</table>

#### F1g-36

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>14429</td>
<td>88.8%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>135</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>425</td>
<td>2.6%</td>
<td></td>
</tr>
</tbody>
</table>

#### F1g-37

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1275</td>
<td>7.8%</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1275</td>
<td>7.8%</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

#### F1g-38

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>14303</td>
<td>88.0%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>135</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>425</td>
<td>2.6%</td>
<td></td>
</tr>
</tbody>
</table>

### Source:

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

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

---

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

P1 dropout status

Status indicator for the spring term, 2004:
0 = Not dropout/alternative completer
1 = Dropout as of spring term 2004
2 = Alternative completer: earned early GED (prior to 3/15/2004)
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. Participates were not asked on student, transfer, or homeschool questionnaires whether they had a dropout spell. For these students, dropout incidence information was provided only by the school.
4 = Enrollment status out of scope (i.e., out of country and temporarily out of scope; deceased, etc.).

SAS Code:
if F1DROP = 6 then F1IDSTAT = 4; /* out of scope */
else if F1DROP = 3 then F1IDSTAT = 1; /* in Spring 04 */
else if F1DROP = 1 then F1IDSTAT = 2; /* Alternative */
else if F1DROP in (1,2,4,5) and (F1IDRS03 = 3 or F1IDRS04 = 3) then F1IDSTAT = 3; /* School reported dropout*/
else F1IDSTAT = 0; /* Not dropout */

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

---

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

P1 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). FITEACC was set to 1 if special test accommodations and/or extra time were needed. Those taking test accommodations had FITEACC=6. FITEACC=8 for those that did not take the test(s).

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

SAS Code:
if F1TEATYP = 1 then FITEACC = 8; /* FITEACC = 1 are test reaps */
else if F1TEATYP in (1,2) then FITEACC = 1; /* test accommodations */
else FITEACC = 0; /* no test accommodations */

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

---

F1 Math IRT estimated number right for first year scores

Base Year Math Item-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 FITEMIRR: F1 freshmen cases, BY questionnaire-ineligible cases, and BY nonrespondents that were F1 questionnaire-ineligible cases.

Source: ELS:2002 Base Year Cognitive Tests; Imputation

---

---

---

---

---

---

---

---

---

---

---


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

<table>
<thead>
<tr>
<th>STUDENT.PUB Rec.</th>
<th>Epoch</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/5</td>
<td>Pos. 397-401</td>
<td>N5.2</td>
</tr>
<tr>
<td>1/5</td>
<td>Pos. 402-403</td>
<td>N2</td>
</tr>
<tr>
<td>1/5</td>
<td>Pos. 404-408</td>
<td>N5.2</td>
</tr>
<tr>
<td>1/5</td>
<td>Pos. 409-413</td>
<td>N5.2</td>
</tr>
<tr>
<td>1/5</td>
<td>Pos. 412-418</td>
<td>N5.2</td>
</tr>
<tr>
<td>1/5</td>
<td>Pos. 414-423</td>
<td>N5.2</td>
</tr>
</tbody>
</table>

**Math standardized 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 theta (ability) estimate, and has a mean of 50 and standard deviation of 10 for the weight 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 cases, and F1 questionnaire-ineligible cases.

**Mathematics achievement 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 of the 12th grade population, quartile 4 the highest.

The following types of cases were not imputed for FITERQU: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Cognitive Tests; Imputation cases, and F1 questionnaire-ineligible cases.

**Mathematics proficiency probability at level 1**

Probability of proficiency at mathematics level 1: simple arithmetical operations on whole numbers. 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 FITTXMP: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and F1 questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Cognitive Tests; Imputation cases, and F1 questionnaire-ineligible cases.

**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.

The following types of cases were not imputed for FITTXMP: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and F1 questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Cognitive Tests; Imputation cases, and F1 questionnaire-ineligible cases.

**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.

The following types of cases were not imputed for FITTXMP: Dropouts, Early Graduates, Homeschoolers, F1 nonrespondents, out of scope cases, and F1 questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Cognitive Tests; Imputation cases, and F1 questionnaire-ineligible cases.
Appendix G: Base-Year to First Follow-up Electronic Codebook

--------
FITKAMPP 
--------
STUDENT.PUB Rec. 1/5
Pos. 424-428
Format: R5.2

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 FITKAMPP: Dropout, Early Graduates, Homescholars, PI nonrespondents, out of scope cases, and P1 questionnaire-ineligible cases.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-1.0, 0.3751/0.4132]</td>
<td>c</td>
<td>13702</td>
<td>84.3%</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>2550</td>
<td>15.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

--------
FITGAMPP 
--------
STUDENT.PUB Rec. 1/5
Pos. 429-433
Format: R5.2

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 FITGAMPP: Dropout, Early Graduates, Homescholars, PI nonrespondents, out of scope cases, and P1 questionnaire-ineligible cases.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-1.0, 0.0471/0.1583]</td>
<td>c</td>
<td>13702</td>
<td>84.3%</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>2550</td>
<td>15.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

-------
F1PSELNM 
-------
STUDENT.PUB Rec. 1/5
Pos. 440-444
Format: R2

F1 post-secondary plans right after high school

Post-secondary plans right after high school are obtained from a series of student level variables evaluating plans right after high school (F1S45) or some time in the future (F1S47 and F1S49). Early graduates are flagged if they are enrolled in an educational institution (F1E40). SAS code:

- if F1S45=1 then F1PSEPLAN=5;
- if F1S47=1 then F1PSEPLAN=6;
- if F1S49=1 then F1PSEPLAN=7;
- else if F1E40=1 then F1PSEPLAN=3.

The following types of cases were not imputed for F1PSELNM: Dropout, Early Graduates, Homescholars, PI nonrespondents, out of scope cases, and P1 questionnaire-ineligible cases.

Source: ELS:2002 First follow-up 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>[200401-200408]</td>
<td>c</td>
<td>14989</td>
<td>92.2%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1263</td>
<td>7.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

-------
F1HIMATH 
-------
STUDENT.PUB Rec. 1/5
Pos. 424-428
Format: R5.2

Trigonometry, pre-calculus, or calculus

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

SAS code:

else if f1s17c in (2,3,4) or f1s17d in (2,3,4) then F1HIMATH=3;
### 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLSEX not imputed........................0</td>
<td>16241</td>
<td>99.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>FLSEX contains a value imputed in BY...1</td>
<td>10</td>
<td>0.7%</td>
<td>0.5%</td>
</tr>
<tr>
<td>FLSEX contains a value imputed in F1....2</td>
<td>1</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**FIREXIM**

Imputation Flag - FIREX

Flag indicating whether the variables FIREX and FIREX_R were statistically imputed or not imputed.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIREX not imputed........................0</td>
<td>16241</td>
<td>99.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>FIREX contains a value imputed in F1....2</td>
<td>13</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**FISTLANIM**

Imputation Flag - FISTLAN

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FISTLAN not imputed.....................0</td>
<td>15885</td>
<td>97.7%</td>
<td>98.0%</td>
</tr>
<tr>
<td>FISTLAN contains a value imputed in BY..1</td>
<td>334</td>
<td>2.1%</td>
<td>1.8%</td>
</tr>
<tr>
<td>FISTLAN contains a value imputed in F1..2</td>
<td>33</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**FIFCMDM**

Imputation Flag - FIFCMD

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIFCMD not imputed......................0</td>
<td>14253</td>
<td>88.1%</td>
<td>89.5%</td>
</tr>
<tr>
<td>FIFCMD contains a value imputed in F1..2</td>
<td>65</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

---

**F1FCOMP contains a value imputed in F1..**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F1FCOMP contains a value imputed in BY..</td>
<td>1</td>
<td>1868</td>
</tr>
<tr>
<td>F1FCOMP contains a value imputed in F1..</td>
<td>2</td>
<td>111</td>
</tr>
</tbody>
</table>

**F1STLANG contains a value imputed in F1.**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F1STLANG contains a value imputed in BY..</td>
<td>1</td>
<td>334</td>
</tr>
<tr>
<td>F1STLANG not imputed....................</td>
<td>0</td>
<td>15885</td>
</tr>
</tbody>
</table>

**F1RACE contains a value imputed in F1...**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F1RACE contains a value imputed in BY..</td>
<td>1</td>
<td>1508</td>
</tr>
<tr>
<td>F1RACE not imputed......................</td>
<td>0</td>
<td>14561</td>
</tr>
</tbody>
</table>

**F1SEX contains a value imputed in BY....**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F1SEX not imputed.......................</td>
<td>0</td>
<td>16241</td>
</tr>
</tbody>
</table>

**F1OCCUF contains a value imputed in F1..**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F1OCCUF contains a value imputed in BY..</td>
<td>1</td>
<td>845</td>
</tr>
<tr>
<td>F1OCCUF not imputed.....................</td>
<td>0</td>
<td>15407</td>
</tr>
</tbody>
</table>

**F1OCCUM contains a value imputed in F1..**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F1OCCUM contains a value imputed in BY..</td>
<td>1</td>
<td>334</td>
</tr>
<tr>
<td>F1OCCUM not imputed.....................</td>
<td>0</td>
<td>15918</td>
</tr>
</tbody>
</table>

**F1FATHED contains a value imputed in F1.**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F1FATHED not imputed....................</td>
<td>0</td>
<td>15546</td>
</tr>
<tr>
<td>F1FATHED contains a value imputed in BY..</td>
<td>1</td>
<td>111</td>
</tr>
</tbody>
</table>

**F1MOTHED contains a value imputed in F1.**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F1MOTHED not imputed....................</td>
<td>0</td>
<td>15333</td>
</tr>
<tr>
<td>F1MOTHED contains a value imputed in BY..</td>
<td>1</td>
<td>595</td>
</tr>
</tbody>
</table>

---

Appendix G:

- **FLSEXIM**
  - Student Pub Rec. 1/5
  - Pos. 444-445
  - Format: N2

- **FIREXIM**
  - Student Pub Rec. 1/5
  - Pos. 446-447
  - Format: N2

- **FISTLANIM**
  - Student Pub Rec. 1/5
  - Pos. 448-449
  - Format: N2

- **FIFCMDM**
  - Student Pub Rec. 1/5
  - Pos. 450-451
  - Format: N2

- **F1FCOMP**
  - Student Pub Rec. 1/5
  - Pos. 452-453
  - Format: N2

- **F1STLANG**
  - Student Pub Rec. 1/5
  - Pos. 454-455
  - Format: N2

- **F1RACE**
  - Student Pub Rec. 1/5
  - Pos. 456-457
  - Format: N2

- **F1SEX**
  - Student Pub Rec. 1/5
  - Pos. 458-459
  - Format: N2

---

G-39
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---
F1STEXP
---
Imputation Flag - F1STEXP

Flag indicating whether the variable F1STEXP was statistically imputed or not imputed. The following types of cases were not imputed for F1STEXP: F1 nonrespondents, out of scope cases, and questionnaire-ineligible cases.

Source: ELS:2002 First follow-up Imputation

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1STEXP not imputed</td>
<td>16161</td>
<td>0.8%</td>
<td>99.4%</td>
</tr>
<tr>
<td>F1STEXP imputed</td>
<td>91</td>
<td>0.6%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

---
FITESTIM
---
Imputation Flag - F1 math scores

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1 math scores not imputed</td>
<td>10995</td>
<td>67.7%</td>
<td>79.1%</td>
</tr>
<tr>
<td>F1 math scores imputed</td>
<td>2707</td>
<td>16.7%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

---
F1GRADIM
---
Imputation Flag - 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1GRADE not imputed</td>
<td>13668</td>
<td>84.1%</td>
<td>99.7%</td>
</tr>
<tr>
<td>F1GRADE imputed</td>
<td>34</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

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

BT Student Questionnaire

---

**BY14**

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

**Pos. 464-467**

**Format: N2**

**Sex of student**

- 14. What is your sex?
  - Male
  - Female

**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 non-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 respondents who reported more than one response for an item that requires only one response.

**RESERVE CODES:**

- **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.
- **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 or because of 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.

**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>Male</td>
<td>1</td>
<td>7754</td>
<td>46.7%</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>7671</td>
<td>47.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Nonrespondent**
- **Multiple response**
- **Survey component legitimate skip/NA**
- **Missing**

**TOTALS:**

- 16252 100.0% 100.0%

---

**BY15**

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

**Pos. 468-469**

**Format: N2**

**Student is Hispanic**

- 15. Are you Hispanic or Latino/Latina?
  - Yes (GO TO QUESTION 16)
  - No (SKIP TO QUESTION 17)

**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>No</td>
<td>1</td>
<td>2219</td>
<td>13.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>12409</td>
<td>76.6%</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%

---

**BY20A**

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

**Pos. 470-471**

**Format: N2**

**20. How much do you agree or disagree with each of the following statements about your current school teachers?**

**Source:** ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>967</td>
<td>6.0%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>10114</td>
<td>62.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3133</td>
<td>19.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>413</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Nonrespondent**
- **Multiple response**
- **Partial interview-breakoff**
- **Survey component legitimate skip/NA**
- **Missing**

**TOTALS:**

- 16252 100.0% 100.0%

---

**BY20B**

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

**Pos. 472-473**

**Format: N2**

**20. How much do you agree or disagree with each of the following statements about your current school and teachers?**

**Source:** ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>2525</td>
<td>15.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>7761</td>
<td>47.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3534</td>
<td>21.7%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>739</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Nonrespondent**
- **Multiple response**
- **Partial interview-breakoff**
- **Survey component legitimate skip/NA**
- **Missing**

**TOTALS:**

- 16252 100.0% 100.0%

---

**BY20C**

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

**Pos. 474-475**

**Format: N2**

**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?**

**Source:** ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>4682</td>
<td>28.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>8452</td>
<td>52.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1187</td>
<td>7.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>252</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Nonrespondent**
- **Multiple response**
- **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

---

**BY202O**  
STUDENT.PUB Rec. 1/5  
Pos. 476-477  
Format: N2

**BY202O**  
STUDENT.PUB Rec. 1/5  
Pos. 478-479  
Format: N2

**BY202O**  
STUDENT.PUB Rec. 1/5  
Pos. 480-481  
Format: N2

**BY202G**  
STUDENT.PUB Rec. 1/5  
Pos. 482-483  
Format: N2

**BY202G**  
STUDENT.PUB Rec. 1/5  
Pos. 484-485  
Format: N2

**BY202G**  
STUDENT.PUB Rec. 1/5  
Pos. 486-487  
Format: N2

---

**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.

**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.

---

**Teachers praise effort**

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)  
g. When I work hard on schoolwork, my teachers praise my effort  
Note: This is one of a series of items, a through n.

---

**When I work hard on schoolwork, my teachers praise my effort**

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)  
h. In class I often feel "put down" by my teachers  
Note: This is one of a series of items, a through n.

---

**In class often feel put down by teachers**

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)  
i. In class I often feel "put down" by other students  
Note: This is one of a series of items, a through n.

---

**The teaching is good**

20. How much do you agree or disagree with each of the following statements about your current school and teachers?  
(Strongly Agree; Agree; Disagree; Strongly Disagree)  
(MARK ONE RESPONSE ON EACH LINE)  
j. The teaching is good  
Note: This is one of a series of items, a through n.

---

**In class often feels put down by teachers**

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)  
k. In class I often feel "put down" by other students  
Note: This is one of a series of items, a through n.
20. How much do you agree or disagree with each of the following statements about your current school and teachers?

(MARK ONE RESPONSE OR EACH LINE)

(Strongly Agree; Agree; Disagree; Strongly Disagree)

a. I don’t feel safe at this school

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>350</td>
<td>41.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>250</td>
<td>29.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>100</td>
<td>11.8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>70</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

Total: 870

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

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

Racial/ethnic groups often fight

20. How much do you agree or disagree with each of the following statements about your current school and teachers?

(MARK ONE RESPONSE OR EACH LINE)

(Strongly Agree; Agree; Disagree; Strongly Disagree)

a. Everyone knows what the school rules are

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2500</td>
<td>29.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>1500</td>
<td>17.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1000</td>
<td>11.8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>500</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

Total: 6500

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

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

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

G-43
Appendix G: Base-Year to First Follow-up Electronic Codebook

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

School rules are fair

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

   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
   e. If a school rule is broken, students know what kind of punishment will follow

   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>Strongly agree</td>
<td>1</td>
<td>992</td>
<td>6.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6904</td>
<td>42.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5016</td>
<td>30.9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1546</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   [Nonrespondent] | -4 | 651 | 4.0% |
   [Multiple responses] | -6 | 8 | 0.0% |
   [Partial interview-breakoff] | -7 | 585 | 3.6% |
   [Survey component legitimate skip/NA] | -8 | 276 | 1.7% |
   [Missing] | -9 | 276 | 1.7% |

   TOTALS: 16252 100.0% 100.0%

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 to sell me drugs at school
   c. Someone offered drugs at school

   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>Never</td>
<td>1</td>
<td>1799</td>
<td>11.1%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>8404</td>
<td>51.7%</td>
</tr>
<tr>
<td>More than twice</td>
<td>3</td>
<td>3578</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   [Nonrespondent] | -4 | 651 | 4.0% |
   [Multiple responses] | -6 | 5 | 0.0% |
   [Partial interview-breakoff] | -7 | 585 | 3.6% |
   [Survey component legitimate skip/NA] | -8 | 276 | 1.7% |
   [Missing] | -9 | 276 | 1.7% |

   TOTALS: 16252 100.0% 100.0%

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

Someone offered drugs 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. Someone offered to sell me drugs at school
   b. Someone offered drugs at school

   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>Never</td>
<td>1</td>
<td>8758</td>
<td>53.9%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>6988</td>
<td>43.7%</td>
</tr>
<tr>
<td>More than twice</td>
<td>3</td>
<td>894</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   [Nonrespondent] | -4 | 651 | 4.0% |
   [Multiple responses] | -6 | 17 | 0.1% |
   [Partial interview-breakoff] | -7 | 585 | 3.6% |
   [Survey component legitimate skip/NA] | -8 | 276 | 1.7% |
   [Missing] | -9 | 276 | 1.7% |

   TOTALS: 16252 100.0% 100.0%
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)

a. Someone threatened to hurt me at school
b. Someone hit me
c. Someone threatened to hurt me at school

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>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>69.4%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>14.9%</td>
<td>17.4%</td>
</tr>
<tr>
<td>More than twice</td>
<td>3</td>
<td>5.2%</td>
<td>6.3%</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)
-9 127 0.8% (MISS)

TOTA LS: 16252 100.0% 100.0%

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)

b. Someone hit me

d. I got into a physical fight at school

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>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>78.1%</td>
<td>86.1%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>2.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>More than twice</td>
<td>3</td>
<td>9.2%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

-4 651 4.0% (MISS)
-6 8 0.0% (MISS)
-7 585 3.6% (MISS)
-8 276 1.7% (MISS)
-9 124 0.9% (MISS)

TOTA LS: 16252 100.0% 100.0%

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)

g. Someone purposely damaged or destroyed my belongings

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>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>72.1%</td>
<td>79.7%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>13.9%</td>
<td>15.4%</td>
</tr>
<tr>
<td>More than twice</td>
<td>3</td>
<td>5.2%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

-4 651 4.0% (MISS)
-6 8 0.0% (MISS)
-7 585 3.6% (MISS)
-8 276 1.7% (MISS)
-9 174 1.5% (MISS)

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

---
BY232A 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? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   a. Won an academic honor

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>9428</td>
<td>58.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>5127</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent
- Multiple response
- Partial interview-breakoff
- Survey component legitimate skip/NA

TOTALS: 16252 100.0% 100.0%

---
BY232B 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? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   b. Received special recognition for good attendance

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>1178</td>
<td>70.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3190</td>
<td>19.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent
- Multiple response
- Partial interview-breakoff
- Survey component legitimate skip/NA

TOTALS: 16252 100.0% 100.0%

---
BY232C 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? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   c. Received special recognition for good grades or honor roll

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>7413</td>
<td>45.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>7167</td>
<td>44.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent
- Multiple response
- Partial interview-breakoff
- Survey component legitimate skip/NA

TOTALS: 16252 100.0% 100.0%

---
BY232D 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? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   d. Received a community service award

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>13344</td>
<td>82.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1206</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent
- Multiple response
- Partial interview-breakoff
- Survey component legitimate skip/NA

TOTALS: 16252 100.0% 100.0%

---
BY232E 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? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   e. Participated in a science, math or technology fair

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>12534</td>
<td>77.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1983</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent
- Multiple response
- Partial interview-breakoff
- Survey component legitimate skip/NA

TOTALS: 16252 100.0% 100.0%

---
BY232F 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? (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   f. Vocational/technical skills competition (e.g., DECA, VICA, FFA, FFA)

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>13405</td>
<td>82.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1149</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent
- Multiple response
- Partial interview-breakoff
- Survey component legitimate skip/NA

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

---
**BY24A**

By: STUDENT.PUB Rec. 1/5
Pos: 536-537
Format: N2

How many times late for school

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

*MARK ONE RESPONDER ON EACH LINE*

(Never; 1-2 times; 3-6 times; 7-9 times; 10 or more times)

a. I was late for school

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

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>Never</td>
<td>1</td>
<td>1578</td>
<td>12.0%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>5252</td>
<td>40.7%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>2394</td>
<td>19.7%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>748</td>
<td>5.9%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>41</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent]...-4 | 651 | 4.9% (MISS)
- [Multiple responses]...-6 | 21 | 0.2% (MISS)
- [Partial interview-breakoff]...-7 | 985 | 7.8% (MISS)
- [Survey component legitimate skip/NA]...-8 | 276 | 2.2% (MISS)
- [Missing]...-9 | 102 | 0.8% (MISS)

TOTALES: 16252 100.0% 100.0%

---

**BY24B**

By: STUDENT.PUB Rec. 1/5
Pos: 538-539
Format: N2

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 RESPONDER ON EACH LINE*

(Never; 1-2 times; 3-6 times; 7-9 times; 10 or more times)

b. I cut or skipped classes

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

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>Never</td>
<td>1</td>
<td>1036</td>
<td>8.5%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>223</td>
<td>1.8%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>877</td>
<td>1.4%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>232</td>
<td>0.2%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>505</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent]...-4 | 651 | 4.9% (MISS)
- [Multiple responses]...-6 | 21 | 0.2% (MISS)
- [Partial interview-breakoff]...-7 | 985 | 7.8% (MISS)
- [Survey component legitimate skip/NA]...-8 | 276 | 2.2% (MISS)
- [Missing]...-9 | 102 | 0.8% (MISS)

TOTALES: 16252 100.0% 100.0%

---

**BY24C**

By: STUDENT.PUB Rec. 1/5
Pos: 540-541
Format: N2

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 RESPONDER ON EACH LINE*

(Never; 1-2 times; 3-6 times; 7-9 times; 10 or more times)

c. I was absent from school

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

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>Never</td>
<td>1</td>
<td>2239</td>
<td>13.8%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>5289</td>
<td>36.5%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>4675</td>
<td>32.9%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>1295</td>
<td>9.1%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>1068</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent]...-4 | 651 | 4.9% (MISS)
- [Multiple responses]...-6 | 47 | 0.3% (MISS)
- [Partial interview-breakoff]...-7 | 985 | 7.8% (MISS)
- [Survey component legitimate skip/NA]...-8 | 276 | 2.2% (MISS)
- [Missing]...-9 | 246 | 1.5% (MISS)

TOTALES: 16252 100.0% 100.0%

---

**BY24A**

By: STUDENT.PUB Rec. 1/5
Pos: 542-543
Format: N2

How many times got in trouble

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

*MARK ONE RESPONDER ON EACH LINE*

(Never; 1-2 times; 3-6 times; 7-9 times; 10 or more times)

d. I got in trouble for not following school rules

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

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>Never</td>
<td>1</td>
<td>1337</td>
<td>92.3%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>979</td>
<td>6.7%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>119</td>
<td>0.8%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>28</td>
<td>0.2%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>59</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent]...-4 | 651 | 4.9% (MISS)
- [Multiple responses]...-6 | 47 | 0.3% (MISS)
- [Partial interview-breakoff]...-7 | 985 | 7.8% (MISS)
- [Survey component legitimate skip/NA]...-8 | 276 | 2.2% (MISS)
- [Missing]...-9 | 246 | 1.5% (MISS)

TOTALES: 16252 100.0% 100.0%

---

**BY24D**

By: STUDENT.PUB Rec. 1/5
Pos: 544-545
Format: N2

How many times put on in-school suspension

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

*MARK ONE RESPONDER ON EACH LINE*

e. I was put on in-school suspension

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

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>Never</td>
<td>1</td>
<td>1337</td>
<td>92.3%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>979</td>
<td>6.7%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>119</td>
<td>0.8%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>28</td>
<td>0.2%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>59</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent]...-4 | 651 | 4.9% (MISS)
- [Multiple responses]...-6 | 47 | 0.3% (MISS)
- [Partial interview-breakoff]...-7 | 985 | 7.8% (MISS)
- [Survey component legitimate skip/NA]...-8 | 276 | 2.2% (MISS)
- [Missing]...-9 | 246 | 1.5% (MISS)

TOTALES: 16252 100.0% 100.0%

---

**BY24E**

By: STUDENT.PUB Rec. 1/5
Pos: 546-547
Format: N2

How many times suspended/put on probation

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

MARK ONE RESPONDER ON EACH LINE

(Never; 1-2 times; 3-6 times; 7-9 times; 10 or more times)

f. I was suspended or put on probation

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

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>Never</td>
<td>1</td>
<td>1337</td>
<td>92.3%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>979</td>
<td>6.7%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>119</td>
<td>0.8%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>28</td>
<td>0.2%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>59</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent]...-4 | 651 | 4.9% (MISS)
- [Multiple responses]...-6 | 47 | 0.3% (MISS)
- [Partial interview-breakoff]...-7 | 985 | 7.8% (MISS)
- [Survey component legitimate skip/NA]...-8 | 276 | 2.2% (MISS)
- [Missing]...-9 | 246 | 1.5% (MISS)

TOTALES: 16252 100.0% 100.0%
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)
   <name>

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>14460</td>
<td>89.2%</td>
<td>98.9%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
<td>129</td>
<td>0.8%</td>
</tr>
<tr>
<td>3-6 times</td>
<td>3</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>7-9 times</td>
<td>4</td>
<td>6</td>
<td>0.0%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>5</td>
<td>22</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
   [Nonrespondent] | -4 | 651 | 4.0% | (MISS) |
   [Multiple responses] | -6 | 2 | 0.0% | (MISS) |
   [Partial interview-breakoff] | -7 | 585 | 3.6% | (MISS) |
   [Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS) |
   [Missing] | -9 | 107 | 0.7% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BY254A STUDENT.PUB Rec: 1/5
--
Pos. 548-549
Format: N2

1st friend’s sex

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 25g. Is this first friend...?

Appplies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6836</td>
<td>42.1%</td>
<td>48.2%</td>
</tr>
<tr>
<td>Female</td>
<td>7478</td>
<td>46.0%</td>
<td>51.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
   [Nonrespondent] | -4 | 651 | 4.0% | (MISS) |
   [Multiple responses] | -6 | 2 | 0.0% | (MISS) |
   [Partial interview-breakoff] | -7 | 585 | 3.6% | (MISS) |
   [Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS) |
   [Missing] | -9 | 424 | 2.6% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BY254A STUDENT.PUB Rec: 1/5
--
Pos. 550-551
Format: N2

1st friend is Hispanic

25. Is this first friend Hispanic or Latino/Latina?

Appplies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>12139</td>
<td>75.1%</td>
<td>85.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1908</td>
<td>11.7%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

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 | 429 | 3.0% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BY254A STUDENT.PUB Rec: 1/5
--
Pos. 552-553
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)
   8th
   9th
   10th
   11th
   12th
   Other

Appplies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>8</td>
<td>59</td>
<td>0.4%</td>
</tr>
<tr>
<td>9th</td>
<td>9</td>
<td>833</td>
<td>5.1%</td>
</tr>
<tr>
<td>10th</td>
<td>10</td>
<td>11277</td>
<td>68.4%</td>
</tr>
<tr>
<td>11th</td>
<td>11</td>
<td>1401</td>
<td>8.6%</td>
</tr>
<tr>
<td>12th</td>
<td>12</td>
<td>600</td>
<td>3.7%</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>133</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
   [Nonrespondent] | -4 | 651 | 4.0% | (MISS) |
   [Multiple responses] | -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 | 420 | 2.6% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BY254A STUDENT.PUB Rec: 1/5
--
Pos. 554-555
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)
   Not at all important
   Somewhat important
   Very important

Appplies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all important</td>
<td>1</td>
<td>722</td>
<td>4.4%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>6510</td>
<td>40.1%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>7046</td>
<td>43.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
   [Nonrespondent] | -4 | 651 | 4.0% | (MISS) |
   [Multiple responses] | -6 | 21 | 0.1% | (MISS) |
   [Partial interview-breakoff] | -7 | 585 | 3.6% | (MISS) |
   [Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS) |
   [Missing] | -9 | 441 | 2.7% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---

BY254A STUDENT.PUB Rec: 1/5
--
Pos. 556-557
Format: N2

10th grader knows 1st friend’s parents

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

Appplies to: All respondents.

Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2083</td>
<td>12.8%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>12203</td>
<td>75.1%</td>
<td>86.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
   [Nonrespondent] | -4 | 651 | 4.0% | (MISS) |
   [Multiple responses] | -6 | 6 | 0.0% | (MISS) |
   [Partial interview-breakoff] | -7 | 585 | 3.6% | (MISS) |
   [Survey component legitimate skip/NA] | -8 | 276 | 1.7% | (MISS) |
   [Missing] | -9 | 448 | 2.8% | (MISS) |

TOTALS: 16252 100.0% 100.0%

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

---
BYS25QA
STUDENT.PUB Rec. 1/5
Pos. 560-561
Format: H2

Parents know 1st friend's parents

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

---
BYS25AB
STUDENT.PUB Rec. 1/5
Pos. 562-563
Format: H2

2nd friend's sex

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 25g. Is this second friend . . . ?

Male
Female

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

---
BYS25BB
STUDENT.PUB Rec. 1/5
Pos. 564-565
Format: H2

2nd friend in Hispanic

25. Is this second friend Hispanic or Latino/Latina?
Yes
No

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

---
BYS25BD
STUDENT.PUB Rec. 1/5
Pos. 566-567
Format: H2

2nd friend's grade level at school

25. What grade is this second friend in at your school?
(MARK ONE RESPONSE FOR EACH FRIEND)
8th
9th
10th
11th
12th
Other

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

---
BYS25BE
STUDENT.PUB Rec. 1/5
Pos. 568-569
Format: H2

Importance of grades to 2nd friend

25. How important is getting good grades to this second friend?
(MARK ONE RESPONSE FOR EACH FRIEND)
Not at all important
Somewhat important
Very important

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

---
BYS25BB
STUDENT.PUB Rec. 1/5
Pos. 570-571
Format: H2

10th grader knows 2nd friend's parents

25. Do you know either or both of this second friend's parents?
Yes
No

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

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

---

BY25GB  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
   No

Applies to: All respondents providing responses for 2 or more friends.
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>No</td>
<td>0</td>
<td>5590</td>
<td>34.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>8374</td>
<td>51.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA: -3
  Nonrespondent: -4
  Multiple responses: -6
  Partial interview-breakoff: -7
  Survey component legitimate skip/NA: -8
  Missing: -9

TOTALS: 16252 100.0% 100.0%

---

BY25AC  STUDENT.PUB Rec. 1/5
--------  Pos. 574-575  Format: N2

3rd friend's sex

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 25g. Is this third friend…?
   Male
   Female

Applies to: All respondents providing responses for 3 friends.
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>Male</td>
<td>1</td>
<td>6704</td>
<td>41.3%</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>6526</td>
<td>40.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA: -3
  Nonrespondent: -4
  Multiple responses: -6
  Partial interview-breakoff: -7
  Survey component legitimate skip/NA: -8
  Missing: -9

TOTALS: 16252 100.0% 100.0%

---

BY25AC  STUDENT.PUB Rec. 1/5
--------  Pos. 576-577  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
   9th
   10th
   11th
   12th
   Other

Applies to: All respondents providing responses for 3 friends.
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>8th</td>
<td>8</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>9th</td>
<td>9</td>
<td>1069</td>
<td>6.6%</td>
</tr>
<tr>
<td>10th</td>
<td>10</td>
<td>9426</td>
<td>58.0%</td>
</tr>
<tr>
<td>11th</td>
<td>11</td>
<td>1598</td>
<td>9.8%</td>
</tr>
<tr>
<td>12th</td>
<td>12</td>
<td>910</td>
<td>5.6%</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>197</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA: -3
  Nonrespondent: -4
  Multiple responses: -6
  Partial interview-breakoff: -7
  Survey component legitimate skip/NA: -8
  Missing: -9

TOTALS: 16252 100.0% 100.0%

---

BY25EC  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
   Somewhat important
   Very important

Applies to: All respondents providing responses for 3 friends.
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>Not at all important</td>
<td>1</td>
<td>91</td>
<td>5.8%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>6157</td>
<td>37.9%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>6188</td>
<td>38.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA: -3
  Nonrespondent: -4
  Multiple responses: -6
  Partial interview-breakoff: -7
  Survey component legitimate skip/NA: -8
  Missing: -9

TOTALS: 16252 100.0% 100.0%

---

BY25EC  STUDENT.PUB Rec. 1/5
--------  Pos. 582-583  Format: N2

10th grader knows 3rd friend's parents

25. Do you 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

---

<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>9318</td>
<td>57.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA: -3
  Nonrespondent: -4
  Multiple responses: -6
  Partial interview-breakoff: -7
  Survey component legitimate skip/NA: -8
  Missing: -9

TOTALS: 16252 100.0% 100.0%

---

G-50
Appendix G: Base-Year to First Follow-up Electronic Codebook

BY252C

Parents know 3rd friend's parents
25. Does your mother or father know either or both of this third friend's parents?
Yes
Applies to: All respondents providing responses for 3 friends.
Source: ELS:2002 Student Questionnaire

BY26

High school program-student self-report
Student self-reported high school program of study. Composite variable (SESPROP) has imputed values where BY26 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)
General
College Preparatory (academic)
Vocational (including technical or business)
Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

BY27A

Classes are interesting and challenging
27. How much do you agree or disagree with the following statements about why you go to school?
(Strongly Agree; Agree; Disagree; Strongly Disagree)
a. I go to school because I think the subjects I'm taking are interesting and challenging
Note: This is one of a series of items, a through i.
Applies to: All respondents.
Source: ELS:2002 Student Questionnaire

BY27B

Satisfied by doing what expected in class
27. How much do you agree or disagree with the following statements about why you go to school?
(STRONGLY AGREE OR DISAGREE)
(a) I go to school because I get a feeling of satisfaction from doing what I'm supposed to do in class
Note: This is one of a series of items, a through i.
Applies to: All respondents.
Source: ELS:2002 Student Questionnaire
## Appendix G: Base-Year to First Follow-up Electronic Codebook

### BYS27E

**STUDENT.PUB Rec. 1/5**  
**Pos. 596-597**  
Format: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>3394</td>
<td>20.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>8526</td>
<td>52.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2572</td>
<td>15.4%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>474</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- Nonrespondent | -4 | 651 | 4.0% | 3.2% |
- 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 | 166 | 1.0% | (MISS) |

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

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

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

### BYS27F

**STUDENT.PUB Rec. 1/5**  
**Pos. 598-599**  
Format: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>2810</td>
<td>15.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>4852</td>
<td>29.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5323</td>
<td>32.8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1838</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- Nonrespondent | -4 | 651 | 4.0% | (MISS) |
- Multiple response | -6 | 21 | 0.1% | (MISS) |
- Partial interview-breakoff | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing | -9 | 166 | 1.0% | (MISS) |

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

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

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

### BYS27G

**STUDENT.PUB Rec. 1/5**  
**Pos. 600-601**  
Format: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>5631</td>
<td>34.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6726</td>
<td>41.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1780</td>
<td>11.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>431</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

**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 | 159 | 1.0% | (MISS) |

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

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

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

### BYS27H

**STUDENT.PUB Rec. 1/5**  
**Pos. 602-603**  
Format: N2

**Teachers expect success in school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>2151</td>
<td>13.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>4734</td>
<td>41.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>4612</td>
<td>24.9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>181</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- Nonrespondent | -4 | 651 | 4.0% | (MISS) |
- Multiple response | -6 | 2 | 0.1% | (MISS) |
- Partial interview-breakoff | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing | -9 | 182 | 1.1% | (MISS) |

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

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

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

### BYS27I

**STUDENT.PUB Rec. 1/5**  
**Pos. 604-605**  
Format: N2

**Parents expect success in school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>7844</td>
<td>48.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>5022</td>
<td>35.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>706</td>
<td>4.4%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>218</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESERVE CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
</tbody>
</table>
- Multiple response | -6 | 2 | 0.1% | (MISS) |
- Partial interview-breakoff | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing | -9 | 52 | 1.1% | (MISS) |

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

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

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

### BYS27J

**STUDENT.PUB Rec. 1/5**  
**Pos. 606-607**  
Format: N2

**Learns skills for job in school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>1664</td>
<td>10.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>3952</td>
<td>58.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3558</td>
<td>22.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>101</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- Nonrespondent | -4 | 651 | 4.0% | (MISS) |
- Multiple response | -6 | 2 | 0.1% | (MISS) |
- Partial interview-breakoff | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing | -9 | 52 | 1.1% | (MISS) |

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

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

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

### BYS27K

**STUDENT.PUB Rec. 1/5**  
**Pos. 608-609**  
Format: N2

**How much likes school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
<td>1664</td>
<td>10.1%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>2</td>
<td>3952</td>
<td>58.8%</td>
</tr>
<tr>
<td>A great deal</td>
<td>3</td>
<td>3558</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

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

**Applies to:** All respondents.  
**Source:** ELS:2002 Student Questionnaire
### How often review work in math class

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

(MARK ONE RESPONSE ON EACH LINE)

- Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost everyday

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>Freq</td>
</tr>
<tr>
<td>Never</td>
<td>1298</td>
</tr>
<tr>
<td>Rarely</td>
<td>3125</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>1341</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>2827</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5733</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent
- [Survey component legitimate skip/NA]

**TOTALS:**

16252 100.0% 100.0%

### How often listens to math teacher lecture

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

(MARK ONE RESPONSE ON EACH LINE)

- Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost everyday

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>Freq</td>
</tr>
<tr>
<td>Never</td>
<td>1128</td>
</tr>
<tr>
<td>Rarely</td>
<td>2596</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>1944</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3355</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>6658</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent
- [Survey component legitimate skip/NA]

**TOTALS:**

16252 100.0% 100.0%

### How often uses books besides math textbooks

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

(MARK ONE RESPONSE ON EACH LINE)

- Never; Rarely; Less than once a week; Once or twice a week; Everyday or almost everyday

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>Freq</td>
</tr>
<tr>
<td>Never</td>
<td>2847</td>
</tr>
<tr>
<td>Rarely</td>
<td>1959</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>1523</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4103</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>6359</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent
- [Survey component legitimate skip/NA]

**TOTALS:**

16252 100.0% 100.0%

---

**Appendix G:**

Base-Year to First Follow-up Electronic Codebook

---

**By29a**

How often reviews work in math class

---

**By29b**

How often listens to math teacher lecture

---

**By29c**

How often copies math teacher’s notes from board

---

**By29d**

How often uses books besides math textbooks

---

**By29e**

How often does problem-solving in math class

---

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

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

Everyday or almost everyday)
(Never; Rarely; Less than once a week; Once or twice a week;
Everyday or almost everyday)

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>CENT</th>
<th>PCT</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>10.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>847</td>
<td>5.2%</td>
</tr>
<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>

CODES FREQ CENT PCT
PER- WGTD

RESERVE CODES:

[Nonrespondent] -4 651 4.0% (MISS)
[Multiple response] -6 21 0.1% (MISS)
[Partial interview-breakoff] -7 585 3.6% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Missing] -9 581 3.6% (MISS)

TOTALS:
16252 100.0% 100.0%

---

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>Never...</td>
<td>1</td>
<td>4866</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>

CODES FREQ CENT PCT
PER- WGTD

RESERVE CODES:

[Nonrespondent] -4 651 4.0% (MISS)
[Multiple response] -6 21 0.1% (MISS)
[Partial interview-breakoff] -7 585 3.6% (MISS)
[Survey component legitimate skip/NA] -8 276 1.7% (MISS)
[Missing] -9 581 3.6% (MISS)

TOTALS:
16252 100.0% 100.0%

---

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>Never...</td>
<td>1</td>
<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>

CODES FREQ CENT PCT
PER- WGTD

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] -9 221 1.4% (MISS)

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

30. Do/did you use computers in your current or most recent math class?
   
   Yes (GO TO QUESTION 31)
   No (SKIP TO QUESTION 12 ON PAGE 12)

**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>0</td>
<td>11568</td>
<td>71.2%</td>
<td>79.7%</td>
</tr>
<tr>
<td>1</td>
<td>2644</td>
<td>17.0%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]..... -4 651 4.0% (MISS)
- [Multiple response].. -6 9 0.1% (MISS)
- [Partial interview-breakoff].. -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA].. -8 276 1.7% (MISS)
- [Missing]........... -9 315 1.9% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

### Everyday or almost everyday

- Everyday or almost everyday: 5 398 2.4% 16.4%
- Once or twice a week: 4 331 2.0% 13.8%
- Less than once a week: 3 360 2.2% 15.4%
- Rarely: 2 659 4.1% 26.5%
- Never: 1 701 4.3% 27.9%

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

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>0</td>
<td>11568</td>
<td>71.2%</td>
<td>79.7%</td>
</tr>
<tr>
<td>1</td>
<td>2644</td>
<td>17.0%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA]..... -3 11568 71.2% (MISS)
- [Nonrespondent]..... -4 651 4.0% (MISS)
- [Multiple response].. -6 7 0.0% (MISS)
- [Partial interview-breakoff].. -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA].. -8 276 1.7% (MISS)
- [Missing]........... -9 1026 6.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

### How often uses computers to review math work

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

**MARK ONE RESPONSE ON EACH LINE**

- Review work from the previous day
- To practice math drills
- For graphing
- To solve math problems

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

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>0</td>
<td>11568</td>
<td>71.2%</td>
<td>79.7%</td>
</tr>
<tr>
<td>1</td>
<td>2644</td>
<td>17.0%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA]..... -3 11568 71.2% (MISS)
- [Nonrespondent]..... -4 651 4.0% (MISS)
- [Multiple response].. -6 7 0.0% (MISS)
- [Partial interview-breakoff].. -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA].. -8 276 1.7% (MISS)
- [Missing]........... -9 1026 6.3% (MISS)

**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?

**MARK ONE RESPONSE ON EACH LINE**

- Everyday or almost everyday
- Once or twice a week
- Less than once a week
- Rarely
- Never

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

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>0</td>
<td>11568</td>
<td>71.2%</td>
<td>79.7%</td>
</tr>
<tr>
<td>1</td>
<td>2644</td>
<td>17.0%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA]..... -3 11568 71.2% (MISS)
- [Nonrespondent]..... -4 651 4.0% (MISS)
- [Multiple response].. -6 7 0.0% (MISS)
- [Partial interview-breakoff].. -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA].. -8 276 1.7% (MISS)
- [Missing]........... -9 1026 6.3% (MISS)

**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?

**MARK ONE RESPONSE ON EACH LINE**

- Everyday or almost everyday
- Once or twice a week
- Less than once a week
- Rarely
- Never

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

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>0</td>
<td>11568</td>
<td>71.2%</td>
<td>79.7%</td>
</tr>
<tr>
<td>1</td>
<td>2644</td>
<td>17.0%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA]..... -3 11568 71.2% (MISS)
- [Nonrespondent]..... -4 651 4.0% (MISS)
- [Multiple response].. -6 7 0.0% (MISS)
- [Partial interview-breakoff].. -7 585 3.6% (MISS)
- [Survey component legitimate skip/NA].. -8 276 1.7% (MISS)
- [Missing]........... -9 1026 6.3% (MISS)

**TOTALS:**

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

#### BYS31E
**Student Pub. Rec. 1/5**
Pos. 618-639
Format: R2

How often uses computers to analyze data in math class

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>740</td>
<td>4.6%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>559</td>
<td>3.4%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>367</td>
<td>2.3%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>254</td>
<td>1.6%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>193</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td><strong>14,565</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

#### BYS31F
**Student Pub. Rec. 1/5**
Pos. 640-641
Format: R2

How often uses computers to apply learning in math class

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>619</td>
<td>4.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>627</td>
<td>3.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>428</td>
<td>2.8%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>120</td>
<td>0.9%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>128</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td><strong>11,568</strong></td>
<td>71.2%</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>11568</td>
<td>71.2%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>6</td>
<td>0.3%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>808</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td><strong>14,565</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

#### BYS31G
**Student Pub. Rec. 1/5**
Pos. 642-643
Format: R2

How often math teacher uses computer to instruct one-on-one

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>1113</td>
<td>6.8%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>329</td>
<td>1.9%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>240</td>
<td>1.5%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>256</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td><strong>11,568</strong></td>
<td>71.2%</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>11568</td>
<td>71.2%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>6</td>
<td>0.3%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>808</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td><strong>14,565</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

#### BYS31H
**Student Pub. Rec. 1/5**
Pos. 644-645
Format: R2

How often math teacher uses computer to show new topics

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>977</td>
<td>6.0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>580</td>
<td>3.6%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>329</td>
<td>2.0%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>240</td>
<td>1.5%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>256</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td><strong>11,568</strong></td>
<td>71.2%</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>11568</td>
<td>71.2%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>6</td>
<td>0.3%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>808</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td><strong>14,565</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through h.
32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

(A) Yes; (B) No; (C) NA

Used computer in 9th grade class?

a. 1st semester/term English

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

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

---

32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

(A) Yes; (B) No; (C) NA

Used computer in 9th grade class?

b. 2nd semester/term English

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

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

---

32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

(A) Yes; (B) No; (C) NA

Used computer in 9th grade class?

c. 1st semester/term science

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

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

---

32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

(A) Yes; (B) No; (C) NA

Used computer in 9th grade class?

d. 2nd semester/term science

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

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

---

32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

(A) Yes; (B) No; (C) NA

Used computer in 9th grade class?

e. 1st semester/term math

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

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

---

32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

(A) Yes; (B) No; (C) NA

Used computer in 9th grade class?

f. 2nd semester/term math

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

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

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

---

**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)*

**Used computer in 9th grade social studies**

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

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

<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>8282</td>
<td>51.0% 66.8%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>3935</td>
<td>24.2% 33.2%</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>1556</td>
<td>9.4% (MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>950</td>
<td>5.8% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td></td>
<td></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.**

*(Yes; No; NA)*

**Used computer in 9th grade science**

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

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

<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>8111</td>
<td>49.5% 53.8%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>4957</td>
<td>30.2% 33.2%</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>1695</td>
<td>10.4% (MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>951</td>
<td>5.9% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td></td>
<td></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.**

*(Yes; No; NA)*

**Used computer in 10th grade social studies**

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

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

<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>994</td>
<td>6.1% (MISS)</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>8852</td>
<td>54.5% 56.7%</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>1103</td>
<td>6.8% (MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>951</td>
<td>5.9% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td></td>
<td></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.**

*(Yes; No; NA)*

**Used computer in 10th grade science**

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

Apply to: All respondents.

Source: ELS:2002 Student Questionnaire

<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>8683</td>
<td>53.4% 55.7%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>3749</td>
<td>23.1% 31.0%</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>1113</td>
<td>8.1% (MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>951</td>
<td>6.1% (MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYE32EB**

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

**Pos. 670-671**

**Format: R2**

Used computer in 10th grade fall math

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)

   Used computer in 10th grade class?

   a. 1st semester/term math

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

Apply 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>Item legitimate skip/NA</td>
<td>-3</td>
<td>640</td>
<td>3.8% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>992</td>
<td>6.1% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALES:**

16252 100.0% 100.0%

---

**BYE32FB**

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

**Pos. 672-673**

**Format: R2**

Uses computer in 10th grade spring math

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)

   Used computer in 10th grade class?

   f. 2nd semester/term math

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

Apply 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>Item legitimate skip/NA</td>
<td>-3</td>
<td>1135</td>
<td>7.1% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>1019</td>
<td>6.3% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALES:**

16252 100.0% 100.0%

---

**BYE33EB**

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

**Pos. 674-675**

**Format: R2**

Used computer in 10th grade fall 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)

   Used computer in 10th grade class?

   g. 1st semester/term social studies

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

Apply 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>Item legitimate skip/NA</td>
<td>-3</td>
<td>1167</td>
<td>8.4% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>1017</td>
<td>6.3% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALES:**

16252 100.0% 100.0%

---

**BYE33FB**

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

**Pos. 676-677**

**Format: R2**

Uses computer in 10th grade spring 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)

   Used computer in 10th grade class?

   h. 2nd semester/term social studies

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

Apply 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>Item legitimate skip/NA</td>
<td>-3</td>
<td>1827</td>
<td>11.2% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>988</td>
<td>6.1% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALES:**

16252 100.0% 100.0%

---

**BYE33A**

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

**Pos. 678-679**

**Format: R2**

Ever in Advanced Placement 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)

   (Yes; No)

   a. Advanced Placement (AP)

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

Apply 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>Item legitimate skip/NA</td>
<td>-3</td>
<td>1882</td>
<td>12.3% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>286</td>
<td>1.8% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALES:**

16252 100.0% 100.0%

---

**BYE33B**

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

**Pos. 680-681**

**Format: R2**

Ever in International Baccalaureate 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)

   (Yes; No)

   b. International Baccalaureate (IB)

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

Apply 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>Item legitimate skip/NA</td>
<td>-3</td>
<td>1434</td>
<td>9.0% (MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0% (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>332</td>
<td>2.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALES:**

16252 100.0% 100.0%

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

#### BYE33C

**STUDENT.PUB Rec. 1/5**  
Pos. 682-683  
Format: N2

**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>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>13402</td>
<td>82.0%</td>
<td>93.1%</td>
</tr>
<tr>
<td>1</td>
<td>1927</td>
<td>6.2%</td>
<td>6.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

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

**TOTALES:**

16252 100.0% 100.0%

---

#### BYE33D

**STUDENT.PUB Rec. 1/5**  
Pos. 684-685  
Format: N2

**Ever in a 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)

d. 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>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12954</td>
<td>79.7%</td>
<td>91.8%</td>
</tr>
<tr>
<td>1</td>
<td>1927</td>
<td>6.2%</td>
<td>6.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

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

**TOTALES:**

16252 100.0% 100.0%

---

#### BYE33E

**STUDENT.PUB Rec. 1/5**  
Pos. 686-687  
Format: N2

**Ever in a 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>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12741</td>
<td>78.4%</td>
<td>90.3%</td>
</tr>
<tr>
<td>1</td>
<td>1417</td>
<td>8.7%</td>
<td>9.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

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

**TOTALES:**

16252 100.0% 100.0%

---

#### BYE33F

**STUDENT.PUB Rec. 1/5**  
Pos. 688-689  
Format: N2

**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 bicultural 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>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>9389</td>
<td>61.5%</td>
<td>71.2%</td>
</tr>
<tr>
<td>1</td>
<td>4336</td>
<td>26.7%</td>
<td>28.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

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

**TOTALES:**

16252 100.0% 100.0%

---

#### BYE33G

**STUDENT.PUB Rec. 1/5**  
Pos. 690-691  
Format: N2

**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)  
(Yes; No)

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>13082</td>
<td>80.5%</td>
<td>92.1%</td>
</tr>
<tr>
<td>1</td>
<td>1236</td>
<td>7.6%</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

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

**TOTALES:**

16252 100.0% 100.0%

---

#### BYE33H

**STUDENT.PUB Rec. 1/5**  
Pos. 692-693  
Format: N2

**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)  
(Yes; No)

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>14002</td>
<td>86.2%</td>
<td>97.3%</td>
</tr>
<tr>
<td>1</td>
<td>411</td>
<td>2.5%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

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

**TOTALES:**

16252 100.0% 100.0%
Ever in special education 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)

i. Special Education Program

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

Apply 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>No</td>
<td>0</td>
<td>13106</td>
<td>81.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1076</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

• [Nonrespondent] -4 651 4.0% (MISS)
• Multiple responses -6 12 0.1% (MISS)
• Partial interview-breakoff -7 585 3.6% (MISS)
• Survey component legitimate skip/NA -8 276 1.7% (MISS)
• Missing -9 346 2.1% (MISS)

TOTALES: 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)

j. 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

<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>14040</td>
<td>86.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1076</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

• [Nonrespondent] -4 651 4.0% (MISS)
• Multiple responses -6 12 0.1% (MISS)
• Partial interview-breakoff -7 585 3.6% (MISS)
• Survey component legitimate skip/NA -8 276 1.7% (MISS)
• Missing -9 346 2.1% (MISS)

TOTALES: 16252 100.0% 100.0%

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)

k. Career academy

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

Apply 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>No</td>
<td>0</td>
<td>13106</td>
<td>81.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1170</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

• [Nonrespondent] -4 651 4.0% (MISS)
• Multiple responses -6 12 0.1% (MISS)
• Partial interview-breakoff -7 585 3.6% (MISS)
• Survey component legitimate skip/NA -8 276 1.7% (MISS)
• Missing -9 346 2.1% (MISS)

TOTALES: 16252 100.0% 100.0%

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

34.   Overall, about how much time do you spend on homework each week, both in and out of school?

(MARK ONE RESPONSE ON EACH LINE)

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>0 hours</td>
<td>0</td>
<td>1022</td>
<td>6.3%</td>
</tr>
<tr>
<td>1 hour</td>
<td>1</td>
<td>1509</td>
<td>9.1%</td>
</tr>
<tr>
<td>2 hours</td>
<td>2</td>
<td>2514</td>
<td>15.5%</td>
</tr>
<tr>
<td>3 hours</td>
<td>3</td>
<td>1545</td>
<td>9.5%</td>
</tr>
<tr>
<td>4 hours</td>
<td>4</td>
<td>976</td>
<td>6.0%</td>
</tr>
<tr>
<td>5 hours</td>
<td>5</td>
<td>1653</td>
<td>10.2%</td>
</tr>
<tr>
<td>6 hours</td>
<td>6</td>
<td>648</td>
<td>4.0%</td>
</tr>
<tr>
<td>7 hours</td>
<td>7</td>
<td>524</td>
<td>3.2%</td>
</tr>
<tr>
<td>8 hours</td>
<td>8</td>
<td>482</td>
<td>3.0%</td>
</tr>
<tr>
<td>9 hours</td>
<td>9</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>10 hours</td>
<td>10</td>
<td>757</td>
<td>4.7%</td>
</tr>
<tr>
<td>11 hours</td>
<td>11</td>
<td>36</td>
<td>0.2%</td>
</tr>
<tr>
<td>12 hours</td>
<td>12</td>
<td>181</td>
<td>1.1%</td>
</tr>
<tr>
<td>13 hours</td>
<td>13</td>
<td>311</td>
<td>1.9%</td>
</tr>
<tr>
<td>14 hours</td>
<td>14</td>
<td>59</td>
<td>0.4%</td>
</tr>
<tr>
<td>15 hours</td>
<td>15</td>
<td>212</td>
<td>1.4%</td>
</tr>
<tr>
<td>16 hours</td>
<td>16</td>
<td>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>17 hours</td>
<td>17</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>18 hours</td>
<td>18</td>
<td>21</td>
<td>0.1%</td>
</tr>
<tr>
<td>19 hours</td>
<td>19</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>20 hours</td>
<td>20</td>
<td>223</td>
<td>1.4%</td>
</tr>
<tr>
<td>21 or more hours</td>
<td>21</td>
<td>542</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

• [Don’t know] -1 2 0.0% (MISS)
• [Nonrespondent] -4 651 4.0% (MISS)
• [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
• [Missing] -9 346 2.1% (MISS)

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

---

**BYS34B**  
STUDENT.PUB Rec. 1/5  
Pos. 704-705  
Format: N2

**Hours/week spent on homework out of school**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hours</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 hours</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 hours</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 hours</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 hours</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 hours</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 hours</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 hours</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 hours</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 hours</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 hours</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 hours</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 hours</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 hours</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 hours</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 hours</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 hours</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 hours</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 or more hours</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

**BYS35A**  
STUDENT.PUB Rec. 1/5  
Pos. 706-707  
Format: N2

**Hours/week spent on English homework in school**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hours</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 hours</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 hours</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 hours</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 hours</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 hours</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 hours</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 hours</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 hours</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 hours</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 hours</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 hours</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 hours</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 hours</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 hours</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 hours</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 hours</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 hours</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 or more hours</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

**BYS35B**  
STUDENT.PUB Rec. 1/5  
Pos. 708-709  
Format: N2

**Hours/week spent on math homework out of school**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hours</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 hours</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 hours</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 hours</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 hours</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 hours</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 hours</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 hours</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 hours</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 hours</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 hours</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 hours</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 hours</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 hours</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 hours</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 hours</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 hours</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 hours</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 or more hours</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

**Source:** ELS:2002 Student Questionnaire  
Applies to: Respondents who are currently taking a math class.

---

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

<table>
<thead>
<tr>
<th>Out of school</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 or more hours</td>
<td>21</td>
</tr>
<tr>
<td>18 hours</td>
<td>18</td>
</tr>
<tr>
<td>16 hours</td>
<td>16</td>
</tr>
<tr>
<td>14 hours</td>
<td>14</td>
</tr>
<tr>
<td>5 hours</td>
<td>5</td>
</tr>
<tr>
<td>3 hours</td>
<td>3</td>
</tr>
<tr>
<td>1 hour</td>
<td>1</td>
</tr>
<tr>
<td>0 hours</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESERVE CODES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don't know]</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</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%

35. In your current math course, about how much time do you spend on homework each week, both in and out of school?

<table>
<thead>
<tr>
<th>Math out of school</th>
<th>hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not taking a math class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESERVE CODES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don't know]</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</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%

36. In your current English course, about how much time do you spend on homework each week, both in and out of school?

<table>
<thead>
<tr>
<th>English in school</th>
<th>hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not taking an English class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESERVE CODES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don't know]</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</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%
TOTALS:                                             16252   100.0%   100.0%

-----   ------   ------
{Missing}............................     -9        255     1.6%   (MISS)
{Multiple response}..................     -6         20     0.1%   (MISS)
Very important..........................     4        7867    48.4%    51.2%

-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD

Source:ELS:2002 Student Questionnaire

36. In your current English course, about how much time do you
spend on homework each week, both in and out of school? 

Applies to: Respondents who are currently taking an English class.

Apply to: All respondents.

G-63

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

#### G-64

### 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)

#### a. 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>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4254</td>
<td>26.2%</td>
<td>26.3%</td>
</tr>
<tr>
<td>2</td>
<td>9205</td>
<td>56.6%</td>
<td>66.3%</td>
</tr>
<tr>
<td>3</td>
<td>728</td>
<td>4.5%</td>
<td>5.4%</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>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4220</td>
<td>26.0%</td>
<td>26.1%</td>
</tr>
<tr>
<td>2</td>
<td>9257</td>
<td>57.3%</td>
<td>68.7%</td>
</tr>
<tr>
<td>3</td>
<td>702</td>
<td>4.3%</td>
<td>5.2%</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  511  3.1% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

### Played intramural basketball

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. Basketball

**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>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3192</td>
<td>19.6%</td>
<td>20.8%</td>
</tr>
<tr>
<td>2</td>
<td>9105</td>
<td>56.0%</td>
<td>66.3%</td>
</tr>
<tr>
<td>3</td>
<td>1909</td>
<td>11.7%</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent.................................. -4  651  4.0% (MISS)
- Multiple response......................... -6  49  0.3% (MISS)
- Partial interview-breakoff............... -7  585  3.6% (MISS)
- Survey component legitimate skip/NA . -8  276  1.7% (MISS)
- Missing...................................... -9  485  3.0% (MISS)

**TOTALS:**

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

---

**BYS39F**

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

**Pos. 732-733**

**Format: N2**

**Played other intramural team sport**

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)

f. Other team sport

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

**Applies to: All respondents.**

Source: ELS:2002 Student Questionnaire

---

**BYS39G**

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

**Pos. 734-735**

**Format: N2**

**Played an individual intramural sport**

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)

g. An individual sport (e.g. wrestling, golf, tennis)

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

**Applies to: All respondents.**

Source: ELS:2002 Student Questionnaire

---

**BYS40A**

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

**Pos. 736-737**

**Format: N2**

**Indicate whether you have participated on an interscholastic team 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)

---

**Appendix G:**

G-65
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BY40AC STUDENT.PUB Rec. 1/5
Pos. 742-743
Format: N2

Played junior varsity baseball

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
BY40AA School does not have interscholastic team
BY40AB Did not participate
BY40AC Participated on a junior varsity team
BY40AD Participated as a varsity team captain/co-captain
BY40AE 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 BY40A variables is BYBASEBL.

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

---

BY40AD STUDENT.PUB Rec. 1/5
Pos. 744-745
Format: N2

Played varsity baseball

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
BY40BA School does not have interscholastic team
BY40BB Did not participate
BY40BC Participated on a junior varsity team
BY40BD Participated on a varsity team
BY40BE 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 BY40B variables is BYSOFTBL.

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

---

BY40AE STUDENT.PUB Rec. 1/5
Pos. 746-747
Format: N2

Varsity baseball 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)

b. Softball
BY40BA School does not have interscholastic team
BY40BB Did not participate
BY40BC Participated on a junior varsity team
BY40BD Participated on a varsity team
BY40BE 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 BY40A variables is BYBASEBL.

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. Softball
BY40BA School does not have interscholastic team
BY40BB Did not participate
BY40BC Participated on a junior varsity team
BY40BD Participated on a varsity team
BY40BE 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 BYSOFTBL.

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

Reserve Codes:

- Did not participate
- Participated

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

---

BY40BE

Did not participate
0 13960 85.9% 98.9%

Yes
1 135 0.8% 1.1%

**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] -9 645 4.0% (MISS)

**TOTALS:**
16252 100.0% 100.0%
---

BY40BG

Did not participate
0 13960 85.9% 98.9%

Yes
1 135 0.8% 1.1%

**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] -9 645 4.0% (MISS)

**TOTALS:**
16252 100.0% 100.0%
---

BY40BB

Did not participate
0 13960 85.9% 98.9%

Yes
1 135 0.8% 1.1%

**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] -9 645 4.0% (MISS)

**TOTALS:**
16252 100.0% 100.0%
---

BY40BC

Did not participate
0 13960 85.9% 98.9%

Yes
1 135 0.8% 1.1%

**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] -9 645 4.0% (MISS)

**TOTALS:**
16252 100.0% 100.0%
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.

**Play basketball**

- **BY40CE**: Participated as a varsity team captain/co-captain
- **BY40CD**: Participated on a varsity team
- **BY40CC**: Participated on a junior varsity team
- **BY40CA**: School does not have interscholastic basketball team

Note: This is one of a series of items, a through h. Composite version of the 5 BY40C variables is BYBSKTB.

**Play varisty basketball**

- **BY40CD**: Participated on a varsity team
- **BY40CC**: Participated on a junior varsity team
- **BY40CB**: Did not participate

Note: This is one of a series of items, a through h. Composite version of the 5 BY40D variables is BYFOOTB.

**Did not participate in interscholastic football**

- **BY40DB**: Did not participate

Note: This is one of a series of items, a through h. Composite version of the 5 BY40D variables is BYFOOTB.

**Varsity basketball captain/co-captain**

- **BY40CE**: 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 BYBSKTB.
### Composite version of the 5 BYS40D variables is BYFOOTBL.

#### No interscholastic football

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>12771</td>
<td>78.2%</td>
<td>89.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1427</td>
<td>8.8%</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

#### Did not participate in interscholastic football

<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>11288</td>
<td>69.5%</td>
<td>82.8%</td>
</tr>
<tr>
<td>Participated</td>
<td>2689</td>
<td>16.5%</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

### Composite version of the 5 BYS40E variables is BYSOCCER.

#### No interscholastic soccer

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>12448</td>
<td>76.6%</td>
<td>90.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1529</td>
<td>9.4%</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

#### Did not participate in interscholastic soccer

<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>11288</td>
<td>69.5%</td>
<td>82.8%</td>
</tr>
<tr>
<td>Participated</td>
<td>2689</td>
<td>16.5%</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

#### Composite version of the 5 BYS40F variables is BYFOOTBL.

#### Composite version of the 5 BYS40G variables is BYSOCCER.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

--------
BYS40EE  STUDENT.PUB Rec. 1/5
--------
Pos. 782-783
Format: N2

Played junior 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)

a. Soccer
BYS40EA School does not have interscholastic team
BYS40EB Did not participate
BYS40EC Participated on a junior varsity team
BYS40ED 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 BYS40E variables is BYSOCCER.

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

--------
BYS40ED  STUDENT.PUB Rec. 1/5
--------
Pos. 784-785
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)

a. Soccer
BYS40EA School does not have interscholastic team
BYS40EB Did not participate
BYS40EC Participated on a junior varsity team
BYS40ED 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 BYS40E variables is BYSOCCER.

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

--------
BYS40EE  STUDENT.PUB Rec. 1/5
--------
Pos. 786-787
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)

a. Soccer
BYS40EA School does not have interscholastic team
BYS40EB Did not participate
BYS40EC Participated on a junior varsity team
BYS40ED 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 BYS40E variables is BYSOCCER.

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

#### BYTEAMS

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>12238</td>
<td>75.3%</td>
<td>Yes</td>
<td>1</td>
<td>1776</td>
<td>10.9%</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(Miss)</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-9</td>
<td>276</td>
<td>1.7%</td>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>726</td>
<td>4.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEAMC

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>12256</td>
<td>75.4%</td>
<td>Yes</td>
<td>1</td>
<td>1768</td>
<td>10.8%</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(Miss)</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-9</td>
<td>276</td>
<td>1.7%</td>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>726</td>
<td>4.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEAMM

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>2896</td>
<td>17.8%</td>
<td>Yes</td>
<td>1</td>
<td>11164</td>
<td>68.7%</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(Miss)</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-9</td>
<td>276</td>
<td>1.7%</td>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>680</td>
<td>4.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEAMC

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>13507</td>
<td>83.5%</td>
<td>Yes</td>
<td>1</td>
<td>284</td>
<td>1.7%</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(Miss)</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-9</td>
<td>276</td>
<td>1.7%</td>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>680</td>
<td>4.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEAMN

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>13730</td>
<td>84.5%</td>
<td>Yes</td>
<td>1</td>
<td>284</td>
<td>1.7%</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(Miss)</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-9</td>
<td>276</td>
<td>1.7%</td>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>680</td>
<td>4.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEAMO

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>2896</td>
<td>17.8%</td>
<td>Yes</td>
<td>1</td>
<td>11164</td>
<td>68.7%</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(Miss)</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-9</td>
<td>276</td>
<td>1.7%</td>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>680</td>
<td>4.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BYTEAMP

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>13730</td>
<td>84.5%</td>
<td>Yes</td>
<td>1</td>
<td>284</td>
<td>1.7%</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
<td>(Miss)</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-9</td>
<td>276</td>
<td>1.7%</td>
<td>(Survey component legitimate skip/NA)</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>680</td>
<td>4.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G:
Base-Year to First Follow-up Electronic Codebook

-----
BYSOLOSP 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)
g. An individual sport (e.g., wrestling, golf, tennis)
BYSOLOSP School does not have interscholastic team
BYSOLOSP Did not participate
BYSOLOSP Participated on a junior varsity team
BYSOLOSP Participated on a varsity team
BYSOLOSP 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 BYSOLOSP variables is BYSOLOSP.

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

-----
BYSOLOSP STUDENT.PUB Rec. 1/5
----- Pos. 804-805 Format: N2

-----
*/

-----
BYSOLOSP STUDENT.PUB Rec. 1/5
----- Pos. 806-807 Format: N2

-----
BYSOLOSP STUDENT.PUB Rec. 1/5
----- Pos. 808-809 Format: N2

No interscholastic cheerleading/drill 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)
h. Cheerleading, Pompon (Pompon), or Drill Team
BYSOLOSP School does not have interscholastic team
BYSOLOSP Did not participate
BYSOLOSP Participated on a junior varsity team
BYSOLOSP Participated on a varsity team
BYSOLOSP 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 BYSOLOSP variables is BYSOLOSP.

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

-----
BYSOLOSP STUDENT.PUB Rec. 1/5
----- Pos. 810-811 Format: N2

-----
*/

-----
*/

-----
*/

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

--------
BY40HC
STUDENT.PUB Rec. 1/5
Pos. 812-813
Format: N2
--------
Participated on junior varsity 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.

(ONLY APPLY ON ONE LINE)

b. Cheerleading, Pompon (Pompon), or Drill Team

BY40HA School does not have interscholastic team
BY40HB Did not participate
BY40HC Participated on a junior varsity team
BY40HD Participated on a varsity team
BY40HE 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 BY40H variables is BYCHRDRL.

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>No</td>
<td>0</td>
<td>13169</td>
<td>81.0% 93.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1309</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- [Nonrespondent] -4 651 4.0% (MISS)
- [Partial interview-breakoff] -7 585 3.5% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 641 3.9% (MISS)

**TOTALS:**

16252 100.0% 100.0%

--------

BY40HD
STUDENT.PUB Rec. 1/5
Pos. 814-815
Format: N2
--------
Participated on varsity 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.

(ONLY APPLY ON ONE LINE)

b. Cheerleading, Pompon (Pompon), or Drill Team

BY40HA School does not have interscholastic team
BY40HB Did not participate
BY40HC Participated on a junior varsity team
BY40HD Participated on a varsity team
BY40HE 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 BY40H variables is BYCHRDRL.

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>No</td>
<td>0</td>
<td>13169</td>
<td>81.0% 93.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1309</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- [Nonrespondent] -4 651 4.0% (MISS)
- [Partial interview-breakoff] -7 585 3.5% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 641 3.9% (MISS)

**TOTALS:**

16252 100.0% 100.0%

--------

BY41A
STUDENT.PUB Rec. 1/5
Pos. 820-821
Format: N2
--------
Participated in school band or chorus

41. Have you participated in the following school-sponsored activities this school year?

(ONLY APPLY ON ONE LINE)

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

------

<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>11689</td>
<td>71.9% 78.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3288</td>
<td>20.2%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- [Don't know] -1 2 0.0% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple responses] -6 4 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 342 2.1% (MISS)

**TOTALS:**

16252 100.0% 100.0%

--------

BY41B
STUDENT.PUB Rec. 1/5
Pos. 820-821
Format: N2
--------
Participated in school band or chorus

41. Have you participated in the following school-sponsored activities this school year?

(ONLY APPLY ON ONE LINE)

b. School play or musical

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

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>No</td>
<td>0</td>
<td>13149</td>
<td>80.9% 86.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2313</td>
<td>11.4%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple responses] -6 4 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 349 2.1% (MISS)

**TOTALS:**

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

---
BYE41C

**PARTICIPATED IN STUDENT GOVERNMENT**

41. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE)

- Yes: Y
- No: N

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

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

---
BYE41F

**PARTICIPATED IN SCHOOL SERVICE CLUBS**

41. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE)

- Yes: Y
- No: N

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

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

---
BYE41G

**PARTICIPATED IN SCHOOL ACADEMIC CLUBS**

41. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE)

- Yes: Y
- No: N

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

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

---
BYE41H

**PARTICIPATED IN SCHOOL HOBBY CLUBS**

41. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE)

- Yes: Y
- No: N

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

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

---
BYE41I

**PARTICIPATED IN SCHOOL YEARBOOK OR NEWSPAPER**

41. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE)

- Yes: Y
- No: N

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

**Applies to:** All respondents.

**Source:** ELS:2002 Student Questionnaire

---
### BY44I
**Applies to: All respondents.**

<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>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Year</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>(Multiple responses)</td>
<td>-6</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>442</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

### BY44A
**Applies to: All respondents.**

<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>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Year</td>
<td>-3</td>
<td>1773</td>
<td>10.9%</td>
</tr>
<tr>
<td>(Multiple responses)</td>
<td>-6</td>
<td>27</td>
<td>0.2%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-7</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-9</td>
<td>351</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

### BY430
**Applies to: All respondents.**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>-10</td>
<td>1353</td>
<td>8.2%</td>
</tr>
<tr>
<td>Year</td>
<td>-11</td>
<td>152</td>
<td>0.9%</td>
</tr>
<tr>
<td>(Multiple responses)</td>
<td>-12</td>
<td>596</td>
<td>3.7%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-13</td>
<td>310</td>
<td>0.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-14</td>
<td>181</td>
<td>1.1%</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-15</td>
<td>188</td>
<td>3.6%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-16</td>
<td>95</td>
<td>0.6%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-17</td>
<td>57</td>
<td>0.4%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-18</td>
<td>124</td>
<td>0.8%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-19</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-20</td>
<td>205</td>
<td>1.3%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-21</td>
<td>236</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

### BY434
**Applies to: All respondents.**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>-10</td>
<td>1353</td>
<td>8.2%</td>
</tr>
<tr>
<td>Year</td>
<td>-11</td>
<td>152</td>
<td>0.9%</td>
</tr>
<tr>
<td>(Multiple responses)</td>
<td>-12</td>
<td>596</td>
<td>3.7%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-13</td>
<td>310</td>
<td>0.7%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-14</td>
<td>181</td>
<td>1.1%</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-15</td>
<td>188</td>
<td>3.6%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-16</td>
<td>95</td>
<td>0.6%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-17</td>
<td>57</td>
<td>0.4%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-18</td>
<td>124</td>
<td>0.8%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-19</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-20</td>
<td>205</td>
<td>1.3%</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-21</td>
<td>236</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

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

---

**BY44I**

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

Pos. 834-835

<table>
<thead>
<tr>
<th>FORMAT: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in school vocational clubs</td>
</tr>
</tbody>
</table>

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, FBA)

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

**Applies to: All respondents.**

Source: ELS:2002 Student Questionnaire

---

**BY44A**

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

Pos. 836-837

<table>
<thead>
<tr>
<th>FORMAT: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours/week spent reading outside of school</td>
</tr>
</tbody>
</table>

44. How often do you spend time on the following activities outside of school?

(MARK ONE RESPONSE ON EACH LINE)

a. Visiting with friends at a hangout
b. Working on hobbies, arts, crafts

**Per.**

**Wtg.**

---

**BY430**

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

Pos. 838-839

<table>
<thead>
<tr>
<th>FORMAT: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours/week spent reading outside of school</td>
</tr>
</tbody>
</table>

41. 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.)

**Per.**

**Wtg.**

---

**BY44A**

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

Pos. 840-841

<table>
<thead>
<tr>
<th>FORMAT: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often visits with friends at local hangout</td>
</tr>
</tbody>
</table>

44. How often do you spend time on the following activities outside of school?

(MARK ONE RESPONSE ON EACH LINE)

---

**BY434**

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

Pos. 842-843

<table>
<thead>
<tr>
<th>FORMAT: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often works on hobbies</td>
</tr>
</tbody>
</table>

44. How often do you spend time on the following activities outside of school?

(MARK ONE RESPONSE ON EACH LINE)

---

**BY44I**

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

Pos. 834-835

<table>
<thead>
<tr>
<th>FORMAT: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours/week spent extracurricular activities</td>
</tr>
</tbody>
</table>

42. In a typical week, how much time do you spend on school-sponsored extracurricular activities (for example, sports, school clubs)?

**Per.**

**Wtg.**

---
### 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)

**a.** Volunteering or performing community service

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>9909</td>
<td>64.0%</td>
<td>73.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>917</td>
<td>5.6%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>2</td>
<td>917</td>
<td>5.6%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>3</td>
<td>1354</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

#### 44. How often do you spend time on the following activities outside of school? (MARK ONE RESPONSE ON EACH LINE)

**b.** Talking with friends on the telephone

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1866</td>
<td>11.0%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>1858</td>
<td>11.8%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>3171</td>
<td>19.5%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>6</td>
<td>7247</td>
<td>45.2%</td>
</tr>
</tbody>
</table>

#### 44. How often do you spend time on the following activities outside of school? (MARK ONE RESPONSE ON EACH LINE)

**c.** Playing non-school sports

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>7820</td>
<td>46.3%</td>
<td>52.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>1558</td>
<td>9.0%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>2999</td>
<td>18.5%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>4</td>
<td>2194</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

#### 44. How often do you spend time on the following activities outside of school? (MARK ONE RESPONSE ON EACH LINE)

**d.** Taking music, art, language classes

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>10401</td>
<td>64.0%</td>
<td>73.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>813</td>
<td>5.2%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>1461</td>
<td>9.0%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>4</td>
<td>1535</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

#### 44. How often do you spend time on the following activities outside of school? (MARK ONE RESPONSE ON EACH LINE)

**e.** Taking classes: music, art, language, dance

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>651</td>
<td>4.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple response</td>
<td>-6</td>
<td>31</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>482</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
### BY545A

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

**Pos. 856-857**

**Format:** Z

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-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>998</td>
<td>6.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1129</td>
<td>6.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>3191</td>
<td>20.3%</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 responses: -6 23 0.1% (MISS)
- Partial interview-breakoff: -7 585 3.6% (MISS)
- Survey component legitimate skip/NA: -8 276 1.7% (MISS)
- Missing: -9 384 2.4% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### BY545B

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

**Pos. 858-859**

**Format:** Z

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-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>952</td>
<td>5.9%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>2952</td>
<td>18.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>3170</td>
<td>19.5%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>2093</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4 651 4.0% (MISS)
- Multiple responses: -6 24 0.1% (MISS)
- Partial interview-breakoff: -7 585 3.6% (MISS)
- Survey component legitimate skip/NA: -8 276 1.7% (MISS)
- Missing: -9 405 2.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### BY546A

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

**Pos. 862-863**

**Format:** Z

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-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>3972</td>
<td>24.3%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3594</td>
<td>22.1%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2522</td>
<td>15.5%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>4</td>
<td>3640</td>
<td>22.4%</td>
</tr>
<tr>
<td>Missing</td>
<td>5</td>
<td>2552</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

**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: -9 446 2.7% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### BY546B

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

**Pos. 864-865**

**Format:** Z

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 hours</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>1 hour</td>
<td>1</td>
<td>6472</td>
<td>39.8%</td>
</tr>
<tr>
<td>2 hours</td>
<td>2</td>
<td>2942</td>
<td>14.0%</td>
</tr>
<tr>
<td>3 hours</td>
<td>3</td>
<td>640</td>
<td>3.9%</td>
</tr>
<tr>
<td>4 hours</td>
<td>4</td>
<td>244</td>
<td>1.5%</td>
</tr>
<tr>
<td>5 hours</td>
<td>5</td>
<td>271</td>
<td>1.7%</td>
</tr>
<tr>
<td>6 or more hours</td>
<td>6</td>
<td>221</td>
<td>1.4%</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: -9 708 4.4% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### BY544A

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

**Pos. 860-861**

**Format:** Z

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-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>998</td>
<td>6.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1129</td>
<td>6.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>3191</td>
<td>20.3%</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 responses: -6 23 0.1% (MISS)
- Partial interview-breakoff: -7 585 3.6% (MISS)
- Survey component legitimate skip/NA: -8 276 1.7% (MISS)
- Missing: -9 384 2.4% (MISS)

**TOTALS:** 16252 100.0% 100.0%
### How often uses computer at home

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>1446</td>
<td>9.0%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>532</td>
<td>3.3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>1555</td>
<td>9.6%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>3056</td>
<td>18.8%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>7694</td>
<td>47.3%</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

### How often uses computer at school

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>280</td>
<td>1.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>9771</td>
<td>60.1%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2960</td>
<td>18.2%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>332</td>
<td>2.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>189</td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

### How often uses computer at public library

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>658</td>
<td>4.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>9771</td>
<td>60.1%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2960</td>
<td>18.2%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>332</td>
<td>2.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>189</td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

### How often uses computer at friend's house

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>658</td>
<td>4.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>9771</td>
<td>60.1%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2960</td>
<td>18.2%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>332</td>
<td>2.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>189</td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

### How often uses computer at another place

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>1289</td>
<td>8.0%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>2678</td>
<td>16.5%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2678</td>
<td>16.5%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>1200</td>
<td>7.4%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>2680</td>
<td>16.5%</td>
<td>19.3%</td>
</tr>
</tbody>
</table>

### How often uses computer at school

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>513</td>
<td>3.2%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>5384</td>
<td>33.1%</td>
<td>37.4%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>5471</td>
<td>33.7%</td>
<td>38.7%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>2532</td>
<td>15.6%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>387</td>
<td>2.4%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

### How often uses computer at another place

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>651</td>
<td>4.0%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>585</td>
<td>3.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>276</td>
<td>1.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>445</td>
<td>2.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>451</td>
<td>2.8%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

### How often uses computer at friend's house

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>513</td>
<td>3.2%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>5384</td>
<td>33.1%</td>
<td>37.4%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>5471</td>
<td>33.7%</td>
<td>38.7%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>2532</td>
<td>15.6%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>387</td>
<td>2.4%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

### How often uses computer at another place

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>651</td>
<td>4.0%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>585</td>
<td>3.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>276</td>
<td>1.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>4</td>
<td>445</td>
<td>2.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Everyday or almost everyday</td>
<td>5</td>
<td>451</td>
<td>2.8%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>
48. During the school year, how many hours a day do you usually watch TV or videotapes/DVDs?

Weekends

I don’t watch TV or videotapes/DVD

Applies to: Respondents who watch TV or videotapes/DVD.

Source: ELS:2002 Student Questionnaire

---

<table>
<thead>
<tr>
<th>Hours/day spent watching TV/DVD on weekends</th>
<th>FREQ</th>
<th>CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No..................................</td>
<td>5</td>
<td>44%</td>
</tr>
<tr>
<td>Rarely..................................</td>
<td>2</td>
<td>16%</td>
</tr>
<tr>
<td>Sometimes...............................</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Often...................................</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>CODES    FREQ    CENT  PCT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PER-     WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49. During the school year, how many hours a day do you usually play video or computer games such as Nintendo or PlayStation?

Weekends

I don’t play video or computer games

Applies to: Respondents who play video or computer games.

Source: ELS:2002 Student Questionnaire

---

<table>
<thead>
<tr>
<th>Hours/day plays video/computer games on weekdays</th>
<th>FREQ</th>
<th>CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No..................................</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Yes.....................................</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>CODES    FREQ    CENT  PCT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PER-     WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>Use of school library for assignments</th>
<th>FREQ</th>
<th>CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never..................................</td>
<td>1</td>
<td>16%</td>
</tr>
<tr>
<td>Rarely..................................</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Sometimes...............................</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Often...................................</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>CODES    FREQ    CENT  PCT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PER-     WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

51. How often do you use your school library media center for any of the following activities?

MAYBE (ONE RESPONSE FOR EACH LINE)

a. Course assignments

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>Use of school library for in-school projects</th>
<th>FREQ</th>
<th>CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never..................................</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Rarely..................................</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Sometimes...............................</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Often...................................</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>CODES    FREQ    CENT  PCT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PER-     WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Appendix G:

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

<table>
<thead>
<tr>
<th>BYSS1C</th>
<th>STUDENT.PUB Rec. 1/5</th>
<th>Pos. 894-895</th>
<th>Format: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of school library for homework</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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>
<thead>
<tr>
<th>CODES</th>
<th>CODES PER-</th>
<th>CODES WGT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>813</td>
<td>0.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3783</td>
<td>2.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>13</td>
<td>0.1%</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>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BYSS1D</th>
<th>STUDENT.PUB Rec. 1/5</th>
<th>Pos. 894-895</th>
<th>Format: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of school library for research papers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. 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 |

<table>
<thead>
<tr>
<th>CODES</th>
<th>CODES PER-</th>
<th>CODES WGT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>53</td>
<td>0.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>73</td>
<td>0.0%</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>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BYSS1E</th>
<th>STUDENT.PUB Rec. 1/5</th>
<th>Pos. 894-895</th>
<th>Format: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of school library for leisure reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. 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>
<thead>
<tr>
<th>CODES</th>
<th>CODES PER-</th>
<th>CODES WGT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>7613</td>
<td>0.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3459</td>
<td>2.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>73</td>
<td>0.0%</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>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BYSS1F</th>
<th>STUDENT.PUB Rec. 1/5</th>
<th>Pos. 896-899</th>
<th>Format: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of school library to read magazines/newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. 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>CODES PER-</th>
<th>CODES WGT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>7409</td>
<td>0.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3401</td>
<td>2.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>3783</td>
<td>2.3%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>73</td>
<td>0.0%</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>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BYSS1G</th>
<th>STUDENT.PUB Rec. 1/5</th>
<th>Pos. 894-895</th>
<th>Format: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of school library to read books for fun</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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) |
| g. Read books for fun |
| Apply to: Respondents whose school has a library media center. Source: ELS:2002 Student Questionnaire |

<table>
<thead>
<tr>
<th>CODES</th>
<th>CODES PER-</th>
<th>CODES WGT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>7409</td>
<td>0.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3401</td>
<td>2.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>3783</td>
<td>2.3%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>73</td>
<td>0.0%</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>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BYSS1H</th>
<th>STUDENT.PUB Rec. 1/5</th>
<th>Pos. 900-901</th>
<th>Format: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of school library for interests outside of school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. Learn about things that are not course-related, such as 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 |

<table>
<thead>
<tr>
<th>CODES</th>
<th>CODES PER-</th>
<th>CODES WGT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>7409</td>
<td>0.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3401</td>
<td>2.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>3783</td>
<td>2.3%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>73</td>
<td>0.0%</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>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>73</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
51. How often do you use your school library media center for any of the following activities? (Mark one response on each line)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the Internet</td>
<td>3759</td>
<td>23.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>3759</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

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

52. How useful are the reference materials (books, magazines, newspapers, Internet resources, and databases) available from the school library media center in helping you do your class assignments and research? (Mark one response)

<table>
<thead>
<tr>
<th>Usefulness</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>3759</td>
<td>23.1%</td>
</tr>
<tr>
<td>Not useful</td>
<td>3759</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

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

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

**BYSS51**

**BYSS51A**

**BYSS51B**

**BYSS51C**

How helpful is library staff with finding research resources

**BYSS51A**

**BYSS51B**

**BYSS51C**

How helpful is library staff with using databases

**BYSS51C**

How helpful is library staff with using Internet

**BYSS51C**

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

#### Importance of being successful in line work

54. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)  
(Contact important; Somewhat important; Very important)  

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>174</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>1973</td>
<td>13.0%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>12755</td>
<td>86.6%</td>
<td>85.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- (Nonrespondent)  
- (Multiple response)  
- (Survey component legitimate skip/NA)  

**TOTALS:**  
16252 100.0% 100.0%

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

#### Importance of marrying right person/having happy family

54. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)  
(Contact important; Somewhat important; Very important)  

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>706</td>
<td>4.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>8773</td>
<td>56.0%</td>
<td>55.7%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>11108</td>
<td>70.6%</td>
<td>70.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- (Don’t know)  
- (Nonrespondent)  
- (Multiple response)  
- (Survey component legitimate skip/NA)  
- (Missing)  

**TOTALS:**  
16252 100.0% 100.0%

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

#### 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)  
(Contact important; Somewhat important; Very important)  

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>1245</td>
<td>7.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>7153</td>
<td>45.2%</td>
<td>50.5%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>6073</td>
<td>37.4%</td>
<td>41.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- (Don’t know)  
- (Nonrespondent)  
- (Multiple response)  
- (Survey component legitimate skip/NA)  
- (Missing)  

**TOTALS:**  
16252 100.0% 100.0%

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

#### Importance of having strong friendships

54. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)  
(Contact important; Somewhat important; Very important)  

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>237</td>
<td>1.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>2173</td>
<td>13.5%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>12237</td>
<td>75.3%</td>
<td>83.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- (Nonrespondent)  
- (Multiple response)  
- (Survey component legitimate skip/NA)  
- (Missing)  

**TOTALS:**  
16252 100.0% 100.0%

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

#### 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)  
(Contact important; Somewhat important; Very important)  

<table>
<thead>
<tr>
<th></th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>238</td>
<td>1.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>2053</td>
<td>12.6%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>12237</td>
<td>75.3%</td>
<td>83.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- (Nonrespondent)  
- (Multiple response)  
- (Survey component legitimate skip/NA)  
- (Missing)  

**TOTALS:**  
16252 100.0% 100.0%

Applies to: All respondents.  
Source: ELS:2002 Student Questionnaire
Importance of giving children better opportunities

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. Getting able to give my children better opportunities than I’ve
   b. Having a good education for my children
   c. Having leisure time
   d. Having a family

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

   a. Having children
   b. Having leisure time
   c. Working to correct social and economic inequalities

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</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
Appendix G: Base-Year to First Follow-up Electronic Codebook

BY154N
STUDENT.PUB Rec. 1/5
Pos. 316-339
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)
   a. Becoming an expert in my field of work
   b. College Board Scholastic Assessment Test (SAT) or American College Testing Service (ACT)

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Don't know)</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Multiple response</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BY154G
STUDENT.PUB Rec. 1/5
Pos. 338-349
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)
   c. Getting a good education

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Don't know)</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Multiple response</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BY155A
STUDENT.PUB Rec. 1/5
Pos. 394-401
Format: N2

Plans to take the 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. Pre-SAT test (PSAT) or Preliminary American College Testing Test (PACT)
   b. College Board Scholastic Assessment Test (SAT) or American College Testing Service (ACT)
   c. Advanced Placement (AP) test

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Don't know)</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Multiple response</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

BY155B
STUDENT.PUB Rec. 1/5
Pos. 394-403
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? (MARK ONE RESPONSE ON EACH LINE)
   d. Armed Services Vocational Aptitude Battery (ASVAB)

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Don't know)</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Multiple response</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0.0%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>CODE</td>
<td>FREQ</td>
<td>CENT</td>
<td>PCT</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>113</td>
<td>0.7%</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>932</td>
<td>6.7%</td>
<td>6.7%</td>
<td></td>
</tr>
<tr>
<td>862</td>
<td>6.6%</td>
<td>6.6%</td>
<td></td>
</tr>
<tr>
<td>519</td>
<td>3.7%</td>
<td>3.7%</td>
<td></td>
</tr>
<tr>
<td>3124</td>
<td>20.3%</td>
<td>20.3%</td>
<td></td>
</tr>
<tr>
<td>2629</td>
<td>16.3%</td>
<td>16.3%</td>
<td></td>
</tr>
<tr>
<td>-1</td>
<td></td>
<td></td>
<td>9.6%</td>
</tr>
<tr>
<td>-2</td>
<td>0.1%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>4.0%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>1.7%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>2.4%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>TOTALS: 16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

---

57. Do you plan to continue your education right after high school or at some time in the future? (MARK ONE RESPONSE)

Yes, right after high school... 1 10381 63.9% 72.0%
Yes, after staying out of school for one year... 2 1885 11.6% 15.2%
Yes, after out of high school over 1 yr... 3 259 1.6% 2.0%
Yes, but don’t know when... 4 1028 6.3% 8.0%
No, I don’t plan to continue my education after high school... 5 73 0.4% 0.4%

Apply to: Respondents who plan to continue education after high school. Source: ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10381</td>
<td>63.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1885</td>
<td>11.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>259</td>
<td>1.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1028</td>
<td>6.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>0.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS: 16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

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

Apply to: Respondents who plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

---

59. Where have you gone for information about the entrance requirements of various colleges? (MARK ALL THAT APPLY)

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

Apply to: Respondents who plan to continue education past high school.
Source: ELS:2002 Student Questionnaire
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  

Apply to: Respondents who plan to continue education past high school.  
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>No</td>
<td>0</td>
<td>9258</td>
<td>57.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3319</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  
-3 [Item legitimate skip/NA]  
-4 [Nonrespondent]  
-7 [Partial interview-breakoff]  
-8 [Survey component legitimate skip/NA]  
-9 [Missing]  

TOTALES: 16252 100.0% 100.0%

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  

Apply to: Respondents who plan to continue education past high school.  
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>No</td>
<td>0</td>
<td>8156</td>
<td>50.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4421</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  
-3 [Item legitimate skip/NA]  
-4 [Nonrespondent]  
-7 [Partial interview-breakoff]  
-8 [Survey component legitimate skip/NA]  
-9 [Missing]  

TOTALES: 16252 100.0% 100.0%

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  

Apply to: Respondents who plan to continue education past high school.  
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>No</td>
<td>0</td>
<td>10617</td>
<td>65.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1960</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  
-3 [Item legitimate skip/NA]  
-4 [Nonrespondent]  
-7 [Partial interview-breakoff]  
-8 [Survey component legitimate skip/NA]  
-9 [Missing]  

TOTALES: 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

60. Would you like to participate in athletics (not intramurals) at the collegiate level?
   Yes (GO TO QUESTION 61)
   No (SKIP TO QUESTION 63)

Applies to: Respondents who plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

61. Do you hope to receive an athletic scholarship to pay for all or part of your college expenses?
   No (GO TO QUESTION 63)
   Yes (SKP TO QUESTION 62)

Applies to: Respondents who plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

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
   a. I do not like school
   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
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYES62B STUDENT.PUB Rec. 1/5
-----
Pos. 982-983
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

<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>160</td>
<td>2.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>471</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-3 14042 86.4% (MISS)
-4 651 4.0% (MISS)
-6 1 0.0% (MISS)
-7 53 0.3% (MISS)
-8 276 1.7% (MISS)
-9 398 2.4% (MISS)

TOTALES: 16252 100.0% 100.0%

-----

BYES62C STUDENT.PUB Rec. 1/5
-----
Pos. 984-985
Format: N2
Will not need more school for job

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)  
c. I will not need more education for the career I want

Applies to: Respondents who don’t plan to continue education past high school.
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>No</td>
<td>0</td>
<td>438</td>
<td>2.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>182</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-3 14042 86.4% (MISS)
-4 651 4.0% (MISS)
-6 2 0.0% (MISS)
-7 53 0.3% (MISS)
-8 276 1.7% (MISS)
-9 408 2.0% (MISS)

TOTALES: 16252 100.0% 100.0%

-----

BYES62D STUDENT.PUB Rec. 1/5
-----
Pos. 986-987
Format: N2
Cannot afford school

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)  
d. I cannot afford to go on to school

Applies to: Respondents who don’t plan to continue education past high school.
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>No</td>
<td>0</td>
<td>495</td>
<td>3.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>325</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-3 14042 86.4% (MISS)
-4 651 4.0% (MISS)
-6 1 0.0% (MISS)
-7 53 0.3% (MISS)
-8 276 1.7% (MISS)
-9 410 2.5% (MISS)

TOTALES: 16252 100.0% 100.0%

-----

BYES62E 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

Applies to: Respondents who don’t plan to continue education past high school.
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>No</td>
<td>0</td>
<td>709</td>
<td>4.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>105</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-3 14042 86.4% (MISS)
-4 651 4.0% (MISS)
-6 3 0.0% (MISS)
-7 53 0.3% (MISS)
-8 276 1.7% (MISS)
-9 416 2.6% (MISS)

TOTALES: 16252 100.0% 100.0%

-----

BYES62F STUDENT.PUB Rec. 1/5
-----
Pos. 992-993
Format: N2

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

Applies to: Respondents who don’t plan to continue education past high school.
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>No</td>
<td>0</td>
<td>268</td>
<td>1.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>547</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-3 14042 86.4% (MISS)
-4 651 4.0% (MISS)
-6 1 0.0% (MISS)
-7 53 0.3% (MISS)
-8 276 1.7% (MISS)
-9 410 2.5% (MISS)

TOTALES: 16252 100.0% 100.0%

-----

BYES62G STUDENT.PUB Rec. 1/5
-----
Pos. 982-983
Format: N2
Muddle work and earn money

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)  
e. I’d rather work and make money than go to school

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

<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>325</td>
<td>2.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>493</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-3 14042 86.4% (MISS)
-4 651 4.0% (MISS)
-6 3 0.0% (MISS)
-7 53 0.3% (MISS)
-8 276 1.7% (MISS)
-9 412 2.5% (MISS)

TOTALES: 16252 100.0% 100.0%

-----

Source: ELS:2002 Student Questionnaire
Applies to: Respondents who don’t plan to continue education past high school.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BY662H  STUDENT.PUB Rec. 1/5
Pos. 994-995
Format: R2

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 on each line)

a. They think I should do what I want......
   6
   55
   0.6
   1.6
   0.6
   (MISS)

b. Enter military service..................
   4
   191
   1.2
   1.5
   1.5

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

Apply to: Respondents who don’t plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

---

BY665A  STUDENT.PUB Rec. 1/5
Pos. 996-997
Format: R2

---

How far in school mother wants 10th grader to go

65. How far in school do you think your mother and father want you to go?
Mother

a. They don’t care
   6
   1436
   8.8
   11.6
   11.6

BYS66A  STUDENT.PUB Rec. 1/5
Pos. 998-999
Format: R2

How far in school father wants 10th grader to go

65. How far in school do you think your mother and father want you to go?
Father

a. Your mother
   1
   329
   2.0
   2.9
   2.9

b. They think I should do what I want......
   6
   55
   0.6
   1.6
   1.6

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

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

---

BY666A  STUDENT.PUB Rec. 1/5
Pos. 1000-1001
Format: R2

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?

a. Go to college
   1
   10155
   62.5
   75.9
   75.9

b. Get a full-time job
   2
   445
   2.9
   3.7
   3.7

c. Enter trade school or apprenticeship....
   3
   209
   1.3
   1.9
   1.9

d. Enter military service..............
   4
   191
   1.2
   1.5
   1.5

e. Get married
   5
   77
   0.5
   0.6
   0.6

Note: This is one of a series of items, a through g.
‘I don’t know’ includes ‘They don’t care’ responses.

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

---

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

-------

BYS66A  STUDENT.PUB Rec. 1/5
Pos. 996-997
Format: R2

How far in school mother wants 10th grader to go

65. How far in school do you think your mother and father want you to go?
Mother

a. They think I should do what I want......
   6
   55
   0.6
   1.6
   1.6

b. Enter military service..................
   4
   191
   1.2
   1.5
   1.5

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

Apply to: Respondents who don’t plan to continue education past high school.
Source: ELS:2002 Student Questionnaire

---

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

-------

BYS66B  STUDENT.PUB Rec. 1/5
Pos. 998-999
Format: R2

How far in school father wants 10th grader to go

65. How far in school do you think your mother and father want you to go?
Father

a. Your mother
   1
   329
   2.0
   2.9
   2.9

b. They think I should do what I want......
   6
   55
   0.6
   1.6
   1.6

Note: This is one of a series of items, a through g.
‘I don’t know’ includes ‘They don’t care’ responses.

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

---

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

-------
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 apprenticeship; Enter military service; Get married; They think I should do what I want; I don’t know)

a. Your father

Note: This is one of a series of items, a through g. 'I don’t know' includes 'They don’t care' responses.

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>0.0</td>
<td>14252</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

---

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 apprenticeship; Enter military service; Get married; They think I should do what I want; They don’t care; 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.

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>0.0</td>
<td>14252</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

---

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 apprenticeship; Enter military service; Get married; They think I should do what I want; They don’t care; I don’t know)
e. School counselor

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

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>0.0</td>
<td>14252</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

---

**BY66F**

**STUDENT.PUB Rec. 1/5**  
**Pos. 1010-1011**  
**Format: N2**

Favorite teacher'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 apprenticeship; Enter military service; Get married; They think I should do what I want; They don't care; I don't know)

f. Your favorite teacher

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

Applies to: All respondents.

Source: ELS:2002 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>
</tbody>
</table>

---

**BY66G**

**STUDENT.PUB Rec. 1/5**  
**Pos. 1012-1013**  
**Format: N2**

Teacher'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?

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

**Appendix G:**

---

**BY667**

**STUDENT.PUB Rec. 1/5**  
**Pos. 1014-1015**  
**Format: N2**

English is student's native language

Whether English is student's native language. If BY667 missing, the composite version (STLANG) had imputed values assigned.

67. Is English your native language (the first language you learned to speak when you were a child)?

Yes (SKIP TO QUESTION 71 ON PAGE 23)

No (GO TO QUESTION 48)

Applies to: All respondents.

Source: ELS:2002 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>
</tbody>
</table>

---

**BY668A**

**STUDENT.PUB Rec. 1/5**  
**Pos. 1016-1017**  
**Format: N2**

How often 10th grader speaks native language with mother

69. How often do you speak your native language with... (IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE MARK "Does not apply.")

(MARK ONE RESPONSE ON EACH LINE)

(Never; Sometimes; About half the time; Always or most of the time; Does not apply)

Applies to: Respondents whose native language is not English.

Source: ELS:2002 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>
</tbody>
</table>

---

**BY669**

**STUDENT.PUB Rec. 1/5**  
**Pos. 1018-1019**  
**Format: N2**

Now how 10th grader speaks native language with father

69. How often do you speak your native language with... (IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE MARK "Does not apply.")

(MARK ONE RESPONSE ON EACH LINE)

(Never; Sometimes; About half the time; Always or most of the time; Does not apply)

Applies to: Respondents whose native language is not English.

Source: ELS:2002 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>
</tbody>
</table>

---

**BY67**

**STUDENT.PUB Rec. 1/5**  
**Pos. 1014-1015**  
**Format: N2**

English is student's native language

Whether English is student's native language. If BY667 missing, the composite version (STLANG) had imputed values assigned.

67. Is English your native language (the first language you learned to speak when you were a child)?

Yes (SKIP TO QUESTION 71 ON PAGE 23)

No (GO TO QUESTION 48)

Applies to: All respondents.

Source: ELS:2002 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>
</tbody>
</table>

---

**G-92**
### BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK

**Appendix G:**

#### How often 10th grader speaks native language with siblings

69. How often do you speak your native language with... (IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE MARK "Does not apply.")

- (MARK ONE RESPONSE ON EACH LINE)
  - [Never; Sometimes; About half the time; Always or most of the time; Does not apply]

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

**Applies to:** Respondents whose native language is not English.

**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>Never</td>
<td>1</td>
<td>444</td>
<td>2.7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>663</td>
<td>4.1%</td>
</tr>
<tr>
<td>About half of the time</td>
<td>3</td>
<td>526</td>
<td>3.2%</td>
</tr>
<tr>
<td>Always or most of the time</td>
<td>4</td>
<td>524</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -3 12358 77.5% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple response] -6 5 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 566 3.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

#### How well 10th grader speaks native language with friends

69. How often do you speak your native language with... (IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE MARK "Does not apply.")

- (MARK ONE RESPONSE ON EACH LINE)
  - [Never; Sometimes; About half the time; Always or most of the time; Does not apply]

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

**Applies to:** Respondents whose native language is not English.

**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>Never</td>
<td>1</td>
<td>444</td>
<td>2.7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>663</td>
<td>4.1%</td>
</tr>
<tr>
<td>About half of the time</td>
<td>3</td>
<td>526</td>
<td>3.2%</td>
</tr>
<tr>
<td>Always or most of the time</td>
<td>4</td>
<td>524</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -3 12358 77.5% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple response] -6 5 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 566 3.5% (MISS)

**TOTALES:** 16252 100.0% 100.0%

---

#### How well 10th grader reads English

70. How well do you do the following?

- (MARK ONE RESPONSE ON EACH LINE)
  - [Very well; Well; Not well; Not at all]

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

**Applies to:** Respondents whose native language is not English.

**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>Very well</td>
<td>1</td>
<td>4449 9.2%</td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>641 3.9%</td>
<td></td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>147 0.9%</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>20 0.1%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -3 12472 76.7% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple response] -6 1 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 555 3.4% (MISS)

**TOTALES:** 16252 100.0% 100.0%

---

#### How well 10th grader writes English

70. How well do you do the following?

- (MARK ONE RESPONSE ON EACH LINE)
  - [Very well; Well; Not well; Not at all]

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

**Applies to:** Respondents whose native language is not English.

**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>Very well</td>
<td>1</td>
<td>2 4449 8.9%</td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>641 3.9%</td>
<td></td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>147 0.9%</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>20 0.1%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -3 12472 76.7% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple response] -6 1 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 555 3.4% (MISS)

**TOTALES:** 16252 100.0% 100.0%

---

#### How well 10th grader understands spoken English

70. How well do you do the following?

- (MARK ONE RESPONSE ON EACH LINE)
  - [Very well; Well; Not well; Not at all]

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

**Applies to:** Respondents whose native language is not English.

**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>Very well</td>
<td>1</td>
<td>4449 9.2%</td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>641 3.9%</td>
<td></td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>147 0.9%</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>20 0.1%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -3 12472 76.7% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple response] -6 1 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 555 3.4% (MISS)

**TOTALES:** 16252 100.0% 100.0%

---

#### How well 10th grader speaks English

70. How well do you do the following?

- (MARK ONE RESPONSE ON EACH LINE)
  - [Very well; Well; Not well; Not at all]

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

**Applies to:** Respondents whose native language is not English.

**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>Very well</td>
<td>1</td>
<td>4449 9.2%</td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>641 3.9%</td>
<td></td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>147 0.9%</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>20 0.1%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -3 12472 76.7% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple response] -6 1 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 555 3.4% (MISS)

**TOTALES:** 16252 100.0% 100.0%

---

#### How well 10th grader speaks English

70. How well do you do the following?

- (MARK ONE RESPONSE ON EACH LINE)
  - [Very well; Well; Not well; Not at all]

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

**Applies to:** Respondents whose native language is not English.

**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>Very well</td>
<td>1</td>
<td>4449 9.2%</td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>641 3.9%</td>
<td></td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>147 0.9%</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>20 0.1%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA] -3 12472 76.7% (MISS)
- [Nonrespondent] -4 651 4.0% (MISS)
- [Multiple response] -6 1 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 276 1.7% (MISS)
- [Missing] -9 555 3.4% (MISS)

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

#### Participated in cooperative-education

71. In which of the following work-based learning experiences have you participated during high school?

(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>11299</td>
<td>69.5%</td>
<td>86.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1773</td>
<td>10.9%</td>
<td>13.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

16252

---

#### Participated in internship

71. In which of the following work-based learning experiences have you participated during high school?

(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>12396</td>
<td>76.3%</td>
<td>94.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>676</td>
<td>4.2%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

16252

---

#### Participated in job shadowing/work-site visits

71. In which of the following work-based learning experiences have you participated during high school?

(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>11326</td>
<td>69.7%</td>
<td>85.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1745</td>
<td>10.7%</td>
<td>14.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

16252

---

#### Participated in mentoring

71. In which of the following work-based learning experiences have you participated during high school?

(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>12423</td>
<td>76.3%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>671</td>
<td>4.1%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

16252

---
### BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK

**Table: Work-based Learning Experiences**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYS71G Participated in community service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BYS71F Participated in school-based enterprise</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions: 71.** 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)

**Responses:**

- **No**
- **Yes**

**Appendix G:**

**Table: Employment Status**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYS72 Participated in school-based enterprise</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions: 72.** Have you ever worked for pay, not counting work around the house? (Mark ONE response)

- **No**
- **Yes, currently employed**
- **Yes, but not currently employed**
- **Yes, but I am not currently employed (Go to Question 73)**

**Responses:**

- **No**
- **Yes, currently employed**
- **Yes, but not currently employed**

---

G-95
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYS73

**STUDENT.PUB Rec. 2/5**

**Pos. 25-30**

**Format: N6**

**Date last worked for pay**

71. 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. Date represented as YYMM combined variable. Invalid months with valid years had MM portion of variable set to 00. If currently employed or if never worked, BYS73 was set to -3.

Apply to: Respondents who have worked for pay, but not currently.

**Source:** ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
</table>

#### BYS74

**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. Date represented as YYMM combined variable. Invalid months with valid years had MM portion of variable set to 00.

Apply to: Respondents who have ever worked for pay.

**Source:** ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
</table>

#### BYS75

**STUDENT.PUB Rec. 2/5**

**Pos. 37-38**

**Format: N2**

**How many hours usually works a week**

75. How many hours do/did you usually work each week on your current or most recent job?  
Note: Values of 41 represent 41 or more hours each week.

Apply to: Respondents who have ever worked for pay.

**Source:** ELS:2002 Student Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
</table>
**Appendix G: Base-Year to First Follow-up Electronic Codebook**

### Type of work done on current/most recent job

77. What kind of work do/did you do for pay on your current job or most recent job? (If you have two or more jobs, answer for the one that pays the most per hour. Do not include work around your own house.)

**MARK ONE RESPONSE**
- Fast food worker, waiter/waitress, host/hostess, dishwasher/busboy
- 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

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

### How closely related job is to desired job after education

80. Is this job related to the job you want to have when you have completed your education? (MARK ONE RESPONSE)

**MARK ONE RESPONSE**
- Closely related
- Somewhat related
- Not related at all

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

BYSS3B

Format: M2

Father's highest level of education

81. How far in school did your parents go? Indicate your mother's and father's highest level of education.

   a. Regularly received magazine
   (Have; Does not have)
   (MARK ONE RESPONSE ON EACH LINE)

   b. Access to the Internet
   (Have; Does not have)

   c. A computer
   (Have; Does not have)

   d. Access to the Internet
   (Have; Does not have)

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

BYSS4A

Format: M2

Family has regularly received magazine

84. Does your family have the following in your home?
   (MARK ONE RESPONSE ON EACH LINE)
   (Have; Does not have)

   a. A daily newspaper

   b. Regularly received magazine

   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

---

BYSS4C

Format: M2

Family has access to the Internet

84. Does your family have the following in your home?
   (MARK ONE RESPONSE ON EACH LINE)
   (Have; Does not have)

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

BYSS4D

Format: M2

Family has access to the Internet

84. Does your family have the following in your home?
   (MARK ONE RESPONSE ON EACH LINE)
   (Have; Does not have)

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

---

G-98
5. Does your family have the following in your home?

(a) DVD player

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

(a) Electric dishwasher

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

(b) A fax machine

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

Family has DVD player

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

(Have; Does not have)

a. DVD player

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

Family has an electric dishwasher

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

(Have; Does not have)

f. Electric dishwasher

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

Family has a clothes dryer

84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

(Have; Does not have)

g. Clothes dryer

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

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

Family has more than 50 books

84. 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.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

Has own room

84. 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.

Applies to: All respondents.

Source: ELS:2002 Student Questionnaire

Family has more than 50 books

84. 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.

Applies to: All respondents.

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

#### BYSSA

**STUDENT.PUB Rec.: 2/5**  
Pos.: 71-72  
Format: N2

**How often parents check homework**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1415</td>
<td>8.7%</td>
<td>Rarely</td>
<td>276</td>
<td>1.7%</td>
<td>Sometimes</td>
<td>3833</td>
<td>23.6%</td>
</tr>
<tr>
<td>Rarely</td>
<td>276</td>
<td>20.0%</td>
<td>Sometimes</td>
<td>4572</td>
<td>28.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>1270</td>
<td>7.9%</td>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>1</td>
<td>0.1%</td>
<td>Multiple responses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey component legitimate skip/NA:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:** 16252 100.0% 100.0%

---

#### BYSSB

**STUDENT.PUB Rec.: 2/5**  
Pos.: 73-74  
Format: N2

**How often parents help with homework**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1398</td>
<td>8.7%</td>
<td>Rarely</td>
<td>2381</td>
<td>14.7%</td>
<td>Sometimes</td>
<td>3811</td>
<td>23.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>1381</td>
<td>8.7%</td>
<td>Sometimes</td>
<td>4508</td>
<td>27.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>2398</td>
<td>14.8%</td>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>1</td>
<td>0.1%</td>
<td>Multiple responses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey component legitimate skip/NA:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:** 16252 100.0% 100.0%

---

#### BYSSC

**STUDENT.PUB Rec.: 2/5**  
Pos.: 75-76  
Format: N2

**Special privileges given for good grades**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1861</td>
<td>11.5%</td>
<td>Rarely</td>
<td>2336</td>
<td>14.3%</td>
<td>Sometimes</td>
<td>4508</td>
<td>27.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>2336</td>
<td>14.3%</td>
<td>Sometimes</td>
<td>4239</td>
<td>26.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>4508</td>
<td>27.9%</td>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>4</td>
<td>2.5%</td>
<td>Multiple responses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey component legitimate skip/NA:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:** 16252 100.0% 100.0%

---

#### BYSSD

**STUDENT.PUB Rec.: 2/5**  
Pos.: 77-78  
Format: N2

**Parents limit privileges due to poor grades**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>14578</td>
<td>28.3%</td>
<td>Rarely</td>
<td>3226</td>
<td>20.3%</td>
<td>Sometimes</td>
<td>3204</td>
<td>20.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>3226</td>
<td>20.3%</td>
<td>Sometimes</td>
<td>3805</td>
<td>11.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>3204</td>
<td>20.3%</td>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>4</td>
<td>0.1%</td>
<td>Multiple responses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey component legitimate skip/NA:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:** 16252 100.0% 100.0%

---

#### BYSSE

**STUDENT.PUB Rec.: 2/5**  
Pos.: 79-80  
Format: N2

**Required to work around the house**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1604</td>
<td>9.9%</td>
<td>Rarely</td>
<td>276</td>
<td>1.7%</td>
<td>Sometimes</td>
<td>21</td>
<td>0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>276</td>
<td>1.7%</td>
<td>Sometimes</td>
<td>8765</td>
<td>50.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>21</td>
<td>0.1%</td>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>4</td>
<td>0.1%</td>
<td>Multiple responses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey component legitimate skip/NA:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:** 16252 100.0% 100.0%

---

#### BYSSF

**STUDENT.PUB Rec.: 2/5**  
Pos.: 81-82  
Format: N2

**Parents limit TV watching or video games**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>14578</td>
<td>28.3%</td>
<td>Rarely</td>
<td>3226</td>
<td>20.3%</td>
<td>Sometimes</td>
<td>3204</td>
<td>20.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>3226</td>
<td>20.3%</td>
<td>Sometimes</td>
<td>3805</td>
<td>11.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>3204</td>
<td>20.3%</td>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>4</td>
<td>0.1%</td>
<td>Multiple responses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey component legitimate skip/NA:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:** 16252 100.0% 100.0%
How often discussed school courses with parents

85. How often do your parents do the following?
(MARK ONE RESPONSE ON EACH LINE)
(Never; Rarely; 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

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
<tr>
<td>Rarely</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
<tr>
<td>Sometimes</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
<tr>
<td>Often</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
</tbody>
</table>

RESERVE CODES:

Don't know
[Nonrespondent]...-4 651 4.0 (MISS)
Multiple responses....-6 9 0.1 (MISS)
Survey component legitimate skip/NA...
[Missing]...

TOTALS: 16252 100.0% 100.0%

How often discussed grades 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)

d. Your grades

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>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
<tr>
<td>Sometimes</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
<tr>
<td>Often</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
</tbody>
</table>

RESERVE CODES:

Don't know
[Nonrespondent]...-4 651 4.0 (MISS)
Multiple responses....-6 9 0.1 (MISS)
Survey component legitimate skip/NA...
[Missing]...

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)

e. Limiting amount of time you hang out with friends on school nights

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
<tr>
<td>Rarely</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
<tr>
<td>Sometimes</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
<tr>
<td>Often</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
</tbody>
</table>

RESERVE CODES:

Don't know
[Nonrespondent]...-4 651 4.0 (MISS)
Multiple responses....-6 9 0.1 (MISS)
Survey component legitimate skip/NA...
[Missing]...

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

---

BY668F
STUDENT. PUB Rec. 2/5
Pos. 95-94
Format: $2

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?

(MARK ONE RESPONSE ON EACH LINE)

(Never; Sometimes; Often)

f. Plans and preparation for ACT or SAT tests

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>5152</td>
<td>31.7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>5196</td>
<td>32.0%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>2180</td>
<td>13.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Don't know] -1 1 0.0% (MISS)

[Nonrespondent] -4 651 4.0% (MISS)

[Multiple response] -6 8 0.0% (MISS)

[Survey component legitimate skip/NA] -8 276 1.7% (MISS)

[Missing] -9 276 1.7% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BY668I
STUDENT. PUB Rec. 2/5
Pos. 99-100
Format: $2

How often discussed troubling things 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)

f. Things that are troubling you

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>2949</td>
<td>18.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>4229</td>
<td>26.0%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>4449</td>
<td>27.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Don't know] -1 1 0.0% (MISS)

[Nonrespondent] -4 651 4.0% (MISS)

[Multiple response] -6 8 0.0% (MISS)

[Survey component legitimate skip/NA] -8 276 1.7% (MISS)

[Missing] -9 276 1.7% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BY668T
STUDENT. PUB Rec. 2/5
Pos. 97-98
Format: $2

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?

(MARK ONE RESPONSE ON EACH LINE)

(Never; Sometimes; Often)

f. Going to college

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>1385</td>
<td>8.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>5385</td>
<td>33.1%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>5712</td>
<td>35.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Don't know] -1 2 0.0% (MISS)

[Nonrespondent] -4 651 4.0% (MISS)

[Multiple response] -6 8 0.0% (MISS)

[Survey component legitimate skip/NA] -8 276 1.7% (MISS)

[Missing] -9 2830 17.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BY668B
STUDENT. PUB Rec. 2/5
Pos. 101-102
Format: $2

87. How much do you agree or disagree with the following statements?

(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree)

a. Because reading is fun, I wouldn't want to give it up

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>1338</td>
<td>9.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>4980</td>
<td>30.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>4449</td>
<td>27.4%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1234</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] -1 651 4.0% (MISS)

[Multiple response] -6 15 0.9% (MISS)

[Partial interview-breakoff] -7 545 3.4% (MISS)

[Survey component legitimate skip/NA] -8 276 1.7% (MISS)

[Missing] -9 2922 18.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BY668T7
STUDENT. PUB Rec. 2/5
Pos. 103-104
Format: $2

87. How much do you agree or disagree with the following statements?

(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree)

b. Because reading is fun, I wouldn't want to give it up

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>1338</td>
<td>9.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>4980</td>
<td>30.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>4449</td>
<td>27.4%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1234</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] -1 651 4.0% (MISS)

[Multiple response] -6 15 0.9% (MISS)

[Partial interview-breakoff] -7 545 3.4% (MISS)

[Survey component legitimate skip/NA] -8 276 1.7% (MISS)

[Missing] -9 2922 18.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BY668H
STUDENT. PUB Rec. 2/5
Pos. 99-100
Format: $2

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?

(MARK ONE RESPONSE ON EACH LINE)

(Never; Sometimes; Often)

f. Community, national and world events

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>3745</td>
<td>23.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>5773</td>
<td>35.5%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>2574</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Don't know] -1 2 0.0% (MISS)

[Nonrespondent] -4 651 4.0% (MISS)

[Multiple response] -6 8 0.0% (MISS)

[Survey component legitimate skip/NA] -8 276 1.7% (MISS)

[Missing] -9 2832 17.4% (MISS)

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

BY87C

Think math is fun

87. How much do you agree or disagree with the following statements?
(MARK ONE RESPONSE ON EACH LINE)

- Strongly agree; Agree; Disagree; Strongly disagree

- Because doing mathematics is fun, I wouldn’t want to give it up

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

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

NYUSR0

Mathematics is important

87. How much do you agree or disagree with the following statements?
(MARK ONE RESPONSE ON EACH LINE)

- Strongly agree; Agree; Disagree; Strongly disagree

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

---

### BVS89A

**Student Pub. Rec.: 2/5**  
Pos: 119-120  
Format: N2

*Can do excellent job on math tests*

89. *How often do these things apply to you?*  
**(MARK ONE RESPONSE ON EACH LINE)**  
(After never; Sometimes; Often; Always)  

<table>
<thead>
<tr>
<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>1129</td>
<td>6.9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>5247</td>
<td>32.3%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>2729</td>
<td>16.8%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2350</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>19</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3266</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

**TOTALS:**  

16252 | 100.0% | 100.0%

---

### BVS89B

**Student Pub. Rec.: 2/5**  
Pos: 121-122  
Format: N2

*Can understand difficult math texts*

89. *How often do these things apply to you?*  
**(MARK ONE RESPONSE ON EACH LINE)**  
(After never; Sometimes; Often; Always)  

<table>
<thead>
<tr>
<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>2022</td>
<td>12.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>4660</td>
<td>10.1%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>2934</td>
<td>18.1%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>1647</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>13</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3232</td>
<td>19.9%</td>
</tr>
</tbody>
</table>

**TOTALS:**  

16252 | 100.0% | 100.0%

---

### BVS89C

**Student Pub. Rec.: 2/5**  
Pos: 123-124  
Format: N2

*Can understand difficult English texts*

89. *How often do these things apply to you?*  
**(MARK ONE RESPONSE ON EACH LINE)**  
(After never; Sometimes; Often; Always)  

<table>
<thead>
<tr>
<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>981</td>
<td>6.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>4570</td>
<td>28.1%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3888</td>
<td>22.7%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2105</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>12</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3184</td>
<td>20.4%</td>
</tr>
</tbody>
</table>

**TOTALS:**  

16252 | 100.0% | 100.0%

---

### BVS89D

**Student Pub. Rec.: 2/5**  
Pos: 125-126  
Format: N2

*Studies to get a good grade*

89. *How often do these things apply to you?*  
**(MARK ONE RESPONSE ON EACH LINE)**  
(After never; Sometimes; Often; Always)  

<table>
<thead>
<tr>
<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>1066</td>
<td>6.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3776</td>
<td>23.2%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3706</td>
<td>23.1%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2773</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3361</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

**TOTALS:**  

16252 | 100.0% | 100.0%

---

### BVS89E

**Student Pub. Rec.: 2/5**  
Pos: 127-128  
Format: N2

*Can learn something really hard*

89. *How often do these things apply to you?*  
**(MARK ONE RESPONSE ON EACH LINE)**  
(After never; Sometimes; Often; Always)  

<table>
<thead>
<tr>
<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>638</td>
<td>3.9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>4660</td>
<td>22.6%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3772</td>
<td>23.0%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>3163</td>
<td>19.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>17</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3524</td>
<td>21.7%</td>
</tr>
</tbody>
</table>

**TOTALS:**  

16252 | 100.0% | 100.0%

---

### BVS89F

**Student Pub. Rec.: 2/5**  
Pos: 129-130  
Format: N2

*Can understand difficult English class*

89. *How often do these things apply to you?*  
**(MARK ONE RESPONSE ON EACH LINE)**  
(After never; Sometimes; Often; Always)  

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>4340</td>
<td>26.7%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3556</td>
<td>21.6%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2432</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>5</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3399</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

**TOTALS:**  

16252 | 100.0% | 100.0%

---

# Base-Year to First Follow-up Electronic Codebook

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

---

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

---

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

---

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

---

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

---

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

---

*Note:* This is one of a series of items, a through v.
### BYSS9G
**Source:** ELS:2002 Student Questionnaire
**Applies to:** All respondents.
**Note:** This is one of a series of items, a through v.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never....................................</td>
<td>488</td>
<td>3.0%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Sometimes.......................................</td>
<td>3010</td>
<td>18.5%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Often...........................................</td>
<td>4464</td>
<td>27.5%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Almost always...................................</td>
<td>3213</td>
<td>19.8%</td>
<td>27.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- N: [Miss]
- [Nonrespondent].............................
- Partial interview-breakoff[1]..............
- Survey component legitimate skip/NA ........
- Missing......................................

**TOTA LS:**
16252 100.0% 100.0%

---

### BYSS9K
**Source:** ELS:2002 Student Questionnaire
**Applies to:** All respondents.
**Note:** This is one of a series of items, a through v.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never....................................</td>
<td>1349</td>
<td>8.3%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Sometimes.......................................</td>
<td>3549</td>
<td>21.8%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Often...........................................</td>
<td>2642</td>
<td>16.3%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- N: [Miss]
- [Nonrespondent].............................
- Partial interview-breakoff[1]..............
- Survey component legitimate skip/NA........
- Missing......................................

**TOTA LS:**
16252 100.0% 100.0%

---

### BYSS9J
**Source:** ELS:2002 Student Questionnaire
**Applies to:** All respondents.
**Note:** This is one of a series of items, a through v.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never....................................</td>
<td>577</td>
<td>3.6%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Sometimes.......................................</td>
<td>3502</td>
<td>21.5%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Often...........................................</td>
<td>3982</td>
<td>24.5%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Almost always...................................</td>
<td>2980</td>
<td>18.3%</td>
<td>26.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- N: [Miss]
- [Nonrespondent].............................
- Partial interview-breakoff[1]..............
- Survey component legitimate skip/NA........
- Missing......................................

**TOTA LS:**
16252 100.0% 100.0%

---

### BYSS8J
**Source:** ELS:2002 Student Questionnaire
**Applies to:** All respondents.
**Note:** This is one of a series of items, a through v.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never....................................</td>
<td>762</td>
<td>4.7%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Sometimes.......................................</td>
<td>3959</td>
<td>24.4%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Often...........................................</td>
<td>4002</td>
<td>24.6%</td>
<td>35.7%</td>
</tr>
<tr>
<td>Almost always...................................</td>
<td>2439</td>
<td>15.0%</td>
<td>32.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- N: [Miss]
- [Nonrespondent].............................
- Partial interview-breakoff[1]..............
- Survey component legitimate skip/NA........
- Missing......................................

**MISS:**
16252 100.0% 100.0%

---

### BYSS9L
**Source:** ELS:2002 Student Questionnaire
**Applies to:** All respondents.
**Note:** This is one of a series of items, a through v.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never....................................</td>
<td>7799</td>
<td>10.9%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Sometimes.......................................</td>
<td>4371</td>
<td>26.9%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Often...........................................</td>
<td>2973</td>
<td>18.3%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Almost always...................................</td>
<td>2005</td>
<td>12.3%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- N: [Miss]
- [Nonrespondent].............................
- Partial interview-breakoff[1]..............
- Survey component legitimate skip/NA........
- Missing......................................

**MISS:**
16252 100.0% 100.0%
<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>693</td>
<td>4.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3957</td>
<td>24.3%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>3745</td>
<td>23.0%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>2569</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Almost always (Nonrespondent) | -4 | 651 | 4.0% (MISS)
- Multiple response | -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% |

---

89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

- Almost never; Sometimes; Often; Almost always

n. I study to ensure that my future will be financially secure

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

**Applies to:** All respondents.

Source: ELS:2002 Student Questionnaire

---

**Can get no problems wrong if decides to:**

89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

- Almost never; Sometimes; Often; Almost always

p. I'm confident I can do an excellent job on my math assignments

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 math assignments:**

89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

- Almost never; Sometimes; Often; Almost always

r. I'm confident I can do an excellent job on my math assignments

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

**Applies to:** All respondents.

Source: ELS:2002 Student Questionnaire

---

**Studies to ensure financial security:**

89. How often do these things apply to you? (MARK ONE RESPONSE ON EACH LINE)

- Almost never; Sometimes; Often; Almost always

q. I study to ensure that my future will be financially secure

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

**Applies to:** All respondents.

Source: ELS:2002 Student Questionnaire
## 89. How often do these things apply to you?

**MARK ONE RESPONSE ON EACH LINE**

(Almost never; Sometimes; Often; Almost always)

- a. When studying, I try to do my best to acquire the knowledge and skills taught
- b. If I want to learn something well, I can

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

### Applies to: All respondents.

### Source: ELS:2002 Student Questionnaire

### PER- WGTID

<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>542</td>
<td>3.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>2844</td>
<td>17.5%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>4032</td>
<td>24.8%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTA:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### RESERVE CODES:

- Very important
- Somewhat important
- Not important

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>RESERVE CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

**CAN LEARN SOMETHING WELL IF WANTS TO**

### 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)

- a. They attend classes regularly
- b. They study

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

### Applies to: All respondents.

### Source: ELS:2002 Student Questionnaire

### PER- WGTID

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>1049</td>
<td>6.5%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>2461</td>
<td>15.1%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### RESERVE CODES:

- Very important
- Somewhat important
- Not important

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>RESERVE CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

**CAN MASTER MATH CLASS SKILLS**

### 91. When studying, I put forth my best effort...

**MARK ONE RESPONSE ON EACH LINE**

(Almost never; Sometimes; Often; Almost always)

- a. Study
- b. When studying, I put forth my best effort

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

### Applies to: All respondents.

### Source: ELS:2002 Student Questionnaire

### PER- WGTID

<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>542</td>
<td>3.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>2844</td>
<td>17.5%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>4032</td>
<td>24.8%</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### RESERVE CODES:

- Very important
- Somewhat important
- Not important

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>RESERVE CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

**IMPORTANT TO FRIENDS TO ATTEND CLASSES REGULARLY**

### 92. Among your close friends, how important is it to them that they...

**MARK ONE RESPONSE ON EACH LINE**

(Not important; Somewhat important; Very important)

- a. Attend classes regularly
- b. Study

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

### Applies to: All respondents.

### Source: ELS:2002 Student Questionnaire

### PER- WGTID

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>1049</td>
<td>6.5%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>2461</td>
<td>15.1%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### RESERVE CODES:

- Very important
- Somewhat important
- Not important

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>RESERVE CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

**IMPORTANT TO FRIENDS TO STUDY**

### 93. Among your close friends, how important is it to them that they...

**MARK ONE RESPONSE ON EACH LINE**

- a. Attend classes regularly
- b. Study

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

### Applies to: All respondents.

### Source: ELS:2002 Student Questionnaire

### PER- WGTID

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>1049</td>
<td>6.5%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>2461</td>
<td>15.1%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### RESERVE CODES:

- Very important
- Somewhat important
- Not important

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>RESERVE CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3943</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

#### BYS90C

**STUDENT.PUB Rec. 2/5**  
Pos. 167-168  
Format: R2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>2733</td>
<td>16.8%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>4279</td>
<td>26.3%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>3607</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- Nonrespondent: -4 651 4.0% (MISS)  
- Multiple response: -6 25 0.2% (MISS)  
- Partial interview-breakoff: -7 585 3.5% (MISS)  
- Survey component legitimate skip/NA: -8 276 1.7% (MISS)  
- Missing: -9 4096 25.0% (MISS)

**TOTALS:**  
16252 100.0% 100.0%

**Source:** ELS:2002 Student Questionnaire

**Note:** This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

### BYS90F

**STUDENT.PUB Rec. 2/5**  
Pos. 167-168  
Format: R2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>411</td>
<td>2.5%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>2233</td>
<td>13.7%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>8028</td>
<td>49.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- Nonrespondent: -4 651 4.0% (MISS)  
- Multiple response: -6 25 0.2% (MISS)  
- Partial interview-breakoff: -7 585 3.5% (MISS)  
- Survey component legitimate skip/NA: -8 276 1.7% (MISS)  
- Missing: -9 4045 24.9% (MISS)

**TOTALS:**  
16252 100.0% 100.0%

**Source:** ELS:2002 Student Questionnaire

**Note:** This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

### BYS90G

**STUDENT.PUB Rec. 2/5**  
Pos. 171-172  
Format: R2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>1697</td>
<td>10.5%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>817</td>
<td>5.0%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>2161</td>
<td>13.3%</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: -8 276 1.7% (MISS)  
- Missing: -9 4186 25.8% (MISS)

**TOTALS:**  
16252 100.0% 100.0%

**Source:** ELS:2002 Student Questionnaire

**Note:** This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

### BYS90H

**STUDENT.PUB Rec. 2/5**  
Pos. 177-178  
Format: R2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>128</td>
<td>0.8%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>3022</td>
<td>18.6%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>2128</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- Nonrespondent: -4 651 4.0% (MISS)  
- Multiple response: -6 30 0.2% (MISS)  
- Partial interview-breakoff: -7 585 3.5% (MISS)  
- Survey component legitimate skip/NA: -8 276 1.7% (MISS)  
- Missing: -9 4135 25.4% (MISS)

**TOTALS:**  
16252 100.0% 100.0%

**Source:** ELS:2002 Student Questionnaire

**Note:** This is one of a series of items, a through h, j through m, and q.

**Applies to:** All respondents.

---

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

#### BYS90C

**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

---

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

#### BYS90F

**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

---

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

#### BYS90G

**STUDENT.PUB Rec. 2/5**  
Pos. 175-176  
Format: R2

**Important to friends to have steady boyfriend/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

---

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

#### BYS90H

**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
### BY90J

**Important to friends to do community work**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>4677</td>
<td>28.8%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>4810</td>
<td>29.6%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>1100</td>
<td>6.8%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>6</td>
<td>0.0%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>4147</td>
<td>25.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>16252</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

SOURCE: ELS:2002 Student Questionnaire

 Applies to: All respondents.

### BY90M

**Important to friends to go to parties**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>1959</td>
<td>12.1%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>5002</td>
<td>30.8%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>3443</td>
<td>21.2%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>6</td>
<td>0.0%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>4328</td>
<td>26.6%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>16252</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

SOURCE: ELS:2002 Student Questionnaire

 Applies to: All respondents.

### BY90L

**Important to friends to have job**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>2378</td>
<td>14.0%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>5520</td>
<td>14.0%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>2551</td>
<td>15.7%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0%</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>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>4281</td>
<td>26.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>16252</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

SOURCE: ELS:2002 Student Questionnaire

 Applies to: All respondents.

### BY90Q

**Important to friends to make money**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</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>4349</td>
<td>27.9%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>4839</td>
<td>29.8%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0%</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>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>4358</td>
<td>26.8%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>16252</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

SOURCE: ELS:2002 Student Questionnaire

 Applies to: All respondents.

### BY90I

**Important to friends to get together with friends**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>473</td>
<td>2.8%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>4178</td>
<td>25.7%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>5915</td>
<td>16.4%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>6</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>4165</td>
<td>25.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>16252</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

SOURCE: ELS:2002 Student Questionnaire

 Applies to: All respondents.

### BY90S

**Number of close friends who dropped out**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</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>11.3%</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>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>651</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6</td>
<td>6</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>585</td>
<td>3.6%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>276</td>
<td>1.7%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>4599</td>
<td>28.3%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>16252</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

SOURCE: ELS:2002 Student Questionnaire

 Applies to: All respondents.
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

---------
BYS92A  STUDENT.PUB Rec. 2/5  
Pos. 191-192  
Format: R2
---------

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]
a. It is important that girls have the same opportunity to play sports as boys
Note: This is one of a series of items, a through d.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree.....................</td>
<td>1</td>
<td>5095</td>
<td>31.3%</td>
</tr>
<tr>
<td>Agree..............................</td>
<td>2</td>
<td>4356</td>
<td>26.7%</td>
</tr>
<tr>
<td>Disagree...........................</td>
<td>3</td>
<td>610</td>
<td>3.8%</td>
</tr>
<tr>
<td>Strongly disagree..................</td>
<td>4</td>
<td>375</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- (Nonrespondent).................... | -4 | 651 | 4.0% | (MISS) |
- Multiple responses.................. | -6 | 19 | 0.1% | (MISS) |
- Partial interview-breakoff[MISS] | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing|......................... | -9 | 4505 | 27.7% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---------
BYS92B  STUDENT.PUB Rec. 2/5  
Pos. 193-194  
Format: R2
---------

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]
b. Some sports should be just for boys
Note: This is one of a series of items, a through d.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree.....................</td>
<td>1</td>
<td>1394</td>
<td>8.6%</td>
</tr>
<tr>
<td>Agree..............................</td>
<td>2</td>
<td>3514</td>
<td>21.6%</td>
</tr>
<tr>
<td>Disagree...........................</td>
<td>3</td>
<td>3231</td>
<td>19.9%</td>
</tr>
<tr>
<td>Strongly disagree..................</td>
<td>4</td>
<td>2130</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- (Nonrespondent).................... | -4 | 651 | 4.0% | (MISS) |
- Multiple responses.................. | -6 | 20 | 0.1% | (MISS) |
- Partial interview-breakoff[MISS] | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing|......................... | -9 | 4451 | 27.4% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---------
BYS92C  STUDENT.PUB Rec. 2/5  
Pos. 195-196  
Format: R2
---------

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]
c. Girls should have equal access to sports, but through their own teams
Note: This is one of a series of items, a through d.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree.....................</td>
<td>1</td>
<td>3032</td>
<td>18.7%</td>
</tr>
<tr>
<td>Agree..............................</td>
<td>2</td>
<td>6519</td>
<td>40.0%</td>
</tr>
<tr>
<td>Disagree...........................</td>
<td>3</td>
<td>1200</td>
<td>7.4%</td>
</tr>
<tr>
<td>Strongly disagree..................</td>
<td>4</td>
<td>108</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- (Nonrespondent).................... | -4 | 651 | 4.0% | (MISS) |
- Multiple responses.................. | -6 | 14 | 0.1% | (MISS) |
- Partial interview-breakoff[MISS] | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing|......................... | -9 | 4667 | 28.7% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---------
BYS92D  STUDENT.PUB Rec. 2/5  
Pos. 197-198  
Format: R2
---------

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]
d. For most sports, girls should have the opportunity to be on the same team with boys
Note: This is one of a series of items, a through d.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree.....................</td>
<td>1</td>
<td>2138</td>
<td>13.5%</td>
</tr>
<tr>
<td>Agree..............................</td>
<td>2</td>
<td>4006</td>
<td>24.6%</td>
</tr>
<tr>
<td>Disagree...........................</td>
<td>3</td>
<td>3222</td>
<td>19.8%</td>
</tr>
<tr>
<td>Strongly disagree..................</td>
<td>4</td>
<td>811</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- (Nonrespondent).................... | -4 | 651 | 4.0% | (MISS) |
- Multiple responses.................. | -6 | 13 | 0.1% | (MISS) |
- Partial interview-breakoff[MISS] | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing|......................... | -9 | 4468 | 27.5% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---------
BYS93  STUDENT.PUB Rec. 2/5  
Pos. 199-200  
Format: R2
---------

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?  
Yes  
No

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No......................</td>
<td>0</td>
<td>1322</td>
<td>8.1%</td>
</tr>
<tr>
<td>Yes.....................</td>
<td>1</td>
<td>4875</td>
<td>29.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- (Nonrespondent).................... | -4 | 651 | 4.0% | (MISS) |
- Multiple responses.................. | -6 | 5 | 0.0% | (MISS) |
- Partial interview-breakoff[MISS] | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing|......................... | -9 | 4468 | 30.1% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---------
BYS96  STUDENT.PUB Rec. 2/5  
Pos. 201-202  
Format: R2
---------

Observed students betting on sports

96. During the past year, have you observed high school students placing bets on college or professional sporting events?  
Yes  
No (SKIP TO QUESTION 98)

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No......................</td>
<td>0</td>
<td>4979</td>
<td>30.4%</td>
</tr>
<tr>
<td>Yes.....................</td>
<td>1</td>
<td>4875</td>
<td>29.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- (Nonrespondent).................... | -4 | 651 | 4.0% | (MISS) |
- Multiple responses.................. | -6 | 3 | 0.0% | (MISS) |
- Partial interview-breakoff[MISS] | -7 | 585 | 3.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 276 | 1.7% | (MISS) |
- Missing|......................... | -9 | 4468 | 30.4% | (MISS) |

TOTALS: 16252 100.0% 100.0%

---------
BYS99  STUDENT.PUB Rec. 2/5  
Pos. 203-204  
Format: R2
---------

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

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Perc</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4956</td>
<td>30.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>-3</td>
<td>276</td>
<td>1.7%</td>
<td>t-MISS</td>
</tr>
<tr>
<td>-4</td>
<td>276</td>
<td>1.7%</td>
<td>t-MISS</td>
</tr>
<tr>
<td>-9</td>
<td>4956</td>
<td>30.5%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

### Bets were placed with friends

#### BYS97A

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Perc</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4559</td>
<td>28.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>-1</td>
<td>1487</td>
<td>9.1%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

### Bets were placed with family members

#### BYS97B

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Perc</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4559</td>
<td>28.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>-1</td>
<td>1487</td>
<td>9.1%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

### Bets were placed with a bookie

#### BYS97C

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Perc</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4559</td>
<td>28.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>-1</td>
<td>1487</td>
<td>9.1%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

---

### Appendices

---

---
14. What grade are you in? (Mark one response)

- 10th grade
- 11th grade
- 12th grade
- Ungraded program

Note: This item also appears on the abbreviated student (Q14), transfer (Q18), and homeschool (Q14) questionnaires. These items are identical to the student item.

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

- "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 applicable based on responses to prior questions.
- "Nonrespondent" is filled for all variables across the entire questionnaire when a sample member did not respond to the questionnaire.
- "Out of range" represents questionnaire respondents who reported values that are outside the range.
- "Multiple responses" 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 particular items that are not included on an abbreviated version questionnaire.
- "Survey component legitimate skip/NA" is filled for all items within a survey component where sample members 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.

Apply to: All respondents

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

15. When you complete your current school program, which of the following are you most likely to receive? (Mark one response)

- Regular high school diploma
- Honors diploma
- International Baccalaureate diploma
- Certificate of attendance
- GED certificate
- Other equivalency certificate
- School/distRICT diploma for homeschool.

Note: This item also appears on the abbreviated student (Q14), transfer (Q18), homeschool (Q14) questionnaires. These items are identical to the student item.

Early graduate (Q29a) question stem is identical to the student item. Early graduate (Q29a) 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 (Q27a) - see early graduate.

Apply to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

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 coursework 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 j. This item also appears on the abbreviated student (Q14a), 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 past 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.

Years of General Science coursework

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires

17. What kind of diploma do you anticipate receiving? (Mark one response on each line)

- Regular high school diploma
- Honors diploma
- International Baccalaureate diploma
- Certificate of attendance
- GED certificate
- Other equivalency certificate

Note: This item also appears on the abbreviated student (Q15), transfer (Q19), homeschool (Q15), and early graduate (Q19) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q19) 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'.
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 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 1/2 year**
- **1/2 year**
- **1 year**
- **More than 1 year**

<table>
<thead>
<tr>
<th>CODES</th>
<th>SEQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- **Don’t know**
- **Nonrespondent**
- **Multiple responses**
- **Partial interview-breakoff**
- **Survey component legitimate skip/NA**
- **Missing**

#### TOTALS:

16252 100.0% 100.0%

---

#### 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 1/2 year**
- **1/2 year**
- **1 year**
- **More than 1 year**

<table>
<thead>
<tr>
<th>CODES</th>
<th>SEQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- **Don’t know**
- **Nonrespondent**
- **Multiple responses**
- **Partial interview-breakoff**
- **Survey component legitimate skip/NA**
- **Missing**

#### TOTALS:

16252 100.0% 100.0%

---

#### 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 1/2 year**
- **1/2 year**
- **1 year**
- **More than 1 year**

<table>
<thead>
<tr>
<th>CODES</th>
<th>SEQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- **Don’t know**
- **Nonrespondent**
- **Multiple responses**
- **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

---

F1S16F  STUDENT.PUB Rec. 2/5  Pos. 227-232  Format: R2

Years of Chemistry 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)

<table>
<thead>
<tr>
<th>Responder</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>581</td>
<td>3.6%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>4177</td>
<td>25.1%</td>
</tr>
<tr>
<td>1/2 year</td>
<td>2</td>
<td>312</td>
<td>1.9%</td>
</tr>
<tr>
<td>None or less than 1/2 year</td>
<td>1</td>
<td>9075</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

---

F1S16I  STUDENT.PUB Rec. 2/5  Pos. 233-234  Format: R2

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.

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Responder</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>581</td>
<td>3.6%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>4177</td>
<td>25.1%</td>
</tr>
<tr>
<td>1/2 year</td>
<td>2</td>
<td>312</td>
<td>1.9%</td>
</tr>
<tr>
<td>None or less than 1/2 year</td>
<td>1</td>
<td>9075</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

---

F1S16H  STUDENT.PUB Rec. 2/5  Pos. 227-232  Format: R2

Years of Physics 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)

<table>
<thead>
<tr>
<th>Responder</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>581</td>
<td>3.6%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>4177</td>
<td>25.1%</td>
</tr>
<tr>
<td>1/2 year</td>
<td>2</td>
<td>312</td>
<td>1.9%</td>
</tr>
<tr>
<td>None or less than 1/2 year</td>
<td>1</td>
<td>9075</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

---

F1S16G  STUDENT.PUB Rec. 2/5  Pos. 233-234  Format: R2

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.

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Responder</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>581</td>
<td>3.6%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>4177</td>
<td>25.1%</td>
</tr>
<tr>
<td>1/2 year</td>
<td>2</td>
<td>312</td>
<td>1.9%</td>
</tr>
<tr>
<td>None or less than 1/2 year</td>
<td>1</td>
<td>9075</td>
<td>55.0%</td>
</tr>
</tbody>
</table>
### Years of General Math coursework

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or less than 1/2 year</td>
<td>1</td>
<td>10471</td>
<td>64.4%</td>
</tr>
<tr>
<td>1/2 year</td>
<td>2</td>
<td>171</td>
<td>10.6%</td>
</tr>
<tr>
<td>1 year</td>
<td>2</td>
<td>2466</td>
<td>15.2%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>1024</td>
<td>6.3%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Years of Pre-Algebra coursework

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or less than 1/2 year</td>
<td>1</td>
<td>1047</td>
<td>64.4%</td>
</tr>
<tr>
<td>1/2 year</td>
<td>2</td>
<td>1205</td>
<td>7.4%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>4194</td>
<td>25.8%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>451</td>
<td>2.8%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Years of Algebra I coursework

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or less than 1/2 year</td>
<td>1</td>
<td>2598</td>
<td>16.0%</td>
</tr>
<tr>
<td>1/2 year</td>
<td>2</td>
<td>1909</td>
<td>11.7%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>2100</td>
<td>13.0%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>422</td>
<td>2.6%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Years of Geometry coursework

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or less than 1/2 year</td>
<td>1</td>
<td>19</td>
<td>0.1%</td>
</tr>
<tr>
<td>1/2 year</td>
<td>2</td>
<td>26</td>
<td>0.2%</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
<td>29</td>
<td>0.2%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>4</td>
<td>9</td>
<td>0.1%</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

17. From the beginning of ninth grade to the end of the 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.

(MAKE ONE RESPONSE ON EACH LINE)

(More than 1 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 (Q17e), transfer (Q21e), homeschool (Q17e), early graduate (Q30e), and dropout (Q28e) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q30e) 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

---

FLS17E  STUDENT Pub Rec. 2/5
---

Pos. 243-244
Format: R2

---

FLS17G  STUDENT Pub Rec. 2/5
---

Pos. 247-248
Format: R2

---

Years of Algebra II coursework

17. From the beginning of ninth grade to the end of the 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.

(MORE THAN 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 j. This item also appears on the abbreviated student (Q17f), transfer (Q21f), homeschool (Q17f), early graduate (Q30f), and dropout (Q28f) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q30f) 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

---

FLS17F  STUDENT Pub Rec. 2/5
---

Pos. 245-246
Format: R2

---

FLS17H  STUDENT Pub Rec. 2/5
---

Pos. 249-250
Format: R2

---

Years of Trigonometry coursework

17. From the beginning of ninth grade to the end of the 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.

(MORE THAN 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 j. This item also appears on the abbreviated student (Q17g), transfer (Q21g), homeschool (Q17g), early graduate (Q30g), and dropout (Q28g) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q30g) 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

---

Years of Pre-Calculus coursework

17. From the beginning of ninth grade to the end of the 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.

(MORE THAN 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 j. This item also appears on the abbreviated student (Q17h), transfer (Q21h), homeschool (Q17h), early graduate (Q30h), and dropout (Q28h) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q30h) 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

---

---


Years of Consumer/Business 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 classes 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)

i. Consumer or Business math

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 stems is in past tense. Question stem wording changes: 'to the end of this school year’ is replaced with ‘until you left high school’.

Dropout (Q26i) - see early graduate.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Can understand difficult math texts

18. In your current or most recent math class, how often do/did the following statements 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 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 the following statements 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 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 the following statements 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 e. This item only appears on the full student questionnaire.

Applies to: All respondents.

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

FILEID STUDENT.PUB Rec. 2/5
Pos. 261-242
Format: H2

Can do excellent job on math assignments

18. In your current or most recent math class, how often do/did you... (MARK ONE RESPONSE ON EACH LINE)
          a. do/did you...
             (Almost Never; Sometimes; Often; Almost Always)

          b. I’m confident I can do an excellent job on my math assignments
             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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never.</td>
<td>2</td>
<td>341</td>
<td>2.7%</td>
</tr>
<tr>
<td>Almost always.</td>
<td>1</td>
<td>6710</td>
<td>41.3%</td>
</tr>
<tr>
<td>Never.</td>
<td>1</td>
<td>431</td>
<td>2.7%</td>
</tr>
<tr>
<td>Rarely.</td>
<td>2</td>
<td>913</td>
<td>5.9%</td>
</tr>
<tr>
<td>Once or twice a week.</td>
<td>3</td>
<td>426</td>
<td>2.7%</td>
</tr>
<tr>
<td>Every day or almost every day.</td>
<td>5</td>
<td>6710</td>
<td>41.3%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

FILEIDB STUDENT.PUB Rec. 2/5
Pos. 267-268
Format: H2

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?

          b. use graphing calculators?
             Note: This is one of a series of items, a through c. This item only
             appears on the full student questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire

<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>1696</td>
<td>10.4%</td>
</tr>
<tr>
<td>Rarely.</td>
<td>2</td>
<td>1334</td>
<td>8.3%</td>
</tr>
<tr>
<td>Less than once a week.</td>
<td>3</td>
<td>654</td>
<td>4.0%</td>
</tr>
<tr>
<td>Once or twice a week.</td>
<td>4</td>
<td>1668</td>
<td>10.3%</td>
</tr>
<tr>
<td>Every day or almost every day.</td>
<td>5</td>
<td>4960</td>
<td>30.5%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

FILEIDC STUDENT.PUB Rec. 2/5
Pos. 269-270
Format: H2

Can master math class skills

18. In your current or most recent math class, how often do/did you... (MARK ONE RESPONSE ON EACH LINE)
          a. I can master the math class skills being taught in my math class?

          b. I’m certain I can master the skills being taught in my math class?
             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>
<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>855</td>
<td>5.6%</td>
</tr>
<tr>
<td>Sometimes.</td>
<td>3</td>
<td>3290</td>
<td>20.9%</td>
</tr>
<tr>
<td>Often.</td>
<td>4</td>
<td>3950</td>
<td>24.8%</td>
</tr>
<tr>
<td>Almost always.</td>
<td>1</td>
<td>691</td>
<td>4.3%</td>
</tr>
<tr>
<td>Never.</td>
<td>1</td>
<td>855</td>
<td>5.6%</td>
</tr>
<tr>
<td>Rarely.</td>
<td>2</td>
<td>3290</td>
<td>20.9%</td>
</tr>
<tr>
<td>Once or twice a week.</td>
<td>3</td>
<td>3950</td>
<td>24.8%</td>
</tr>
<tr>
<td>Every day or almost every day.</td>
<td>4</td>
<td>691</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

FILEIDA STUDENT.PUB Rec. 2/5
Pos. 265-266
Format: H2

How often uses 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 calculators?

          b. use computers?
             Note: This is one of a series of items, a through c. This item only
             appears on the full student questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire

<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>1696</td>
<td>10.4%</td>
</tr>
<tr>
<td>Rarely.</td>
<td>2</td>
<td>1334</td>
<td>8.3%</td>
</tr>
<tr>
<td>Less than once a week.</td>
<td>3</td>
<td>654</td>
<td>4.0%</td>
</tr>
<tr>
<td>Once or twice a week.</td>
<td>4</td>
<td>1668</td>
<td>10.3%</td>
</tr>
<tr>
<td>Every day or almost every day.</td>
<td>5</td>
<td>4960</td>
<td>30.5%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

FILEID STUDENT.PUB Rec. 2/5
Pos. 271-272
Format: H2

Used computer in fall 2003 math

20. Please indicate if you used or are using a computer in class for the following subjects over the last two school years.

          a. 1st semester/term in math class

          b. This school year (2003-2004 school year)
             (YES; NO; Did not take subject that semester/term)
             Note: This is one of a series of items, a through b. This item only
             appears on the full student questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire

<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>1222</td>
<td>7.5%</td>
</tr>
<tr>
<td>Rarely.</td>
<td>2</td>
<td>8014</td>
<td>49.4%</td>
</tr>
<tr>
<td>Once or twice a week.</td>
<td>3</td>
<td>2288</td>
<td>14.3%</td>
</tr>
<tr>
<td>Every day or almost every day.</td>
<td>4</td>
<td>5164</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

G-118
F1S20B STUDENT.PUB Rec. 2/5
Pos. 273-274
Format: N2

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)

(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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-COUNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1647</td>
<td>6.4%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>461.1%</td>
<td></td>
</tr>
<tr>
<td>Did not take subject this term</td>
<td>3</td>
<td>15.8%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -6 1164 7.2% (MISS)
- [Multiple responses] -6 1 3% (MISS)
- [Survey component legitimate skip/NA] -8 4637 28.5% (MISS)
- [Missing] -9 16 1% (MISS)

TOTALS:
16252 100.0% 100.0%

F1S20F STUDENT.PUB Rec. 2/5 Pos. 279-280 Format: N2

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)

(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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-COUNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1589</td>
<td>9.8%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>49.8%</td>
<td></td>
</tr>
<tr>
<td>Did not take subject this term</td>
<td>3</td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -1 4637 28.5% (MISS)
- [Multiple responses] -6 1 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 4637 28.5% (MISS)
- [Missing] -9 1 0.1% (MISS)

TOTALS:
16252 100.0% 100.0%

F1S20G STUDENT.PUB Rec. 2/5 Pos. 275-276 Format: N2

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)

(Yes; No; Did not take this subject that semester/term)

d. 1st 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-COUNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1531</td>
<td>9.4%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Did not take subject this term</td>
<td>3</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple responses] -6 1 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 4637 28.5% (MISS)
- [Missing] -9 1 0.1% (MISS)

TOTALS:
16252 100.0% 100.0%

F1S20H STUDENT.PUB Rec. 2/5 Pos. 298-282 Format: N2

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)

(Yes; No; Did not take this subject that semester/term)

e. 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-COUNT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1458</td>
<td>9.3%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>49.8%</td>
<td></td>
</tr>
<tr>
<td>Did not take subject this term</td>
<td>3</td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple responses] -6 1 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 4637 28.5% (MISS)
- [Missing] -9 1 0.1% (MISS)

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

FLS20H STUDENT.PUB Rec. 2/5
Pos. 285-286 Format: R2

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)
(Yes; No; Did not take this subject that semester/term)

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

<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>5961</td>
<td>36.7%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>3769</td>
<td>23.2%</td>
</tr>
<tr>
<td>Did not take this term</td>
<td>3</td>
<td>519</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-4 1144 7.2% (MISS)
-8 4637 28.5% (MISS)
-9 203 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%

FLS21A STUDENT.PUB Rec. 2/5
Pos. 287-288 Format: R2

Took or plans to take the PSAT

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 h. This item also appears on the abbreviated student (Q18a), transfer (Q22a), and homeschool (Q18h) 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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haven’t thought about it</td>
<td>1</td>
<td>877</td>
<td>5.4%</td>
</tr>
<tr>
<td>No, don’t plan to</td>
<td>2</td>
<td>3626</td>
<td>22.2%</td>
</tr>
<tr>
<td>Yes, already taken it</td>
<td>3</td>
<td>7574</td>
<td>46.6%</td>
</tr>
<tr>
<td>Yes, plan to take it</td>
<td>4</td>
<td>1875</td>
<td>11.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-4 1144 7.2% (MISS)
-8 4637 28.5% (MISS)
-9 203 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%

FLS21B STUDENT.PUB Rec. 2/5
Pos. 289-290 Format: R2

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 h. This item also appears on the abbreviated student (Q18b), transfer (Q22b), and homeschool (Q18b) 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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haven’t thought about it</td>
<td>1</td>
<td>736</td>
<td>4.5%</td>
</tr>
<tr>
<td>No, don’t plan to</td>
<td>2</td>
<td>5444</td>
<td>33.6%</td>
</tr>
<tr>
<td>Yes, already taken it</td>
<td>3</td>
<td>2501</td>
<td>15.4%</td>
</tr>
<tr>
<td>Yes, plan to take it</td>
<td>4</td>
<td>439</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-4 1144 7.2% (MISS)
-8 4637 28.5% (MISS)
-9 203 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%

FLS21C STUDENT.PUB Rec. 2/5
Pos. 291-292 Format: R2

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)

c. SAT or ACT (College Board Scholastic Assessment Test or American College Test)

Note: This is one of a series of items, a through h. This item also appears on the abbreviated student (Q18c), transfer (Q22c), 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haven’t thought about it</td>
<td>1</td>
<td>919</td>
<td>5.7%</td>
</tr>
<tr>
<td>No, don’t plan to</td>
<td>2</td>
<td>1206</td>
<td>7.4%</td>
</tr>
<tr>
<td>Yes, already taken it</td>
<td>3</td>
<td>9327</td>
<td>57.4%</td>
</tr>
<tr>
<td>Yes, plan to take it</td>
<td>4</td>
<td>2153</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-4 1144 7.2% (MISS)
-8 4637 28.5% (MISS)
-9 203 1.2% (MISS)

TOTALS: 16252 100.0% 100.0%

FLS21D STUDENT.PUB Rec. 2/5
Pos. 293-294 Format: R2

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)

d. AP tests (College Board Advanced Placement test[s] given in May of each year)

Note: This is one of a series of items, a through h. This item also appears on the abbreviated student (Q18d), transfer (Q22d), 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haven’t thought about it</td>
<td>1</td>
<td>3288</td>
<td>20.5%</td>
</tr>
<tr>
<td>No, don’t plan to</td>
<td>2</td>
<td>5718</td>
<td>35.2%</td>
</tr>
<tr>
<td>Yes, already taken it</td>
<td>3</td>
<td>2150</td>
<td>13.2%</td>
</tr>
<tr>
<td>Yes, plan to take it</td>
<td>4</td>
<td>2021</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-4 1144 7.2% (MISS)
-8 4637 28.5% (MISS)
-9 203 1.2% (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)
(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)

a. ASVAB (Armed Services Vocational Aptitude Battery)

Note: This is one of a series of items, a through e. This item also appears on the abbreviated student (Q18e), transfer (Q22e), and homeschool (Q18a) 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>TOTALS:</th>
<th>16252</th>
<th>100.0%</th>
<th>100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>4.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>2.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>1.5%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Hasn’t taken/no plans to take SAT/ACT... | 3 | 1.5% | 1.5% |
- No | 2 | 1.0% | 0.6% |
- Yes | 1 | 0.1% | 0.0% |

---- | ---- | ------ | ------- |
| Pos. 297-298 | STUDENT.PUB Rec. 2/5 |

Base-Year to First Follow-up Electronic Codebook

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

<table>
<thead>
<tr>
<th>TOTALS:</th>
<th>16252</th>
<th>100.0%</th>
<th>100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>0.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-6</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Yes, plan to take it | 4 | 0.3% | 0.2% |
- Yes, already taken it | 3 | 0.2% | 0.1% |
- Yes, haven’t thought about it | 3 | 0.2% | 0.1% |
- No | 2 | 0.1% | 0.0% |
- No, don’t plan to | 2 | 0.1% | 0.0% |
- Don’t know | -1 | 0.0% | 0.0% |

---- | ---- | ------ | ------- |
| Pos. 299-300 | STUDENT.PUB Rec. 2/5 |

G-121
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)
   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

---

F1S22D
STUDENT.PUB Rec. 2/5
Pos. 303-304
Format: N2
---

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)
   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

---

F1S22E
STUDENT.PUB Rec. 2/5
Pos. 307-308
Format: N2
---

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)
   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

---

F1S22F
STUDENT.PUB Rec. 2/5
Pos. 307-310
Format: N2
---

23. Talent Search, Upward Bound, and Gear Up are programs that help economically disadvantaged high school students to prepare for entering and succeeding in college. At any time during high school, have you participated in these programs or a similar program? (Yes; No; SKIP TO QUESTION 25)

Note: This item only appears on the full student questionnaire.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire

---

F1S24A
STUDENT.PUB Rec. 2/5
Pos. 311-312
Format: N2
---

Base-Year to First Follow-up Electronic Codebook
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)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Pct</th>
<th>MWTd</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>374</td>
<td>2.3%</td>
<td>72.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>120</td>
<td>0.7%</td>
<td>27.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Pct</th>
<th>MWTd</th>
</tr>
</thead>
</table>

PER- WGTD

Source: ELS:2002 first follow-up Student questionnaire

Applies to: Respondents who were in Talent Search/Upward Bound/etc.

F1S24AC

Participated in Talent Search 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)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Pct</th>
<th>MWTd</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>357</td>
<td>2.2%</td>
<td>68.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>137</td>
<td>0.8%</td>
<td>31.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Pct</th>
<th>MWTd</th>
</tr>
</thead>
</table>

PER- WGTD

Source: ELS:2002 first follow-up Student questionnaire

Applies to: Respondents who were in Talent Search/Upward Bound/etc.

F1S24AD

Participated in Talent Search 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)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Pct</th>
<th>MWTd</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>336</td>
<td>2.1%</td>
<td>65.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>158</td>
<td>1.0%</td>
<td>34.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Pct</th>
<th>MWTd</th>
</tr>
</thead>
</table>

PER- WGTD

Source: ELS:2002 first follow-up Student questionnaire

Applies to: Respondents who were in Talent Search/Upward Bound/etc.
Appendix G: Base-Year to First Follow-up Electronic Codebook

Base-Year to First Follow-up Electronic Codebook

---

F1S24AE  STUDENT.PUB Rec. 2/5
Pos. 321-322
Format: N2

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

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

---

F1S24AB  STUDENT.PUB Rec. 2/5
Pos. 323-324
Format: N2

Highest grade of participation in Upward Bound

IF F1S24Ab=1 Then F1S24B=1;
IF F1S24BB=1 Then F1S24B=2;
IF F1S2A4C=1 Then F1S24B=3;
IF F1S24BD=1 Then F1S24B=4;
IF F1S24AD=1 Then F1S24B=5;
IF F1S24AE=1 Then F1S24B=6;
IF F1S24AC=1 And F1S24BB=1 And F1S24BC=1 And F1S24BD=1 Then F1S24B=7;

Apply to: Respondents who were in Upward Bound.
Source: ELS:2002 first follow-up Student questionnaire

---

F1S24BB  STUDENT.PUB Rec. 2/5
Pos. 327-328
Format: N2

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)
b. Upward Bound
F1S24BA  9th grade
F1S24BB  10th grade
F1S24BC  11th grade
F1S24BD  12th grade

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

---

F1S24BB  STUDENT.PUB Rec. 2/5
Pos. 329-330
Format: N2

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)
b. Upward Bound
F1S24BA  9th grade
F1S24BB  10th grade
F1S24BC  11th grade
F1S24BD  12th grade
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

---

F1S24BB  STUDENT.PUB Rec. 2/5
Pos. 332-333
Format: N2

Participated in Upward Bound 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)
b. Upward Bound
F1S24BA  9th grade
F1S24BB  10th grade
F1S24BC  11th grade
F1S24BD  12th grade
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

---

G-124
Did not participate

Third grade ............................     0         730     4.5%    95.5%
No......................................     1         122     0.7%    99.3%
-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD

Did participate in Upward Bound

Third grade ............................     1         122     0.7%    99.3%
No......................................     0         730     4.5%    95.5%
-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD

Applies to: Respondents who were in Upward Bound.
Source: ELS:2002 first follow-up Student questionnaire

Did not participate in Upward Bound

Third grade ............................     0         730     4.5%    95.5%
No......................................     1         122     0.7%    99.3%
-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD

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

Participated in Upward Bound

Third grade ............................     1         122     0.7%    99.3%
No......................................     0         730     4.5%    95.5%
-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD

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

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
- Other similar program (including Gear Up)
- Did not participate
- 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

- MARK ALL THAT APPLY ON EACH LINE
- Other similar program (including Gear Up)
- 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

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

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

26. Did you have something stolen at school?

- MARK ONE RESPONSE ON EACH LINE
- Never; Once or twice; More than twice

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
Series of items is introduced by a gate question (Q19): ‘Have you activities in your last year of high school?’ Homeschool (Q20a) wording change: ‘Did you participate in the following school-sponsored activities this school year? Early graduate (Q31a) 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 (Q20b) series of items is introduced by a gate question (Q19): ‘Have you participated in any school-sponsored activities this school year?’

### 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) (a) A. Intramural sports (competition between teams in your school)

**Source:** ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>8947</td>
</tr>
<tr>
<td>More than twice</td>
<td>3</td>
<td>363</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>1164</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- More than twice: 314 (1.9%)
- Once or twice: 760 (4.9%)
- Never: 9263 (57.0%)

### 26. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE)

a. Did not participate.
b. Participated.
c. Participated as officer/leader/captain.

**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>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>8538</td>
</tr>
<tr>
<td>More than twice</td>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>1164</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Participated: 2206 (13.6%)
- Participated as officer/leader/captain: 669 (4.6%)

### 27. 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) (b) Someone hit you at school

**Source:** ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>8947</td>
</tr>
<tr>
<td>More than twice</td>
<td>3</td>
<td>363</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>1164</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Never: 8947 (55.1%)
- More than twice: 314 (1.9%)
- Once or twice: 760 (4.9%)

### 28. Have you participated in the following school-sponsored activities this school year? (MARK ONE RESPONSE ON EACH LINE)

a. Did not participate.
b. Participated.
c. Participated as officer/leader/captain.

**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>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>8538</td>
</tr>
<tr>
<td>More than twice</td>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>1164</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Participated: 2206 (13.6%)
- Participated as officer/leader/captain: 669 (4.6%)

### 29. 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) (c) Someone threatened to hurt you at school

**Source:** ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>8947</td>
</tr>
<tr>
<td>More than twice</td>
<td>3</td>
<td>363</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>1164</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Never: 8947 (55.1%)
- More than twice: 314 (1.9%)
- Once or twice: 760 (4.9%)

### 30. 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) (d) Someone threatened to hurt student at school

**Source:** ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>8947</td>
</tr>
<tr>
<td>More than twice</td>
<td>3</td>
<td>363</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>1164</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Never: 8947 (55.1%)
- More than twice: 314 (1.9%)
- Once or twice: 760 (4.9%)

### Appendix G:

Base-Year to First Follow-up Electronic Codebook

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>8538</td>
</tr>
<tr>
<td>More than twice</td>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>1164</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

**F1S24D**

**STUDENT.PUB Rec. 2/5**

---

**Pos. 361-362**

Format: N2

Participants 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; Participated as an officer, leader, or captain

   a. School play or musical

   Note: This is one of a series of items, a through k. This item also appears on the abbreviated student (Q19a), transfer (Q23a), homeschool (Q25a), and early graduate (Q31a) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q31a) 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 (Q25a) 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>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate ........................ 1 12070 74.3% 86.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated .............................. 2 1627 10.2% 11.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated as officer/leader/captain ... 3 379 2.3% 2.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]               -3 93 0.6% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]                        -4 1164 7.2% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Partial interview-breakoff]            -7 1 0.0% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]   -8 785 4.8% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Missing]                               -9 133 0.8% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:                                 16252 100.0% 100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

---

---

**F1S24F**

**STUDENT.PUB Rec. 2/5**

---

**Pos. 363-366**

Format: N2

Participants 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; Participated as an officer, leader, or captain

   a. National Honor Society (NHS) or other academic honor society

   Note: This is one of a series of items, a through k. This item also appears on the abbreviated student (Q19f), transfer (Q23f), homeschool (Q25e), and early graduate (Q31f) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q31f) 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 (Q25e) 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>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate ........................ 1 10734 66.0% 78.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated .............................. 2 2810 17.3% 18.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated as officer/leader/captain ... 3 489 3.0% 3.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don’t know]                            -1 3 0.0% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]               -3 93 0.6% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]                        -4 1164 7.2% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Partial interview-breakoff]            -7 1 0.0% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]   -8 785 4.8% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Missing]                               -9 173 1.1% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:                                 16252 100.0% 100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

---

---

**F1S24G**

**STUDENT.PUB Rec. 2/5**

---

**Pos. 367-368**

Format: N2

Participants in school yearbook or newspaper

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. School yearbook, newspaper, literary magazine

   Note: This is one of a series of items, a through k. This item also appears on the abbreviated student (Q19g), transfer (Q23g), homeschool (Q25g), and early graduate (Q31g) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q31g) 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 (Q25g) 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>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate ........................ 1 11498 70.7% 84.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated .............................. 2 1947 12.0% 12.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated as officer/leader/captain ... 3 597 3.7% 3.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]               -3 93 0.6% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]                        -4 1164 7.2% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Partial interview-breakoff]            -7 1 0.0% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]   -8 785 4.8% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Missing]                               -9 167 1.0% (MISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:                                 16252 100.0% 100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```
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)

i. Academic club (such as Art, Computer, Foreign Language, Debate)

ii. 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 (Q19h), transfer (Q23h), homeschool (Q29h), and early graduate (Q30h) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q23h) 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 (Q29h) 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>1</td>
<td>11222</td>
<td>69.0%</td>
<td>83.4%</td>
</tr>
<tr>
<td>2</td>
<td>2253</td>
<td>13.9%</td>
<td>13.3%</td>
</tr>
<tr>
<td>3</td>
<td>558</td>
<td>3.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>4</td>
<td>1164</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALES: 16252

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)
i. Academic club (such as Art, Computer, Foreign Language, Debate)

ii. 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 (Q19i), transfer (Q23i), homeschool (Q29i), and early graduate (Q30i) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q23i) 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 (Q29i) 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>1</td>
<td>12225</td>
<td>75.2%</td>
<td>88.6%</td>
</tr>
<tr>
<td>2</td>
<td>1444</td>
<td>9.3%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>339</td>
<td>2.1%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALES: 16252

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)
i. Academic club (such as Art, Computer, Foreign Language, Debate)

ii. 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 (Q19j), transfer (Q23j), homeschool (Q29j), and early graduate (Q30j) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q23j) 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 (Q29j) 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>1</td>
<td>1522</td>
<td>9.3%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2688</td>
<td>16.2%</td>
<td>16.7%</td>
</tr>
<tr>
<td>3</td>
<td>604</td>
<td>3.7%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALES: 16252

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)
i. Academic club (such as Art, Computer, Foreign Language, Debate)

ii. 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), homeschool (Q29k), and early graduate (Q30k) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q23k) 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 (Q29k) 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>1</td>
<td>12225</td>
<td>75.2%</td>
<td>88.6%</td>
</tr>
<tr>
<td>2</td>
<td>1444</td>
<td>9.3%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>339</td>
<td>2.1%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Item legitimate skip/NA
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALES: 16252
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**FL327** STUDENT.PUB Rec. 2/5

```
<table>
<thead>
<tr>
<th>Hours/week spent on extracurricular activities</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: This item also appears on the abbreviated student (Q20), transfer (Q24), homeschool (Q21), and early graduate (Q32) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q15) question stem is in past tense. Question stem wording change: 'In a typical week' replaced with 'In a typical week in your last year of high school.'</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applies to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, and Early Graduate questionnaires
```

---

**FL328** STUDENT.PUB Rec. 2/5

```
<table>
<thead>
<tr>
<th>School has library media/resource center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (Q15) TO QUESTION 29</td>
</tr>
<tr>
<td>No (SKIP TO QUESTION 30 ON PAGE 10)</td>
</tr>
</tbody>
</table>

Note: This item also appears on the abbreviated student (Q21) and transfer (Q25) questionnaires. These items are identical to the student item.

Applies to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires
```

---

**FL329** STUDENT.PUB Rec. 2/5

```
| Use of school library for in-school projects |

Note: This item also appears on the abbreviated student (Q22b) and transfer (Q26b) questionnaires. These items are identical to the student item.

Applies to: Respondents whose school has a library media center.
Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires
```

---

**FL329a** STUDENT.PUB Rec. 2/5

```
| Use of school library for assignments |

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q22a) and transfer (Q26a) questionnaires. These items are identical to the student item.
```

---

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

---

---
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]
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)

   Center for any of the following activities?
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

**F1S291**

**STUDENT.PUB Rec. 2/5**

---

**Pos. 397-398**

**Format: N2**

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?

(VALID RESPONSES ON EACH LINE)

1. Use the Internet
   
   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.

Applies to: Respondents whose school has a library media center.

Source: ELS:2002 first follow-up Student, Abbreviated Student, and Transfer questionnaires

---

**F1S30A**

**STUDENT.PUB Rec. 2/5**

---

**Pos. 399-400**

**Format: N2**

Use of public library for assignments

30. How often do you use your public library for any of the following activities?

(VALID RESPONSES ON EACH LINE)

1. Use of public library for assignments
   
   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 (Q22c) 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

---

**F1S30B**

**STUDENT.PUB Rec. 2/5**

---

**Pos. 401-402**

**Format: N2**

Use of public library for in-school projects

30. How often do you use your public library for any of the following activities?

(VALID RESPONSES ON EACH LINE)

1. Use of public library for 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 (Q22c) 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

---

**F1S30C**

**STUDENT.PUB Rec. 2/5**

---

**Pos. 403-404**

**Format: N2**

Use of public library for homework

30. How often do you use your public library for any of the following activities?

(VALID RESPONSES ON EACH LINE)

1. Use of public library for homework
   
   Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q23c), transfer (Q27c), and homeschool (Q22c) 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

---

**F1S30D**

**STUDENT.PUB Rec. 2/5**

---

**Pos. 405-406**

**Format: N2**

Use of public library for research papers

30. How often do you use your public library for any of the following activities?

(VALID RESPONSES ON EACH LINE)

1. Use of public library for research papers
   
   Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q23d), transfer (Q27d), and homeschool (Q22c) 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

---

G-132
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)

---

often
never
rarely
sometimes

F1S80E
STUDENT.PUB Rec. 2/5
Pos. 407-409
Format: N2

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)

---

often
never
rarely
sometimes

F1S80E
STUDENT.PUB Rec. 2/5
Pos. 407-409
Format: N2

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)

---

often
never
rarely
sometimes

F1S80E
STUDENT.PUB Rec. 2/5
Pos. 407-409
Format: N2

Use of public library for personal interests outside of school

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)

---

often
never
rarely
sometimes

F1S80E
STUDENT.PUB Rec. 2/5
Pos. 407-409
Format: N2

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)

---

often
never
rarely
sometimes

F1S80E
STUDENT.PUB Rec. 2/5
Pos. 407-409
Format: N2

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)

---

often
never
rarely
sometimes

F1S80E
STUDENT.PUB Rec. 2/5
Pos. 407-409
Format: N2

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)

---

often
never
rarely
sometimes

F1S80E
STUDENT.PUB Rec. 2/5
Pos. 407-409
Format: N2
## Appendix G:
Base-Year to First Follow-up Electronic Codebook

### Table 1: Hours/week spent on homework both in and out of school

<table>
<thead>
<tr>
<th>Code Description</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour</td>
<td>2</td>
<td>1222</td>
<td>7.5%</td>
<td>12.0%</td>
</tr>
<tr>
<td>1-3 hours</td>
<td>3</td>
<td>3703</td>
<td>22.8%</td>
<td>28.7%</td>
</tr>
<tr>
<td>4-6 hours</td>
<td>4</td>
<td>3447</td>
<td>21.2%</td>
<td>25.2%</td>
</tr>
<tr>
<td>7-9 hours</td>
<td>5</td>
<td>1815</td>
<td>11.2%</td>
<td>13.3%</td>
</tr>
<tr>
<td>10-12 hours</td>
<td>6</td>
<td>1347</td>
<td>8.3%</td>
<td>9.8%</td>
</tr>
<tr>
<td>13-15 hours</td>
<td>7</td>
<td>845</td>
<td>5.2%</td>
<td>6.4%</td>
</tr>
<tr>
<td>16-20 hours</td>
<td>8</td>
<td>520</td>
<td>3.2%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Over 20 hours/week</td>
<td>9</td>
<td>380</td>
<td>2.3%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

### Table 2: Reserve Codes

<table>
<thead>
<tr>
<th>Code Description</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Don't know)</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-2</td>
<td>1164</td>
<td>7.2%</td>
<td>8.8%</td>
</tr>
<tr>
<td>(Multiple responses)</td>
<td>-3</td>
<td>6</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
<td>-4</td>
<td>2</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
<td>-5</td>
<td>1345</td>
<td>8.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>(Missing)</td>
<td>-6</td>
<td>50</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

### Table 3: Total Hours/week spent on homework both in and out of school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Table 4: Hours/week spent on math homework in school

<table>
<thead>
<tr>
<th>Code Description</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour</td>
<td>2</td>
<td>1222</td>
<td>7.5%</td>
<td>12.0%</td>
</tr>
<tr>
<td>1-3 hours</td>
<td>3</td>
<td>3703</td>
<td>22.8%</td>
<td>28.7%</td>
</tr>
<tr>
<td>4-6 hours</td>
<td>4</td>
<td>3447</td>
<td>21.2%</td>
<td>25.2%</td>
</tr>
<tr>
<td>7-9 hours</td>
<td>5</td>
<td>1815</td>
<td>11.2%</td>
<td>13.3%</td>
</tr>
<tr>
<td>10-12 hours</td>
<td>6</td>
<td>1347</td>
<td>8.3%</td>
<td>9.8%</td>
</tr>
<tr>
<td>13-15 hours</td>
<td>7</td>
<td>845</td>
<td>5.2%</td>
<td>6.4%</td>
</tr>
<tr>
<td>16-20 hours</td>
<td>8</td>
<td>520</td>
<td>3.2%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Over 20 hours/week</td>
<td>9</td>
<td>380</td>
<td>2.3%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

### Table 5: Reserve Codes

<table>
<thead>
<tr>
<th>Code Description</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-2</td>
<td>1164</td>
<td>7.2%</td>
<td>8.8%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-3</td>
<td>6</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-4</td>
<td>2</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-5</td>
<td>1345</td>
<td>8.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-6</td>
<td>50</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

### Table 6: Total Hours/week spent on math homework in school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Table 7: Hours/week spent on reading outside of school

<table>
<thead>
<tr>
<th>Code Description</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour</td>
<td>2</td>
<td>1222</td>
<td>7.5%</td>
<td>12.0%</td>
</tr>
<tr>
<td>1-3 hours</td>
<td>3</td>
<td>3703</td>
<td>22.8%</td>
<td>28.7%</td>
</tr>
<tr>
<td>4-6 hours</td>
<td>4</td>
<td>3447</td>
<td>21.2%</td>
<td>25.2%</td>
</tr>
<tr>
<td>7-9 hours</td>
<td>5</td>
<td>1815</td>
<td>11.2%</td>
<td>13.3%</td>
</tr>
<tr>
<td>10-12 hours</td>
<td>6</td>
<td>1347</td>
<td>8.3%</td>
<td>9.8%</td>
</tr>
<tr>
<td>13-15 hours</td>
<td>7</td>
<td>845</td>
<td>5.2%</td>
<td>6.4%</td>
</tr>
<tr>
<td>16-20 hours</td>
<td>8</td>
<td>520</td>
<td>3.2%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Over 20 hours/week</td>
<td>9</td>
<td>380</td>
<td>2.3%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

### Table 8: Reserve Codes

<table>
<thead>
<tr>
<th>Code Description</th>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-2</td>
<td>1164</td>
<td>7.2%</td>
<td>8.8%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-3</td>
<td>6</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-4</td>
<td>2</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-5</td>
<td>1345</td>
<td>8.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-6</td>
<td>50</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

### Table 9: Total Hours/week spent on reading outside of school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>MTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

**Note:** This item only appears on the full student questionnaire.

**Apply to:** All respondents.

**Source:** ELS:2002 first follow-up Student questionnaire.
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### T1S34A

STUDENT.PUB Rec. 2/5  
Pos. 425-426  
Format: R2

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per.</th>
<th>Wttd</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t watch TV/videos/DVDs on weekdays:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour a day:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour or more but less than 2 hours:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 hours or more, but less than 3 hours:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hours or more, but less than 5 hours:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 hours or more a day:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: This item appears on the abbreviated student (Q26a), transfer (Q30b), homeschool (Q25a), early graduate (Q35a), and dropout (Q31a) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q34a) question stem wording change: ‘How many hours a day do you usually watch TV, videotapes, or DVDs?’ Dropout (Q21a) - see early graduate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### T1S35A

STUDENT.PUB Rec. 2/5  
Pos. 429-430  
Format: R2

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per.</th>
<th>Wttd</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t play video/computer games on weekdays:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour a day:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour or more but less than 2 hours:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 hours or more, but less than 3 hours:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hours or more, but less than 5 hours:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 hours or more a day:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: This item appears on the abbreviated student (Q27a), transfer (Q31b), homeschool (Q26b), early graduate (Q35b), and dropout (Q31b) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q36a) 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 (Q21b) - see early graduate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Codebook Entries

#### T1S34A

- **Hours/day spent watching TV/videos/DVDs on weekdays**
  - **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 hours
      - 2 hours or more, but less than 3 hours
      - 3 hours or more, but less than 5 hours
      - 5 hours or more a day
  - **Note:** This item also appears on the abbreviated student (Q26a), transfer (Q30b), homeschool (Q25a), early graduate (Q35a), and dropout (Q31a) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q34a) question stem wording change: ‘How many hours a day do you usually watch TV, videotapes, or DVDs?’ Dropout (Q21a) - see early graduate.

#### T1S35A

- **Hours/day plays video/computer games on weekdays**
  - **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 hours
      - 2 hours or more, but less than 3 hours
      - 3 hours or more, but less than 5 hours
      - 5 hours or more a day
  - **Note:** This item also appears on the abbreviated student (Q27a), transfer (Q31b), homeschool (Q26b), early graduate (Q35b), and dropout (Q31b) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q36a) 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 (Q21b) - see early graduate.
Appendix G:  Base-Year to First Follow-up Electronic Codebook

---

**FLS16A**  STUDENT.PUB Rec. 2/5  Pos. 433-434  Format: N2

**FLS17A**  STUDENT.PUB Rec. 2/5  Pos. 437-438  Format: N2

**FLS18B**  STUDENT.PUB Rec. 2/5  Pos. 439-440  Format: N2

---

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
(MARK 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 (Q32a), and homeschool (Q27a) 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

None

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

---

37. How often do you use a computer...
(MARK ONE RESPONSE ON EACH LINE)

(No computer; Never; Less than once a week; Once or twice a week; Every day or almost every day)

a. at home?

Note: This is one of a series of items, a through f. This item also appears on the abbreviated student (Q29a), transfer (Q33a), and homeschool (Q28a) 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No computer
Never
Less than once a week
Once or twice a week
Every day or almost every day

---

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

---

G-136
### 37. How often do you use a computer...

(For activities other than catalog searches)

- Every day or almost every day
- Less than once a week
- Once or twice a week
- Rarely or never
- Don't know

**Note:** This is a second of series items, a through f. This item also appears on the abbreviated student (Q25b), transfer (Q33b), and homeschool (Q28b) questionnaires. **Codes** and **PCT** 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>0</td>
<td>522</td>
<td>3.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>1</td>
<td>10801</td>
<td>66.5%</td>
<td>73.9%</td>
</tr>
<tr>
<td>2</td>
<td>2445</td>
<td>15.0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>3</td>
<td>818</td>
<td>5.0%</td>
<td>5.4%</td>
</tr>
<tr>
<td>4</td>
<td>170</td>
<td>1.0%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 3 0.0% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple response] -6 13 0.0% (MISS)
- [Partial interview-breakoff] -7 3 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 1386 8.5% (MISS)
- [Missing] -9 214 1.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

### 38. Whether at home, school, or some place else, how often do you use a computer...

(For early graduate, a through e; for homeschool and dropout, a through d)

- Every day or almost every day
- Less than once a week
- Once or twice a week
- Rarely or never
- Don't know

Notes: This is one of a series of items, a through f. This item also appears on the abbreviated student (Q25f), transfer (Q33f), homeschool (Q28f), early graduate (Q38f), and dropout (Q44f) questionnaires. **Codes** and **PCT** 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>0</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>1</td>
<td>10341</td>
<td>63.6%</td>
<td>70.3%</td>
</tr>
<tr>
<td>2</td>
<td>1277</td>
<td>7.6%</td>
<td>9.0%</td>
</tr>
<tr>
<td>3</td>
<td>252</td>
<td>1.5%</td>
<td>2.2%</td>
</tr>
<tr>
<td>4</td>
<td>918</td>
<td>5.6%</td>
<td>6.1%</td>
</tr>
<tr>
<td>5</td>
<td>356</td>
<td>2.2%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 4 0.0% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple response] -6 2 0.0% (MISS)
- [Partial interview-breakoff] -7 12 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 99 0.6% (MISS)
- [Missing] -9 147 0.9% (MISS)

**TOTALS:**

16252 100.0% 100.0%

---

### 39. How often do you use a computer...

(For fun, such as talking to friends or relatives through e-mail, playing games, surfing the Internet, or listening to music)

- Every day or almost every day
- Less than once a week
- Once or twice a week
- Rarely or never
- Don't know

Notes: This is one of a series of items, a through f. This item also appears on the full student questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Student questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>1</td>
<td>10341</td>
<td>63.6%</td>
<td>70.3%</td>
</tr>
<tr>
<td>2</td>
<td>1277</td>
<td>7.6%</td>
<td>9.0%</td>
</tr>
<tr>
<td>3</td>
<td>252</td>
<td>1.5%</td>
<td>2.2%</td>
</tr>
<tr>
<td>4</td>
<td>918</td>
<td>5.6%</td>
<td>6.1%</td>
</tr>
<tr>
<td>5</td>
<td>356</td>
<td>2.2%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 4 0.0% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Multiple response] -6 2 0.0% (MISS)
- [Partial interview-breakoff] -7 12 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 99 0.6% (MISS)
- [Missing] -9 147 0.9% (MISS)

**TOTALS:**

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

#### TOTALS: 16252 100.0% 100.0%

- **Missing**............................  89  0.5%  (MISS)
- **Multiple response**..................  1  0.0%  (MISS)
- **Nonrespondent**...................... 1164  7.2%  (MISS)

**RESERVE CODES:**
- **Once or twice a week**................  3311  20.4%  20.4%
- **Less than once a week**..............  2709  16.7%  16.7%
- **Every day or almost every day**.....  1966  12.1%  12.1%

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1476</td>
<td>9.1%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2709</td>
<td>16.7%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>1966</td>
<td>12.1%</td>
</tr>
<tr>
<td><strong>(Nonrespondent)</strong></td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td><strong>(Survey component legitimate skip/NA)</strong></td>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
</tr>
<tr>
<td><strong>(Missing)</strong></td>
<td>-9</td>
<td>91</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

#### TOTALS: 16252 100.0% 100.0%

- **Missing**............................  81  0.5%  (MISS)
- **Survey component legitimate skip/NA** | -8 | 99  | 0.6% | MISS |
- **Partial interview-breakoff**.........  15  |  0.1% | MISS |
- **Multiple response**..................  7  |  0.0% | MISS |
- **Nonrespondent**...................... 1164  7.2%  (MISS)
- **Don't know**.........................  1  |  0.0% | MISS |

**RESERVE CODES:**
- **Every day or almost every day**.....  2794  17.2%  17.2%
- **Once or twice a week**................  3311  20.4%  20.4%
- **Less than once a week**..............  2709  16.7%  16.7%

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1476</td>
<td>9.1%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2709</td>
<td>16.7%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>1966</td>
<td>12.1%</td>
</tr>
<tr>
<td><strong>(Nonrespondent)</strong></td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td><strong>(Survey component legitimate skip/NA)</strong></td>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
</tr>
<tr>
<td><strong>(Missing)</strong></td>
<td>-9</td>
<td>91</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

#### TOTALS: 16252 100.0% 100.0%

- **Missing**............................  86  0.5%  (MISS)
- **Survey component legitimate skip/NA** | -8 | 99  | 0.6% | MISS |
- **Nonrespondent**...................... 1164  7.2%  (MISS)
- **Don't know**.........................  1  |  0.0% | MISS |

**RESERVE CODES:**
- **Every day or almost every day**.....  2794  17.2%  17.2%
- **Once or twice a week**................  3311  20.4%  20.4%
- **Less than once a week**..............  2709  16.7%  16.7%

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1476</td>
<td>9.1%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2709</td>
<td>16.7%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>1966</td>
<td>12.1%</td>
</tr>
<tr>
<td><strong>(Nonrespondent)</strong></td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td><strong>(Survey component legitimate skip/NA)</strong></td>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
</tr>
<tr>
<td><strong>(Missing)</strong></td>
<td>-9</td>
<td>91</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

#### TOTALS: 16252 100.0% 100.0%

- **Missing**............................  66  0.4%  (MISS)
- **Survey component legitimate skip/NA** | -8 | 99  | 0.6% | MISS |
- **Nonrespondent**...................... 1164  7.2%  (MISS)
- **Don't know**.........................  1  |  0.0% | MISS |

**RESERVE CODES:**
- **Every day or almost every day**.....  6946 42.7%  49.5%
- **Once or twice a week**................  5743 35.3%  36.2%
- **Less than once a week**..............  1267  7.8%  8.0%

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1476</td>
<td>9.1%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2709</td>
<td>16.7%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>1966</td>
<td>12.1%</td>
</tr>
<tr>
<td><strong>(Nonrespondent)</strong></td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td><strong>(Survey component legitimate skip/NA)</strong></td>
<td>-8</td>
<td>4637</td>
<td>28.5%</td>
</tr>
<tr>
<td><strong>(Missing)</strong></td>
<td>-9</td>
<td>91</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

#### TOTALS: 16252 100.0% 100.0%

- **Missing**............................  4  |  0.0% | MISS |

**RESERVE CODES:**
- **Every day or almost every day**.....  949  5.8%  6.2%
- **Once or twice a week**................  899  5.6%  6.2%
- **Less than once a week**..............  114  0.7%  0.8%

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1476</td>
<td>9.1%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2709</td>
<td>16.7%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>1966</td>
<td>12.1%</td>
</tr>
<tr>
<td><strong>(Nonrespondent)</strong></td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td><strong>(Multiple response)</strong></td>
<td>-6</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>(Survey component legitimate skip/NA)</strong></td>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>(Missing)</strong></td>
<td>-9</td>
<td>66</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

---

#### TOTALS: 16252 100.0% 100.0%

- **Missing**............................  4  |  0.0% | MISS |

**RESERVE CODES:**
- **Every day or almost every day**.....  4428 27.2%  27.2%
- **Once or twice a week**................  4109 25.3%  27.7%
- **Less than once a week**..............  3549 21.8%  22.5%

### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1476</td>
<td>9.1%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>2709</td>
<td>16.7%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>1966</td>
<td>12.1%</td>
</tr>
<tr>
<td><strong>(Nonrespondent)</strong></td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td><strong>(Multiple response)</strong></td>
<td>-6</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>(Survey component legitimate skip/NA)</strong></td>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>(Missing)</strong></td>
<td>-9</td>
<td>66</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%
39. 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;
   Every day or almost every day)
   c. Volunteering or performing community service

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q28c), transfer (Q24c),
   homeschool (Q29c), early graduate (Q39c), and dropout (Q55c)
   questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q39c) question stem
   wording change: "How often do you spend time on the following activities?" Dropout (Q55c) - see early graduate.

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>PER-CNT</th>
<th>WGT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1</td>
<td>8511</td>
<td>52.8%</td>
<td>62.8%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>3385</td>
<td>20.8%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>2196</td>
<td>14.7%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>474</td>
<td>2.9%</td>
<td>3.3%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don’t know]</td>
<td>-1</td>
<td>6</td>
<td>0.0%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Multiple responses]</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>15</td>
<td>0.1%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>180</td>
<td>1.1%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

39. 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;
   Every day or almost every day)
   c. Driving or riding around with friends or in your own car

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q28d), transfer (Q24d),
   homeschool (Q29d), early graduate (Q39d), and dropout (Q55d)
   questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q39d) question stem
   wording change: "How often do you spend time on the following activities?" Dropout (Q55d) - see early graduate.

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>PER-CNT</th>
<th>WGT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1</td>
<td>2347</td>
<td>14.4%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>1874</td>
<td>11.5%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>3394</td>
<td>20.9%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>710</td>
<td>4.3%</td>
<td>4.9%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don’t know]</td>
<td>-1</td>
<td>1164</td>
<td>7.2%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>15</td>
<td>0.1%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>216</td>
<td>1.3%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

39. 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;
   Every day or almost every day)
   c. Volunteering or performing community service

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q28e), transfer (Q24e),
   homeschool (Q29e), early graduate (Q39e), and dropout (Q55e)
   questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q39e) question stem
   wording change: "How often do you spend time on the following activities?" Dropout (Q55e) - see early graduate.

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>PER-CNT</th>
<th>WGT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1</td>
<td>2320</td>
<td>14.9%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>3220</td>
<td>19.9%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>4255</td>
<td>26.2%</td>
<td>28.4%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>5346</td>
<td>32.8%</td>
<td>37.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don’t know]</td>
<td>-1</td>
<td>1164</td>
<td>7.2%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>15</td>
<td>0.1%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>105</td>
<td>0.6%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></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

39. How often do you spend time on the following activities outside of school?

(MARK ONE RESPONSE ON EACH LINE)

(Mark rarely or never; Less than once a week; Once or twice a week; Every day or almost every day)

a. Taking sports lessons (other than at school)

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q25g), transfer (Q24g), homeschool (Q25h), early graduate (Q25i), and dropout (Q25j) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q25g) question stem wording change: "How often do you spend time on the following activities?" Response option is different: Taking sports lessons. Dropout (Q25g) - see early graduate.

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>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>12014</td>
<td>73.9%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>837</td>
<td>5.2%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>1099</td>
<td>6.8%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>856</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Don't know | -1 | 2 | 0.0% | (MISS) |
| Nonrespondent | -4 | 1164 | 7.2% | (MISS) |
| Multiple responses | -6 | 14 | 0.1% | (MISS) |
| Partial interview-breakoff | -7 | 15 | 0.1% | (MISS) |
| Survey component legitimate skip/NA | -8 | 99 | 0.6% | (MISS) |
| Missing | -9 | 152 | 0.9% | (MISS) |

TOTALS: 16252 100.0% 100.0%

39. How often do you spend time on the following activities outside of school?

(MARK ONE RESPONSE ON EACH LINE)

(Mark rarely or never; Less than once a week; Once or twice a week; Every day or almost every day)

b. Playing non-school sports

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q25h), transfer (Q24j), homeschool (Q25h), early graduate (Q25i), and dropout (Q25j) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q25h) question stem wording change: "How often do you spend time on the following activities?" Response option is different: Playing sports.

Dropout (Q25h) - see early graduate.

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>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>12014</td>
<td>73.9%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>837</td>
<td>5.2%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>1099</td>
<td>6.8%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>856</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Don't know | -1 | 2 | 0.0% | (MISS) |
| Nonrespondent | -4 | 1164 | 7.2% | (MISS) |
| Multiple responses | -6 | 14 | 0.1% | (MISS) |
| Partial interview-breakoff | -7 | 15 | 0.1% | (MISS) |
| Survey component legitimate skip/NA | -8 | 99 | 0.6% | (MISS) |
| Missing | -9 | 152 | 0.9% | (MISS) |

TOTALS: 16252 100.0% 100.0%

39. How often do you spend time on the following activities outside of school?

(MARK ONE RESPONSE ON EACH LINE)

(Mark rarely or never; Less than once a week; Once or twice a week; Every day or almost every day)

c. Communicating with friends or relatives via the Internet

Note: This is one of a series of items, a through i. This item also appears on the abbreviated student (Q25i), transfer (Q24k), homeschool (Q25i), early graduate (Q25i), and dropout (Q25j) questionnaires. Unless otherwise noted below, these items are identical to the student item. Early graduate (Q25i) question stem wording change: "How often do you spend time on the following activities?" Dropout (Q25i) - see early graduate.

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>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>12014</td>
<td>73.9%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>837</td>
<td>5.2%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>1099</td>
<td>6.8%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>856</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Don't know | -1 | 2 | 0.0% | (MISS) |
| Nonrespondent | -4 | 1164 | 7.2% | (MISS) |
| Multiple responses | -6 | 14 | 0.1% | (MISS) |
| Partial interview-breakoff | -7 | 15 | 0.1% | (MISS) |
| Survey component legitimate skip/NA | -8 | 99 | 0.6% | (MISS) |
| Missing | -9 | 152 | 0.9% | (MISS) |

TOTALS: 16252 100.0% 100.0%
Appendix G:

Base-Year to First Follow-up Electronic Codebook

--------
F1S40B
STUDENT.PUB Rec. 2/5
Pos. 475-476
Format: N2
--------

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

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.

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></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---------
F1S40C
STUDENT.PUB Rec. 2/5
Pos. 477-478
Format: N2
--------

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)

d. Having lots of money

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.

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></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---------
F1S40D
STUDENT.PUB Rec. 2/5
Pos. 479-480
Format: N2
--------

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

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31a), transfer (Q35a), homeschool (Q30a), early graduate (Q40a), and dropout (Q56a) 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></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

G-141
### Importance of helping others in community

40. How important is each of the following to you in your life?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>867</td>
<td>5.3%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>7665</td>
<td>47.2%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>6296</td>
<td>38.7%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</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>17</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>[Missing]</td>
<td>-9</td>
<td>143</td>
<td>0.9%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Importance of giving children better opportunities

40. How important is each of the following to you in your life?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>381</td>
<td>2.3%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>2128</td>
<td>13.1%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>12326</td>
<td>75.8%</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>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>17</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>[Missing]</td>
<td>-9</td>
<td>126</td>
<td>0.8%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Importance of getting away from this area

40. How important is each of the following to you in your life?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>7214</td>
<td>44.4%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>4689</td>
<td>30.1%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>2687</td>
<td>16.5%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>17</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>[Missing]</td>
<td>-9</td>
<td>173</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
40. How important is each of the following to you in your life?

(MARK ONE RESPONSE ON EACH LINE)

1. Working to correct social and economic inequalities
2. Importance of having children
3. Importance of being expert in field of work
4. Importance of having leisure time

Apply to: All respondents.

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 r. This item also appears on the abbreviated student (Q30j), transfer (Q35j), homeschool (Q30l), early graduate (Q40l), and dropout (Q56l) 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

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31j), transfer (Q35j), homeschool (Q30l), early graduate (Q40l), and dropout (Q56l) questionnaires. These items are identical to the student item.
importance of getting good education

40. How important is each of the following to you in your life?
   (MARK ONE RESPONSE ON EACH LINE)
   a. Getting a good education
   b. Supporting environmental causes
   c. Getting a good job
   d. Being an active and informed citizen
   e. Supporting environmental causes

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q30a), transfer (Q35a), homeschool (Q30b), early graduate (Q40b), and dropout (Q56b) 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>PERCENT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>1</td>
<td>116</td>
<td>7.2%</td>
</tr>
<tr>
<td>Multiple response</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>117</td>
<td>0.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

importance of getting a good job

40. How important is each of the following to you in your life?
   (MARK ONE RESPONSE ON EACH LINE)
   a. Getting a good education
   b. Supporting environmental causes
   c. Getting a good job
   d. Being an active and informed citizen

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q31a), transfer (Q35a), homeschool (Q31b), early graduate (Q40b), and dropout (Q56b) 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>PERCENT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>1</td>
<td>116</td>
<td>7.2%</td>
</tr>
<tr>
<td>Multiple response</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>117</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

------------
F1S40E
------------
**STUDENT.PUB** Rec. 2/5
Pov. 507-508
Format: N2

**Importance of being patriotic**

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)

   - Being patriotic
   - Being patriotic

   **Note:** This is one of a series of items, a through r. This item also
   appears on the abbreviated student (Q31r), transfer (Q41r),
   homeschool (Q50r), 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.
   **Format:** N2

------------
F1S40C
------------
**STUDENT.PUB** Rec. 2/5
Pov. 513-514
Format: N2

**Will take high school courses in summer 2004**

41. How will you spend this summer (2004)? Will you...
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)

   - work full-time?
   - take some high school courses?
   - work part-time?
   - Being patriotic

   **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.
   **Format:** N2

------------
F1S41A
------------
**STUDENT.PUB** Rec. 2/5
Pov. 509-510
Format: N2

**Will work part-time in summer 2004**

41. How will you spend this summer (2004)? Will you...
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)

   - work part time?

   **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.
   **Format:** N2

------------
F1S41D
------------
**STUDENT.PUB** Rec. 2/5
Pov. 515-516
Format: N2

**Will take college courses in summer 2004**

41. How will you spend this summer (2004)? Will you...
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)

   - take some college courses?
   - volunteer or provide community service?

   **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.
   **Format:** N2

------------
F1S41B
------------
**STUDENT.PUB** Rec. 2/5
Pov. 511-512
Format: N2

**Will work full-time in summer 2004**

41. How will you spend this summer (2004)? Will you...
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)

   - work full-time?

   **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.
   **Format:** N2

G-145
Appendix G: Base-Year to First Follow-up Electronic Codebook

--------
F1S41F  STUDENT.PUB Rec. 2/5
--------
Pos. 519-520  Format: R2

Will enter the military in summer 2004

41. How will you spend this summer (2004)? Will you...
(MARK ONE RESPONSE ON EACH LINE)
(Yes)  No

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

--------
F1S42  STUDENT.PUB Rec. 2/5
--------
Pos. 521-522  Format: R2

How far in school respondent thinks will get

42. As things stand now, how far in school do you think you will get?
(MARK ONE RESPONSE)
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
 Obtain a Master's degree or equivalent
 Obtain a Ph.D., M.D., or other advanced degree
 Don't know

Note: This item also appears on the abbreviated student (Q32), transfer (Q36), homeschool (Q31), early graduate (Q41), and dropout (Q57) 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

--------
F1S43A  STUDENT.PUB Rec. 2/5
--------
Pos. 523-524  Format: R2

How far in school mother wants respondent to go

43. How far in school do you think your mother and father 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 2-year college/school
 Attend college, 4-year degree incomplete
 Graduate from college
 Obtain a Master's degree or equivalent
 Obtain a Ph.D., M.D., or other advanced degree

Don't know

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.

Apply to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, Homeschool, Early Graduate, and Dropout questionnaires

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

#### FI44AA

**Father'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)
  - a. Your mother (or female guardian)
  - b. Your father (or male guardian)
  - c. A close relative

**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 (Q34c) 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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDPT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### FI44AC

**Close relative'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)
  - a. Your mother (or female guardian)
  - b. Your father (or male guardian)
  - c. A close relative

**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 (Q34c) 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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDPT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Transfer, and Homeschool questionnaires identical to the student item.**

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)
  - b. Your father (or male guardian)
  - c. A close relative

**Note:** This is one of a series of items, a through g. This item also appears on the abbreviated student (Q34c), transfer (Q34d), and homeschool (Q34e) 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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDPT</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

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)
(a) Your school guidance counselor
(b) Your favorite teacher
(c) Your favorite coach or activity leader
(d) Your favorite coach or activity leader
(e) Your favorite teacher
(f) Your favorite coach or activity leader

Apply to: All respondents.
Source: ELS:2002 first follow-up Student questionnaire

45. Do you plan to go on to school right after high school?

Yes
No

Apply to: All respondents.
Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires
No school right after high school since dislikes school

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

No: 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1112</td>
<td>6.8%</td>
<td>71.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1450</td>
<td>2.8%</td>
<td>29.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know]                -1  1  0.0%  (MISS)
- [Refused]                   -2  1  0.0%  (MISS)
- [Item legitimate skip/NA]   -3 12095 74.4%  (MISS)
- [Nonrespondent]             -4 1164 7.2%  (MISS)
- [Multiple response]         -6  1  0.0%  (MISS)
- [Partial interview-breakof] -7  1  0.0%  (MISS)
- [Survey component legitimate skip/NA] -8 1145 8.3%  (MISS)
- [Missing]                   -9  76  0.5%  (MISS)

**TOTALS:**
- 16252 100.0%  100.0%

No school right after high school since admission scores not good enough

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 won't need more education for the career you want
- b. Your grades aren't high enough
- c. Your college admission scores weren't high enough

No: 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1203</td>
<td>7.4%</td>
<td>78.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1452</td>
<td>2.1%</td>
<td>21.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know]                -1  1  0.0%  (MISS)
- [Refused]                   -2  1  0.0%  (MISS)
- [Item legitimate skip/NA]   -3 12095 74.4%  (MISS)
- [Nonrespondent]             -4 1164 7.2%  (MISS)
- [Multiple response]         -6  1  0.0%  (MISS)
- [Partial interview-breakof] -7  1  0.0%  (MISS)
- [Survey component legitimate skip/NA] -8 1145 8.3%  (MISS)
- [Missing]                   -9  94  0.6%  (MISS)

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

<table>
<thead>
<tr>
<th>FI46E</th>
<th>STUDENT.PUB</th>
<th>Rec. 2/5</th>
<th>Pos. 551-552</th>
<th>Format: N2</th>
</tr>
</thead>
<tbody>
<tr>
<td>No school right after high school since cannot afford school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 can’t afford to go on to school
  - Yes: No
- b. You can’t go on to school because you need to take care of your family
  - Yes: No
- c. You can’t go on to school because you need to work
  - Yes: No
- d. You can’t go on to school because of a disability
  - Yes: No
- e. You can’t afford to go on to school
  - Yes: No
- f. You haven’t taken the right courses
  - Yes: No
- g. No one in your family has ever gone on to school after high school
  - Yes: No

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

---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>91</td>
<td>5.7%</td>
<td>59.5%</td>
</tr>
<tr>
<td>0</td>
<td>932</td>
<td>5.7%</td>
<td>59.5%</td>
</tr>
<tr>
<td>1</td>
<td>615</td>
<td>3.8%</td>
<td>40.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Yes: 418
- No: 1277

CODES    FREQ    CENT     PCT

F1S46G | STUDENT.PUB | Rec. 2/5 | Pos. 555-558 | Format: N2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No school right after high school since has not taken right courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 can’t afford to go on to school
  - Yes: No
- b. You can’t go on to school because you need to take care of your family
  - Yes: No
- c. You can’t go on to school because you need to work
  - Yes: No
- d. You can’t go on to school because of a disability
  - Yes: No
- e. You can’t afford to go on to school
  - Yes: No
- f. You haven’t taken the right courses
  - Yes: No
- g. No one in your family has ever gone on to school after high school
  - Yes: No

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

---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>93</td>
<td>0.6%</td>
<td>59.5%</td>
</tr>
<tr>
<td>0</td>
<td>1130</td>
<td>7.0%</td>
<td>84.1%</td>
</tr>
<tr>
<td>1</td>
<td>241</td>
<td>1.5%</td>
<td>82.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Don’t know] 1
- [Refused] 2
- [Nonrespondent] 3
- [Multiple responses] 4
- [Partial interview-breakoff] 5
- [Survey component legitimate skip/NA] 6
- [Missing] 7

CODES    FREQ    CENT     PCT

F146H | STUDENT.PUB | Rec. 2/5 | Pos. 557-558 | Format: N2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No school right after high school since no one in family has gone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 can’t afford to go on to school
  - Yes: No
- b. You can’t go on to school because you need to take care of your family
  - Yes: No
- c. You can’t go on to school because you need to work
  - Yes: No
- d. You can’t go on to school because of a disability
  - Yes: No
- e. You can’t afford to go on to school
  - Yes: No
- f. You haven’t taken the right courses
  - Yes: No
- g. No one in your family has ever gone on to school after high school
  - Yes: No

Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36h), transfer (Q40h), and homeschool (Q35h) 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

---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>93</td>
<td>0.6%</td>
<td>59.5%</td>
</tr>
<tr>
<td>0</td>
<td>1130</td>
<td>7.0%</td>
<td>84.1%</td>
</tr>
<tr>
<td>1</td>
<td>241</td>
<td>1.5%</td>
<td>82.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Don’t know] 1
- [Refused] 2
- [Nonrespondent] 3
- [Multiple responses] 4
- [Partial interview-breakoff] 5
- [Survey component legitimate skip/NA] 6
- [Missing] 7

CODES    FREQ    CENT     PCT
Appendix G: Base-Year to First Follow-up Electronic Codebook

Base-Year to First Follow-up Electronic Codebook

No school right after high school since would rather work and earn money

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)
   (Yes; No)
   i. You'd rather work and make money than go to school
   Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36l), transfer (Q40l), and homeschool (Q35l) 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

RESERVE CODES:
Yes..................................... 1 109 0.7% 6.4%
No...................................... 0 754 4.6% 48.0%

CODES FREQ CENT PCT
--- ----- ------ -----
PER- WGTD
No 0 754 4.6% 48.0%
Yes 1 795 4.9% 52.0%

TOTALS: 16252 100.0% 100.0%

Base-Year to First Follow-up Electronic Codebook

No school right after high school since would rather work and earn money

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)
   (Yes; No)
   j. You don't feel that going on to school is important
   Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36l), transfer (Q40l), and homeschool (Q35l) 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

RESERVE CODES:
Yes..................................... 1 109 0.7% 6.4%
No...................................... 0 1429 8.8% 93.6%

CODES FREQ CENT PCT
--- ----- ------ -----
PER- WGTD
No 0 754 4.6% 48.0%
Yes 1 795 4.9% 52.0%

TOTALS: 16252 100.0% 100.0%

Base-Year to First Follow-up Electronic Codebook

No school right after high school since counselor/teacher recommends work

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)
   (Yes; No)
   k. Your counselor or teachers recommend you work rather than continue your education
   Note: This is one of a series of items, a through l. This item also appears on the abbreviated student (Q36l), transfer (Q40l), and homeschool (Q35l) 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

RESERVE CODES:
Yes..................................... 1 109 0.7% 6.4%
No...................................... 0 1429 8.8% 93.6%

CODES FREQ CENT PCT
--- ----- ------ -----
PER- WGTD
No 0 754 4.6% 48.0%
Yes 1 795 4.9% 52.0%

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

---

PLAN1 student, abbreviated student, transfer, homeschool, and early graduate questionnaires

47. Do you plan to continue your education at some time in the future?
(MARK ONE READER): No, you don’t plan to continue your education after high school
(SKIP TO Q53 ON PAGE 18)
Yes, right after high school (GO TO QUESTION 48)
Yes, after staying out of school for up to one year (GO TO QUESTION 48)
Yes, after staying out of school for over a year (GO TO QUESTION 48)

Note: This item also appears on the abbreviated student (Q17), transfer (Q41), homeschool (Q36), 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

---

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

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

---

HASGON student, abbreviated student, transfer, homeschool, and early graduate questionnaires

48. Have you gone to a college entrance information center?
(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)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1S48A</td>
<td>Guidance counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48B</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48C</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48D</td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48E</td>
<td>Brother or sister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48F</td>
<td>Other relative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48G</td>
<td>Friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48H</td>
<td>College representatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48I</td>
<td>A college's publication or website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48J</td>
<td>College search guides, publications, or websites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48K</td>
<td>School library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48L</td>
<td>Public library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48M</td>
<td>College or university library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48N</td>
<td>None of the above</td>
<td></td>
<td></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

### 48. Where have you gone for information about the entrance requirements of various colleges?

(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1S48A</td>
<td>Guidance counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48B</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48C</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48D</td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48E</td>
<td>Brother or sister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48F</td>
<td>Other relative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48G</td>
<td>Friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48H</td>
<td>College representatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48I</td>
<td>A college’s publication or website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48J</td>
<td>College search guides, publications, or websites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48K</td>
<td>School library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48L</td>
<td>Public library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48M</td>
<td>College or university library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1S48N</td>
<td>None of the above</td>
<td></td>
<td></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

---

**Base-Year to First Follow-up Electronic Codebook Appendix G:**
48.  Where have you gone for information about the entrance requirements of various colleges?
(MARK ALL THAT APPLY)

<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>3815</td>
<td>23.5%</td>
</tr>
<tr>
<td>Yes..................</td>
<td>1</td>
<td>5921</td>
<td>36.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA
  -3 629 3.9% (MISS)
- Nonrespondent
  -4 1164 7.3% (MISS)
- Survey component legitimate skip/NA
  -8 4637 28.5% (MISS)
- Missing
  -9 76 0.5% (MISS)

TOTALS: 16252 100.0% 100.0%

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

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

F1S48M College or university library

Note: This item only appears on the full student questionnaire.

49. Which of the following will you most likely attend?

(MARK ONE RESIDENCE)

Vocational, technical, or trade school
2-year community college
4-year college or university
Transfer, Homeschool, and Early Graduate questionnaires

Source: ELS:2002 first follow-up Student questionnaire

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

G-155
**Appendix G: Base-Year to First Follow-up Electronic Codebook**

---

**FL550**

**FL552**

Number of schools applied to...

50. To how many schools have you applied?

- (MARK ONE RESPONSE)
  - None (SKIP TO QUESTION 52 ON PAGE 17)
  - 1 school (GO TO QUESTION 51 ON PAGE 17)
  - 2 to 4 schools (GO TO QUESTION 51 ON PAGE 17)
  - 5 or more schools (GO TO QUESTION 51 ON PAGE 17)

Note: This item also appears on the abbreviated student (Q41c), transfer (Q45c), homeschool (Q46c), and early graduate (Q48c) 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>3091</td>
<td>19.0%</td>
</tr>
<tr>
<td>1 school</td>
<td>2</td>
<td>2743</td>
<td>16.0%</td>
</tr>
<tr>
<td>2-4 schools</td>
<td>3</td>
<td>5017</td>
<td>30.0%</td>
</tr>
<tr>
<td>5 or more schools</td>
<td>4</td>
<td>2083</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know... -1 5 0.0% (MISS)
- Refused... -2 1 0.0% (MISS)
- Item legitimate skip/NA... -3 1206 7.8% (MISS)
- Nonrespondent... -4 1164 7.2% (MISS)
- Partial interview-breakoff... -7 12 0.1% (MISS)
- Survey component legitimate skip/NA... -8 785 4.8% (MISS)
- Missing... -9 91 0.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**FL552A**

**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)
  - (Not important; Somewhat important; Very important)
  - 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 (Q41b), transfer (Q45b), homeschool (Q46b), and early graduate (Q48b) 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important... 3 7488 46.1% 57.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat important... 2 3873 23.8% 29.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not important... 1 1770 10.9% 12.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Refused... -2 1 0.0% (MISS)
- Item legitimate skip/NA... -3 949 5.0% (MISS)
- Nonrespondent... -4 1164 7.2% (MISS)
- Multiple responses... -6 4 0.0% (MISS)
- Survey component legitimate skip/NA... -8 785 4.8% (MISS)
- Missing... -9 207 1.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

**FL552B**

**Post-sec school's low expenses 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)
  - a. Low expenses (tuition, books, room and board)

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41a), transfer (Q45a), homeschool (Q46a), and early graduate (Q48a) 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important... 1 660 4.1% 5.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat important... 2 3746 23.0% 28.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important... 3 8651 53.2% 66.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Refused... -2 1 0.0% (MISS)
- Item legitimate skip/NA... -3 949 5.0% (MISS)
- Nonrespondent... -4 1164 7.2% (MISS)
- Multiple responses... -6 3 0.0% (MISS)
- Survey component legitimate skip/NA... -8 785 4.8% (MISS)
- Missing... -9 276 1.7% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

G-156
52. How important is or was each of the following in choosing a school you would like to attend?

a. Strong reputation of the school's athletic program

Note: This is one of a series of items, a through r. This item appears on the abbreviated student (Q41d), transfer (Q46d), homeschool (Q46h), and early graduate (Q46h) 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>7425</td>
<td>45.7%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>3752</td>
<td>23.1%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>1898</td>
<td>11.7%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>949</td>
<td>5.8%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Multiple response]</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>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

52. How important is or was each of the following in choosing a school you would like to attend?

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 (Q46e), homeschool (Q46h), and early graduate (Q46h) 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>2690</td>
<td>16.0%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>6397</td>
<td>39.4%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>3980</td>
<td>24.5%</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>949</td>
<td>5.8%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>9</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>261</td>
<td>1.6%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

52. How important is or was each of the following in choosing a school you would like to attend?

g. Chance to live away from home

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41g), transfer (Q46g), homeschool (Q46h), and early graduate (Q46h) 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>4050</td>
<td>24.9%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>5142</td>
<td>31.6%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>3936</td>
<td>24.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>949</td>
<td>5.8%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>7</td>
<td>0.0%</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>232</td>
<td>1.4%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
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. 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 (Q46h), homeschool (Q46h), 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>2567</td>
<td>15.8%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>5745</td>
<td>35.3%</td>
<td>43.2%</td>
</tr>
<tr>
<td>Very important</td>
<td>4783</td>
<td>29.4%</td>
<td>36.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Don't know] 6 0.0% [MISS]
[Refused] 1 0.0% [MISS]
[Item legitimate skip/NA] -3 949 5.4% [MISS]
[Nonrespondent] -4 1164 7.2% [MISS]
[Multiple responses] -6 15 0.1% [MISS]
[Survey component legitimate skip/NA] -8 785 4.8% [MISS]
[Missing] -9 229 1.4% [MISS]

TOTALES: 16252 100.0% 100.0%

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 (Q46h), homeschool (Q46h), 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>2138</td>
<td>13.2%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>5035</td>
<td>31.0%</td>
<td>39.6%</td>
</tr>
<tr>
<td>Very important</td>
<td>5872</td>
<td>36.1%</td>
<td>43.4%</td>
</tr>
</tbody>
</table>

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 4 0.0% [MISS]
[Partial interview-breakoff] -7 15 0.1% [MISS]
[Survey component legitimate skip/NA] -8 785 4.8% [MISS]
[Missing] -9 288 1.8% [MISS]

TOTALES: 16252 100.0% 100.0%

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. 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 (Q46k), homeschool (Q46k), 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1124</td>
<td>6.9%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>4167</td>
<td>25.6%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Very important</td>
<td>7755</td>
<td>47.7%</td>
<td>57.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Refused] -2 1 0.0% [MISS]
[Item legitimate skip/NA] -3 949 5.8% [MISS]
[Nonrespondent] -4 1164 7.2% [MISS]
[Multiple responses] -6 9 0.1% [MISS]
[Partial interview-breakoff] -7 15 0.1% [MISS]
[Survey component legitimate skip/NA] -8 785 4.8% [MISS]
[Missing] -9 283 1.7% [MISS]

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

**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)

1. Easy admission standards

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41m), transfer (Q41l), homeschool (Q41n), and early graduate (Q41o) 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>PERCENT</th>
<th>MWTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>4436</td>
<td>27.3%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>5672</td>
<td>34.9%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>2951</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Very important | 3 | 2197 | 13.5% | 15.9% |
- Somewhat important | 2 | 6127 | 37.7% | 45.7% |
- Not important | 1 | 4736 | 29.8% | 38.4% |

**Partial interview-breakoff:**

- - | - | - | |
- - | - | - | |
- - | - | - | |
- - | - | - | |

**TOTALS:**

16252 | 100.0% | 100.0%

**Post-sec school’s racial/ethnic makeup 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)

m. Racial or ethnic composition of the school

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41m), transfer (Q41l), homeschool (Q41n), and early graduate (Q41o) 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>PERCENT</th>
<th>MWTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>6603</td>
<td>40.6%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>4844</td>
<td>27.6%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>1945</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know | - | - | |
- [Refused] | - | - | |
- [Item legitimate skip/NA] | - | - | |
- [Nonrespondent] | - | - | |
- [Multiple responses] | - | - | |
| Partial interview-breakoff | -7 | 15 | 0.1% | 0.4% |
| Missing | -9 | 276 | 1.7% | 3.9% |

**TOTALS:**

16252 | 100.0% | 100.0%

**Post-sec school’s 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)

n. Size of the school

Note: This is one of a series of items, a through r. This item also appears on the abbreviated student (Q41m), transfer (Q41l), homeschool (Q41n), and early graduate (Q41o) 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>PERCENT</th>
<th>MWTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1</td>
<td>6127</td>
<td>37.7%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>2197</td>
<td>13.5%</td>
</tr>
<tr>
<td>Very important</td>
<td>3</td>
<td>4736</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Refused | -2 | 1 | 0.0% | 0.0% |
- [Item legitimate skip/NA] | -3 | 949 | 5.8% | 6.2% |
- [Nonrespondent] | -4 | 1164 | 7.2% | 8.9% |
- [Multiple responses] | -6 | 2 | 0.0% | 0.0% |
| Partial interview-breakoff | -7 | 15 | 0.1% | 0.4% |
| [Survey component legitimate skip/NA] | -8 | 785 | 4.8% | 5.1% |
| Missing | -9 | 270 | 1.7% | 2.6% |

**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-Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>

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

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 (Q43p), transfer (Q45p), homeschool (Q46p), 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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>

53. Do you plan to work right after high school?

- MARK ONE RESPONSE
- Yes, full-time (GO TO QUESTION 54)
- Yes, part-time (SKIP TO QUESTION 56)
- No, you don’t plan to work right after high school (SKIP TO QUESTION 57)

Note: This item also appears on the abbreviated student (Q42), transfer (Q44), and homeschool (Q45) 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>Per-Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>CODES</td>
<td>FREQ</td>
<td>PER.</td>
<td>CNTD</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>No.</td>
<td>1796</td>
<td>11.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td>Yes.</td>
<td>1566</td>
<td>9.6%</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Item legitimate skip/NA]... -3 8146 50.1% (MISS)
- [Nonrespondent]... -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA]... -8 4637 26.5% (MISS)
- [Missing]... -9 105 0.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### F1555A

**Student:**

55. Please indicate which of the following people at your school helped you to select the jobs you will seek after graduation.

- (Yes; No)

**Apply to:** Respondents who have or are looking for a full-time job after high school.

Source: ELS:2002 first follow-up Student questionnaire

**RESERVE CODES:**
- [Item legitimate skip/NA]... -3 8146 50.1% (MISS)
- [Nonrespondent]... -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA]... -8 4637 26.5% (MISS)
- [Missing]... -9 105 0.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### F1555B

**Student:**

56. Do you have a regular, full-time job lined up after high school graduation?

- (MARK ONE RESPONSE)

**Note:** This item also appears on the abbreviated student (Q43), transfer (Q47), and homeschool (Q42) questionnaires. These items are identical to the student item.

**Apply to:** Respondents who plan to work full-time right after high school.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

**RESERVE CODES:**
- Yes... 1 293 11.6%
- No... 0 1259 78.4%

**TOTALS:** 16252 100.0% 100.0%

---

### F1555C

**Student:**

57. Please indicate which of the following people at your school helped select possible jobs after high school.

- (Yes; No)

**Apply to:** Respondents who have or are looking for a full-time job after high school.

Source: ELS:2002 first follow-up Student questionnaire

**RESERVE CODES:**
- [Item legitimate skip/NA]... -3 8146 50.1% (MISS)
- [Nonrespondent]... -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA]... -8 4637 26.5% (MISS)
- [Missing]... -9 105 0.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### F1555D

**Student:**

58. Please indicate which of the following people at your school helped you to select the jobs you will seek after graduation.

- (MARK ONE RESPONSE)

**Note:** This item also appears on the full student questionnaire.

**Apply to:** Respondents who have or are looking for a full-time job after high school.

Source: ELS:2002 first follow-up Student questionnaire

**RESERVE CODES:**
- [Item legitimate skip/NA]... -3 8146 50.1% (MISS)
- [Nonrespondent]... -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA]... -8 4637 26.5% (MISS)
- [Missing]... -9 105 0.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

### F1555E

**Student:**

59. Please indicate which of the following people at your school helped you to select the jobs you will seek after graduation.

- (MARK ONE RESPONSE)

**Note:** This item also appears on the full student questionnaire.

**Apply to:** Respondents who have or are looking for a full-time job after high school.

Source: ELS:2002 first follow-up Student questionnaire

**RESERVE CODES:**
- [Item legitimate skip/NA]... -3 8146 50.1% (MISS)
- [Nonrespondent]... -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA]... -8 4637 26.5% (MISS)
- [Missing]... -9 105 0.6% (MISS)

**TOTALS:** 16252 100.0% 100.0%

---

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

G-161
Appendix G: Base-Year to First Follow-up Electronic Codebook

----------
F1558E    STUDENT.PUB Rec. 2/5
Pos. 649-652
Format: N2
----------

Other school staff helped select possible jobs

55. Please indicate which of the following students at your school helped you to select the jobs you will seek after graduation. (MARK ONE RESPONDER ON EACH LINE)

[Yes: No]

- Other school staff

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

RESERVE CODES:

Professional degree.....................     9        1099     6.8%     9.1%
Ph.D....................................     8         692     4.3%     6.2%
College degree..........................     6        3448    21.2%    34.1%
Attend college, 4-year degree incomplete     5         341     2.0%     2.5%
Less than 2 yrs of 2-year college or school     3         245     1.4%     1.7%
High school diploma or GED..............     2         236     1.4%     1.5%
Some high school                      ...     1         21     0.1%     0.1%
-----   ------   ------   ------

Note: This item also appears on the abbreviated student (Q47), transfer (Q51), and homeschool (Q46) questionnaires. These items are identical to the student item.

TOTALS:                                             16252   100.0%   100.0%

----------
F1558    STUDENT.PUB Rec. 2/5
Pos. 651-652
Format: N2
----------

How much education respondent thinks will be needed for job at age 30

58. How much education do you think you need to get the job you expect or plan to have when you are 30 years old? (MARK ONE RESPONDER)

- Some high school
- High school diploma or GED
- Less than 2 years in a community college or vocational school
- Completion of a 2-year program at a community college or vocational school
- Attend college, but not complete a 4- or 5-year degree
- 4- or 5-year college degree
- Master's degree
- Professional degree (such as J.D. or M.D.)

Note: This item also appears on the abbreviated student (Q48), transfer (Q52), and homeschool (Q47) questionnaires. These items are identical to the student item.

Applies to: Respondents who provided occupation expected at age 30.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

RESERVE CODES:

36-40 hours.............................     9         542     3.3%     5.0%
26-30 hours.............................     7         922     5.7%     8.9%
11-15 hours.............................     4        1679    10.3%    15.0%
6-10 hours..............................     3        1445     8.9%    12.1%
1-5 hours/week..........................     2        1074     6.6%     8.5%
Have not worked during this school year.     1        1497     9.2%    11.9%
-----   ------   ------   ------

Note: This is one of a series of items, a through e. This item only appears on the abbreviated student (Q48), transfer (Q52), and homeschool (Q47) questionnaires. These items are identical to the student item.

TOTALS:                                             16252   100.0%   100.0%

----------
F1559    STUDENT.PUB Rec. 2/5
Pos. 655-656
Format: N2
----------

Ever worked for pay not around house

59. Have you ever worked for pay, not counting work around the house?

[MARK ONE RESPONSE]

- No (SKIP TO QUESTION 62 ON PAGE 20)
- Yes, and you are currently employed (GO TO QUESTION 60)
- Yes, but you are not currently employed (GO TO QUESTION 60)

Note: This item also appears on the abbreviated student (Q47), transfer (Q51), and homeschool (Q46) 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

RESERVE CODES:

Yes, currently employed.................     1        6703    41.2%    51.9%
No......................................     0        2242     13.8%    15.0%
-----   ------   ------   ------

Note: This item also appears on the abbreviated student (Q47), transfer (Q52), and homeschool (Q47) questionnaires. These items are identical to the student item.

TOTALS:                                             16252   100.0%   100.0%

----------
F1560    STUDENT.PUB Rec. 2/5
Pos. 655-656
Format: N2
----------

How many hours usually works a week during school year

60. How many hours do/did you usually work each week on your current or most recent job during this school year?

[MARK ONE RESPONSE]

- 41-50 hours a week
- 31-40 hours a week
- 21-30 hours a week
- 16-20 hours a week
- 11-15 hours a week
- 6-10 hours a week
- 1-5 hours a week

Note: This item also appears on the abbreviated student (Q47), transfer (Q52), and homeschool (Q47) questionnaires. These items are identical to the student item.

Applies to: Respondents who have worked for pay.

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

RESERVE CODES:

- [Don't know].............................     -1         21     0.1%     0.1%
- [Respondent]............................     -4        164     1.0%     1.1%
- [Partial interview-breakoff]..........     -7         25     0.2%     0.2%
- [Survey component legitimate skip/NA]     -9         220     1.4%     1.8%
- [Missing]................................     -9         152     0.9%     1.1%
-----   ------   ------   ------

Note: This is one of a series of items, a through e. This item only appears on the abbreviated student (Q48), transfer (Q52), and homeschool (Q47) questionnaires. These items are identical to the student item.

TOTALS:                                             16252   100.0%   100.0%
61. How many hours works on the weekend during school year

Applies to: Respondents who have worked for pay during 2003-2004 school year.
Source: ELS:2002 first follow-up Student questionnaire

62. During the past two years, have you performed any unpaid volunteer/community service work (through such organizations as youth groups, service clubs, church groups, school groups, or social action groups)?

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

63. Which of the following types of organizations are/were you involved with in your unpaid volunteer or community service work?

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

Appendix G:
Base-Year to First Follow-up Electronic Codebook
### FL163D

**Source:** ELS:2002 first follow-up Student questionnaire

**Volunteered with church/church related group**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>3141</td>
<td>19.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3455</td>
<td>21.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Item legitimate skip/NA: -3 3616 22.2% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Multiple responses: -6 5 0.0% (MISS)
- Survey component legitimate skip/NA: -8 4637 28.3% (MISS)
- Missing: -9 190 1.2% (MISS)

**TOTALES:**
16252 100.0% 100.0%

### FL163E

**Volunteered with community center/social-action group**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>4655</td>
<td>28.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1983</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Item legitimate skip/NA: -3 3616 22.2% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Multiple responses: -6 3 0.0% (MISS)
- Survey component legitimate skip/NA: -8 4637 28.3% (MISS)
- Missing: -9 194 1.2% (MISS)

**TOTALES:**
16252 100.0% 100.0%

### FL163F

**Volunteered with hospital/nursing home group**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>5061</td>
<td>31.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1566</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Item legitimate skip/NA: -3 3616 22.2% (MISS)
- Nonrespondent: -4 1164 7.2% (MISS)
- Multiple responses: -6 2 0.0% (MISS)
- Survey component legitimate skip/NA: -8 4637 28.3% (MISS)
- Missing: -9 266 1.6% (MISS)

**TOTALES:**
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?

**MARK ONE RESPONSE ON EACH LINE**

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2756</td>
<td>6385</td>
<td>4385</td>
<td>1164</td>
</tr>
<tr>
<td>2</td>
<td>1164</td>
<td>6385</td>
<td>4385</td>
<td>1164</td>
</tr>
<tr>
<td>3</td>
<td>4385</td>
<td>1164</td>
<td>6385</td>
<td>2756</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**Applies to:** All respondents.

**Source:** ECLS-2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

**Format:** N2

---

#### 65. 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>754</td>
<td>5718</td>
<td>7014</td>
<td>2756</td>
</tr>
<tr>
<td>2</td>
<td>5718</td>
<td>7014</td>
<td>2756</td>
<td>754</td>
</tr>
<tr>
<td>3</td>
<td>7014</td>
<td>2756</td>
<td>754</td>
<td>5718</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know
- Missing

**Applies to:** All respondents.

**Source:** ECLS-2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

**Format:** N2

---

#### 66. 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7034</td>
<td>6385</td>
<td>5967</td>
<td>1345</td>
</tr>
<tr>
<td>2</td>
<td>6385</td>
<td>7034</td>
<td>5967</td>
<td>1345</td>
</tr>
<tr>
<td>3</td>
<td>5967</td>
<td>1345</td>
<td>7034</td>
<td>6385</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know
- Missing

**Applies to:** All respondents.

**Source:** ECLS-2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

**Format:** N2

---

#### 67. 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5718</td>
<td>7014</td>
<td>2756</td>
<td>754</td>
</tr>
<tr>
<td>2</td>
<td>7014</td>
<td>2756</td>
<td>754</td>
<td>5718</td>
</tr>
<tr>
<td>3</td>
<td>2756</td>
<td>754</td>
<td>5718</td>
<td>7014</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know
- Missing

**Applies to:** All respondents.

**Source:** ECLS-2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

**Format:** N2

---
### Total:

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Missing Codes:

- 9: Missing
- 8: Survey component legitimate skip/NA
- 7: Partial interview-breakoff
- 6: Multiple response

### Reserve Codes:

- Sometimes: 2 codes, frequencies between 6155 and 6171
- Never: 1 code, frequency between 3416 and 3418

### Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3418</td>
<td>23.0%</td>
<td>24.2%</td>
</tr>
<tr>
<td>Sometime</td>
<td>6155</td>
<td>37.9%</td>
<td>46.0%</td>
</tr>
<tr>
<td>Often</td>
<td>3893</td>
<td>24.2%</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

### Other Codes

Other codes include:
- Nonrespondent: 4 codes, frequencies between 6164 and 3416
- Don't know: 1 code, frequency between 6164 and 3416

### Reserve Codes

- Sometimes: 2 codes, frequencies between 3416 and 3418
- Never: 1 code, frequency between 3416 and 3418

### Questionnaire Source

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires.

---

### How often discussed going to college 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?

**Note:**
This is a series of items, a through j. This item also appears on the abbreviated student (Q50f), transfer (Q54f), and homeschool (Q49f) questionnaires. These items are identical to the student item.

- **Never:**
  - Frequency: 664
  - Weight: 41.8%

- **Sometimes:**
  - Frequency: 6923
  - Weight: 42.6%

- **Often:**
  - Frequency: 3416
  - Weight: 21.3%

### Reserve Codes

- Sometimes: 2 codes, frequencies between 3416 and 3418
- Never: 1 code, frequency between 3416 and 3418

### Questionnaire Source

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires.
Transfer, Homeschool, Early Graduate, and Dropout questionnaires

Source: ELS:2002 first follow-up Student, Abbreviated Student, Transfer, and Homeschool questionnaires

Applies to: All respondents.

65. How many of your friends... (MARK ONE RESPONSE ON EACH LINE)

a. dropped out of high school without graduating?

Note: This is one of a series of items, a through j. This item also appears on the abbreviated student (Q51a), transfer (Q55a), homeschool (Q55a), early graduate (Q59a), and dropout (Q69a) 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

65. How many of your friends... (MARK ONE RESPONSE ON EACH LINE)

a. plan to attend a four-year college or university?

Note: This is one of a series of items, a through d. This item also appears on the abbreviated student (Q51d), transfer (Q55d), homeschool (Q55d), early graduate (Q59d), and dropout (Q69d) 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

65. How many of your friends... (MARK ONE RESPONSE ON EACH LINE)

a. plan to attend a two-year community college or technical school?

Note: This is one of a series of items, a through d. This item also appears on the abbreviated student (Q51c), transfer (Q55c), homeschool (Q55c), early graduate (Q59c), and dropout (Q69c) 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

65. How many of your friends... (MARK ONE RESPONSE ON EACH LINE)

a. thing that is troubling you

Note: This is one of a series of items, a through j. This item also appears on the abbreviated student (Q51j), transfer (Q55j), homeschool (Q55j), early graduate (Q59j), and dropout (Q69j) 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

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

G-167
### 20. What grade were you in then?

**[MARK ONE RESPONSE]**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th grade</td>
<td>1</td>
<td>141</td>
<td>0.9%</td>
</tr>
<tr>
<td>11th grade</td>
<td>2</td>
<td>323</td>
<td>2.0%</td>
</tr>
<tr>
<td>12th grade</td>
<td>3</td>
<td>200</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**[MISS]**

**RESERVE CODES:**

- [Don't know]...-1 15 0.1% (MISS)
- [Nonrespondent]-4 1164 7.2% (MISS)
- [Multiple response]-6 2 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%

### 21. Did you pass that grade?

**[MARK ONE RESPONSE]**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>507</td>
<td>3.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>133</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**[MISS]**

**RESERVE CODES:**

- [Don't know]...-1 30 0.2% (MISS)
- [Nonrespondent]-3 7 0.0% (MISS)
- [Multiple response]-4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA]-8 14402 88.6% (MISS)
- [Missing]......-9 9 0.1% (MISS)

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

#### F1D23

- **STUDENT.PUB Rec. 2/5**
- **Pos. 717-722**
- **Format: N6**

**Month and year first left school for more than a month**

<table>
<thead>
<tr>
<th>Month</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999 or before</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This item only appears on the dropout questionnaire. Data provided in a single (yyyy-mm) format.

#### F1D24

- **STUDENT.PUB Rec. 2/5**
- **Pos. 723-728**
- **Format: N6**

**Month and year returned to school**

<table>
<thead>
<tr>
<th>Month</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999 or before</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This item only appears on the dropout questionnaire. Data provided in a single (yyyy-mm) format.

#### F1D25

- **STUDENT.PUB Rec. 2/5**
- **Pos. 729-730**
- **Format: N2**

**Attended school during 2002-2003 school year**

<table>
<thead>
<tr>
<th>No.</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>124</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>561</td>
<td>3.5%</td>
<td>82.4%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>4</td>
<td>0.3%</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This item only appears on the dropout questionnaire. Data provided in a single (yyyy-mm) format.

#### F1D26

- **STUDENT.PUB Rec. 2/5**
- **Pos. 731-733**
- **Format: N2**

**School days missed during 2002-2003 school year**

<table>
<thead>
<tr>
<th>No</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>124</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>4</td>
<td>0.3%</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This item only appears on the dropout questionnaire. Data provided in a single (yyyy-mm) format.

#### F1D27

- **STUDENT.PUB Rec. 2/5**
- **Pos. 734-735**
- **Format: N2**

**Years of General Science coursework (DO)**

<table>
<thead>
<tr>
<th>No</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>124</td>
<td>0.8%</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This is one of a series of items, a through i. This is the dropout version of F1S16A. Unless otherwise noted below, F1S16A is identical to F1D27A. However, the variable F1S16A 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 'to the end of this school year'; 'did you complete' is replaced with 'to the end of this school year'.

#### F1S16A

- **STUDENT.PUB Rec. 2/5**
- **Pos. 717-722**
- **Format: N2**

**Number of school days missed during 2002-2003 school year**

<table>
<thead>
<tr>
<th>No</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>124</td>
<td>0.8%</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This item only appears on the dropout questionnaire. Data provided in a single (yyyy-mm) format.

#### F1S16B

- **STUDENT.PUB Rec. 2/5**
- **Pos. 723-728**
- **Format: N6**

**Number of school days missed during 2002-2003 school year**

<table>
<thead>
<tr>
<th>No</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>124</td>
<td>0.8%</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This item only appears on the dropout questionnaire. Data provided in a single (yyyy-mm) format.
### F1D27B
**STUDENT.PUB Rec. 2/5**
**Pos. 736-737**
**Format: N2**

#### Years of General Physical Science 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.

*Nonrespondent:* contains only data collected from dropouts. **F1D27B** 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'.

**Applies to: All respondents.**

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None ..................................</td>
<td>2</td>
<td>100</td>
<td>50.0%</td>
</tr>
<tr>
<td>Half year ................................</td>
<td>2</td>
<td>100</td>
<td>50.0%</td>
</tr>
<tr>
<td>1 year ..................................</td>
<td>2</td>
<td>100</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Don't know** .......................... 1
- **Nonrespondent** ..................... 1
- **Partial interview-breakoff** ....... 1
- **Survey component legitimate skip/NA** 1
- **Missing** ............................ 1

**TOTALS:**

16252 100.0% 100.0%

### F1D27D
**STUDENT.PUB Rec. 2/5**
**Pos. 742-743**
**Format: N2**

#### Years of Botany/Zoology 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.

**Applies to: All respondents.**

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None ..................................</td>
<td>2</td>
<td>100</td>
<td>50.0%</td>
</tr>
<tr>
<td>Half year ................................</td>
<td>2</td>
<td>100</td>
<td>50.0%</td>
</tr>
<tr>
<td>1 year ..................................</td>
<td>2</td>
<td>100</td>
<td>50.0%</td>
</tr>
<tr>
<td>More than 1 year ......................</td>
<td>2</td>
<td>100</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Don't know** .......................... 1
- **Nonrespondent** ..................... 1
- **Multiple response** ................. 1
- **Partial interview-breakoff** ....... 1
- **Survey component legitimate skip/NA** 1
- **Missing** ............................ 1

**TOTALS:**

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

#### 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.

- **Chemistry Note:** This is one of a series of items, a through i. This is the dropout version of F1D27F. Unless otherwise noted below, F1D16F is identical to F1D27F. However, the variable F1D27F contains only data collected from dropouts. F1D16F 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'.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>Half year</td>
<td>1404</td>
<td>8.6%</td>
<td></td>
</tr>
<tr>
<td>1 year</td>
<td>140</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>More than 1 year</td>
<td>104</td>
<td>0.6%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Half year: 2
- None: 1

**Source:** ELS:2002 first follow-up Dropout questionnaire

### 28. 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.

- **Physics Note:** This is one of a series of items, a through i. This is the dropout version of F1D27H. Unless otherwise noted below, F1D16H is identical to F1D27H. However, the variable F1D27H contains only data collected from dropouts. F1D16H 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'.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>Half year</td>
<td>1404</td>
<td>8.6%</td>
<td></td>
</tr>
<tr>
<td>1 year</td>
<td>140</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>More than 1 year</td>
<td>104</td>
<td>0.6%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Half year: 2
- None: 1

**Source:** ELS:2002 first follow-up Dropout questionnaire

### 29. 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.

- **Principles of technology Note:** This is one of a series of items, a through i. This is the dropout version of F1D27I. However, the variable F1D27I contains only data collected from dropouts. F1D16I 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'.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>14402</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>Half year</td>
<td>1404</td>
<td>8.6%</td>
<td></td>
</tr>
<tr>
<td>1 year</td>
<td>140</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>More than 1 year</td>
<td>104</td>
<td>0.6%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Half year: 2
- None: 1

**Source:** ELS:2002 first follow-up Dropout questionnaire

---

### Note:
- This is one of a series of items, a through i. This is the dropout version of F1D27F. Unless otherwise noted below, F1D16F is identical to F1D27F. However, the variable F1D27F contains only data collected from dropouts. F1D16F 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'.

**Applies to:** All respondents.

**Source:** ELS:2002 first follow-up Dropout questionnaire
Appendix G:
Base-Year to First Follow-up Electronic Codebook

24. 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)

(a. General math
Note: This is one of a series of items, a through j. This is the dropout version of F1S17A. Unless otherwise noted below, F1S17A is identical to F1D28A. However, the variable F1D28A contains only data collected from dropouts. F1S17A 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'.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>175</td>
<td>1.2%</td>
</tr>
<tr>
<td>Half year</td>
<td>2</td>
<td>128</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>
</table>

RESERVE CODES:
- [Don't know]...
- [Nonrespondent]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

TOTALS: 16252 100.0% 100.0%

---

Years of General 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)

c. Algebra I
Note: This is one of a series of items, a through j. This is the dropout version of F1S17C. Unless otherwise noted below, F1S17C is identical to F1D28C. However, the variable F1D28C contains only data collected from dropouts. F1S17C 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'.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>175</td>
<td>1.2%</td>
</tr>
<tr>
<td>Half year</td>
<td>2</td>
<td>128</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>
</table>

RESERVE CODES:
- [Don't know]...
- [Nonrespondent]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

TOTALS: 16252 100.0% 100.0%

---

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)

d. Geometry

Note: This is one of a series of items, a through j. This is the dropout version of F1S17D. Unless otherwise noted below, F1S17D is identical to F1D28D. However, the variable F1D28D contains only data collected from dropouts. F1S17D 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'.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>175</td>
<td>1.2%</td>
</tr>
<tr>
<td>Half year</td>
<td>2</td>
<td>128</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>
</table>

RESERVE CODES:
- [Don't know]...
- [Nonrespondent]...
- [Partial interview-breakoff]...
- [Survey component legitimate skip/NA]...
- [Missing]...

TOTALS: 16252 100.0% 100.0%

---

Years of Geometry coursework (DO)
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### F1S28E

### STUDENT.PUB Rec. 2/5

<table>
<thead>
<tr>
<th>Codes</th>
<th>FREQ</th>
<th>Percent</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>615</td>
<td>3.8%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Half year</td>
<td>29</td>
<td>0.2%</td>
<td>3.4%</td>
</tr>
<tr>
<td>1 year</td>
<td>24</td>
<td>0.1%</td>
<td>2.2%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>1</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:  
(Don't know) | -1  | 4  | 0.0% |
| Nonrespondent | -4  | 1214 | 7.2% |
| Multiple responses | -6  | 2  | 0.0% |
| Partial interview-breakoff | -7  | 2  | 0.0% |
| Survey component legitimate skip/NA | -8  | 14402 | 88.6% |
| Missing | -9  | 10  | 0.1% |

**TOTALS:** 16252 100.0% 100.0%

---

#### F1S28G

### STUDENT.PUB Rec. 2/5

<table>
<thead>
<tr>
<th>Codes</th>
<th>FREQ</th>
<th>Percent</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>644</td>
<td>4.0%</td>
<td>97.9%</td>
</tr>
<tr>
<td>Half year</td>
<td>13</td>
<td>0.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>1 year</td>
<td>9</td>
<td>0.1%</td>
<td>1.9%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>1</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:  
(Don't know) | -1  | 3  | 0.0% |
| Nonrespondent | -4  | 1114 | 7.2% |
| Partial interview-breakoff | -7  | 2  | 0.0% |
| Survey component legitimate skip/NA | -8  | 14402 | 88.6% |
| Missing | -9  | 10  | 0.1% |

**TOTALS:** 16252 100.0% 100.0%

#### F1S28H

### STUDENT.PUB Rec. 2/5

<table>
<thead>
<tr>
<th>Codes</th>
<th>FREQ</th>
<th>Percent</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>615</td>
<td>3.8%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Half year</td>
<td>29</td>
<td>0.2%</td>
<td>3.4%</td>
</tr>
<tr>
<td>1 year</td>
<td>24</td>
<td>0.1%</td>
<td>2.2%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>1</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:  
(Don't know) | -1  | 4  | 0.0% |
| Nonrespondent | -4  | 1214 | 7.2% |
| Multiple responses | -6  | 2  | 0.0% |
| Partial interview-breakoff | -7  | 2  | 0.0% |
| Survey component legitimate skip/NA | -8  | 14402 | 88.6% |
| Missing | -9  | 10  | 0.1% |

**TOTALS:** 16252 100.0% 100.0%

---

#### F1S28I

### STUDENT.PUB Rec. 2/5

<table>
<thead>
<tr>
<th>Codes</th>
<th>FREQ</th>
<th>Percent</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>644</td>
<td>4.0%</td>
<td>97.9%</td>
</tr>
<tr>
<td>Half year</td>
<td>13</td>
<td>0.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>1 year</td>
<td>9</td>
<td>0.1%</td>
<td>1.9%</td>
</tr>
<tr>
<td>More than 1 year</td>
<td>1</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
| RESERVE CODES:  
(Don't know) | -1  | 3  | 0.0% |
| Nonrespondent | -4  | 1114 | 7.2% |
| Partial interview-breakoff | -7  | 2  | 0.0% |
| Survey component legitimate skip/NA | -8  | 14402 | 88.6% |
| Missing | -9  | 10  | 0.1% |

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

---

F1D28I STUDENT.PUB Rec. 2/5 Pos. 768-769 Format: R2

Years of Consumer/Business Math coursework (DO)

24. 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)

(Home or less than half a year; Half year; 1 year; More than 1 year)
1. Consumer or Business math

Note: This is one of a series of items, a through j. This is the dropout version of F1S17I. Unless otherwise noted below, F1S17I is identical to F1D28I. However, the variable F1D28I contains only data collected from dropouts. F1S17I 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'.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[36x176]Missing............................</td>
<td>-9</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff.............</td>
<td>-7</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>Nonrespondent.........................</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

1 year.................................. | 3 | 33  | 0.2% |

CODES    FREQ    CENT     PCT
[36x250]Source: ELS:2002 first follow-up Dropout questionnaire
Applies to: All respondents.

---

F1D28B STUDENT.PUB Rec. 2/5 Pos. 770-771 Format: R2

Years of other 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)

(Home or less than half a year; Half year; 1 year; More than 1 year)
1. Other math

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 F1D28J. However, the variable F1D28J 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 'meet'.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[36x176]Missing............................</td>
<td>-9</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Partial interview-breakoff.............</td>
<td>-7</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>Nonrespondent.........................</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

Yes..................................... | 1 | 158  | 1.0% |

CODES    FREQ    CENT     PCT
[36x250]Source: ELS:2002 first follow-up Dropout questionnaire
Applies to: All respondents.

---

F1D29A STUDENT.PUB Rec. 2/5 Pos. 772-773 Format: R2

Left school because got a job (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 (F1E22A) questionnaire, which is identical. However, the variable F1D29A 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-</th>
<th>MWT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[36x362]Yes.....................................</td>
<td>1</td>
<td>176</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

No...................................... | 0 | 503  | 32.8% |

CODES    FREQ    CENT     PCT
[36x312]Source: ELS:2002 first follow-up Dropout questionnaire
Applies to: All respondents.

---

F1D29B STUDENT.PUB Rec. 2/5 Pos. 774-775 Format: R2

Left school because did not like school (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)

B. You didn’t like school
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 F1D29B 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-</th>
<th>MWT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[36x368]Yes.....................................</td>
<td>1</td>
<td>244</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

No...................................... | 0 | 416  | 27.8% |

CODES    FREQ    CENT     PCT
[36x312]Source: ELS:2002 first follow-up Dropout questionnaire
Applies to: All respondents.

---

F1D29C STUDENT.PUB Rec. 2/5 Pos. 776-777 Format: R2

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)

C. You couldn’t get along with your teachers
Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22C) questionnaire, which is identical. However, the variable F1D29C 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-</th>
<th>MWT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[36x361]Yes.....................................</td>
<td>1</td>
<td>244</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

No...................................... | 0 | 416  | 27.8% |

CODES    FREQ    CENT     PCT
[36x312]Source: ELS:2002 first follow-up Dropout questionnaire
Applies to: All respondents.
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)  
(Yes; No)

Note: This is one of a series of items, a through u. This item also appears on the early graduate (F1E22I) questionnaire, which is identical. However, the variable F1D29I contains only data collected from dropouts.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

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

---
**F1D29J**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school to care for a member of family (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)*

*(Yes; No)*

1. You had to care for a member of your family

---
**F1D29K**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because was expelled (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)*

*(Yes; No)*

1. You were expelled from school

---
**F1D29L**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because did not feel belonged there (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)*

*(Yes; No)*

1. You felt you didn’t belong at school

---
**F1D29M**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because could not keep up with schoolwork (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)*

*(Yes; No)*

1. You couldn’t keep up with your schoolwork

---
**F1D29N**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because of getting poor grades/failing school (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)*

*(Yes; No)*

1. You were getting poor grades/failing school

---
**F1D29O**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because got married/planned to get married (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)*

*(Yes; No)*

1. You got married or planned to get married

---
**F1D29P**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because of transferring to another school (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)*

*(Yes; No)*

1. You transferred to another school

---
**F1D29Q**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because there was too much stress (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)*

*(Yes; No)*

1. You felt there was too much stress

---
**F1D29R**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because of health problems (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)*

*(Yes; No)*

1. You felt there were health problems

---
**F1D29S**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because of weighing too much (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)*

*(Yes; No)*

1. You felt you were too heavy

---
**F1D29T**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because of being too tired (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)*

*(Yes; No)*

1. You felt you were too tired

---
**F1D29U**  
*STUDENT.PUB* Rec. 2/5  
Pos. 790-791  
Format: H2

Left school because of being too fatigued (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)*

*(Yes; No)*

1. You felt you were too fatigued
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) [Yes; No]
- You changed schools and didn’t like your new school.
- You couldn’t work and go to school at the same time.
- You missed too many school days.
- You thought it would be easier to get a GED.
- You thought you would not be able to complete the high school coursework requirements.
- You thought you would not pass the state competency test.
- You thought it would be easier to get a GED.
- You thought you would not be able to complete the high school coursework requirements.

Apply 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

---

FID30

Feels that leaving school was a good decision (DG)

30. 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 (FID23) questionnaire, which is identical. However, the variable FID30 contains only data collected from dropouts.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDPT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>140</td>
<td>0.8%</td>
<td>22.4%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>445</td>
<td>2.7%</td>
<td>65.2%</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
<td>0.3%</td>
<td>12.7%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[refused]</td>
<td>-2</td>
<td>1.0%</td>
<td>MISS</td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</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>3</td>
<td>0.2%</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>5</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

FID31A

Someone from school offered to send you to another school

31. Did anyone from your school do any of the following the last time you stopped going to school?

a. Offered to send you to another school

(MARK ONE RESPONSE ON EACH LINE)

Yes

No

Don't know

Note: This is one of a series of items, a through l. This item only appears on the dropout questionnaire.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDPT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>211</td>
<td>1.3%</td>
<td>31.9%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>140</td>
<td>0.9%</td>
<td>22.4%</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>0.1%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[don't know]</td>
<td>-1</td>
<td>1</td>
<td>0.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>[Nonrespondent]</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>3</td>
<td>0.2%</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>5</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

FID31B

Someone from school offered to put you in a special program

31. Did anyone from your school do any of the following the last time you stopped going to school?

b. Offered to put you in a special program

(MARK ONE RESPONSE ON EACH LINE)

Yes

No

Don't know

Note: This is one of a series of items, a through l. This item only appears on the dropout questionnaire.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDPT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>0.2%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>140</td>
<td>0.9%</td>
<td>22.4%</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>0.1%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[don't know]</td>
<td>-1</td>
<td>2</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>[Nonrespondent]</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>3</td>
<td>0.2%</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>5</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

FID31C

Someone from school offered special tutoring

31. Did anyone from your school do any of the following the last time you stopped going to school?

c. Offered special tutoring

(MARK ONE RESPONSE ON EACH LINE)

Yes

No

Don't know

Note: This is one of a series of items, a through l. This item only appears on the dropout questionnaire.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDPT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>140</td>
<td>0.9%</td>
<td>22.4%</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>0.1%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[don't know]</td>
<td>-1</td>
<td>2</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>[Nonrespondent]</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>3</td>
<td>0.2%</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>5</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

FID31D

Someone from school offered to help make up missed work

31. Did anyone from your school do any of the following the last time you stopped going to school?

d. Offered help to make up work you missed

(MARK ONE RESPONSE ON EACH LINE)

Yes

No

Don't know

Note: This is one of a series of items, a through l. This item only appears on the dropout questionnaire.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDPT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>113</td>
<td>0.7%</td>
<td>16.9%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>559</td>
<td>3.4%</td>
<td>83.1%</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>92</td>
<td>0.6%</td>
<td>12.7%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>2</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>[Nonrespondent]</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>3</td>
<td>0.2%</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>9</td>
<td>0.1%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

FID31E

Someone from school offered to help with personal problems

31. Did anyone from your school do any of the following the last time you stopped going to school?

e. Offered to help you with personal problems

(MARK ONE RESPONSE ON EACH LINE)

Yes

No

Don't know

Note: This is one of a series of items, a through l. This item only appears on the dropout questionnaire.

Apply to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDPT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>113</td>
<td>0.7%</td>
<td>16.9%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>559</td>
<td>3.4%</td>
<td>83.1%</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>92</td>
<td>0.6%</td>
<td>12.7%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>2</td>
<td>0.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>[Nonrespondent]</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>3</td>
<td>0.2%</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>9</td>
<td>0.1%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

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

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)

f. Told you you could come back if you kept a certain grade point average
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>572</td>
<td>3.5%</td>
<td>86.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.5%</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALS: 16252

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)

g. Told you you could come back if you maintained attendance
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>549</td>
<td>3.4%</td>
<td>86.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.6%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALS: 16252

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)

h. Told you you could come back if attendance improved
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>542</td>
<td>3.3%</td>
<td>86.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTALS: 16252

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)

i. Tried to talk you into staying
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>541</td>
<td>3.3%</td>
<td>86.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTOALS: 16252

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)

j. Told you you couldn't come back
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>540</td>
<td>3.3%</td>
<td>86.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TOTOALS: 16252

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)

k. Expelled or suspended you
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>539</td>
<td>3.3%</td>
<td>86.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Don't know
- Nonrespondent
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

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

#### F1D31L

**STUDENT.PUB Rec. 2/5**
Pos. 818-833
Format: N2

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PCT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>517</td>
<td>3.2%</td>
<td>74.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>358</td>
<td>1.0%</td>
<td>25.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don’t know] [MISS]
- [Nonrespondent] [MISS]
- [Partial interview-breakoff] [MISS]
- [Survey component legitimate skip] [MISS]
- [Missing] [MISS]

**TOTcALS:**
- 16252 100.0% 100.0%

#### F1D32A

**STUDENT.PUB Rec. 2/5**
Pos. 840-841
Format: N2

**Parents/guardians offered to send you to another 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)

- [Yes; No] 1 158 1.0% 25.3%

**Note:** This is one of a series of items, a through m. This item only appears on the dropout questionnaire.

#### F1D32B

**STUDENT.PUB Rec. 2/5**
Pos. 842-843
Format: N2

**Parents/guardians offered to put you in special program**

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] 1 158 1.0% 25.3%

**Note:** This is one of a series of items, a through m. This item only appears on the dropout questionnaire.

#### F1D32C

**STUDENT.PUB Rec. 2/5**
Pos. 844-845
Format: N2

**Parents/guardians offered special tutoring**

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] 1 158 1.0% 25.3%

**Note:** This is one of a series of items, a through m. This item only appears on the dropout questionnaire.

#### F1D32D

**STUDENT.PUB Rec. 2/5**
Pos. 846-847
Format: N2

**Parents/guardians offered to help make up missed work**

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] 1 158 1.0% 25.3%

**Note:** This is one of a series of items, a through m. This item only appears on the dropout questionnaire.

#### F1D32E

**STUDENT.PUB Rec. 2/5**
Pos. 848-849
Format: N2

**Parents/guardians offered to help with personal problems**

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] 1 158 1.0% 25.3%

**Note:** This is one of a series of items, a through m. This item only appears on the dropout questionnaire.
Parents/guardians tried to talk you into staying

<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>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>175</td>
<td>1.1%</td>
<td>27.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>2</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-break/off]</td>
<td>-7</td>
<td>4</td>
<td>0.0%</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>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Parents/guardians told you it was okay to leave

<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>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>122</td>
<td>0.8%</td>
<td>7.6%</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>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Partial interview-break/off]</td>
<td>-7</td>
<td>4</td>
<td>0.0%</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>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Parents/guardians called principle or teacher

<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>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>472</td>
<td>2.9%</td>
<td>7.6%</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>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2%</td>
</tr>
<tr>
<td>[Partial interview-break/off]</td>
<td>-7</td>
<td>4</td>
<td>0.0%</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>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### F1D32L

**Parents/guardians called school counselor**

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:**  
1. Called a school counselor  

**Note:** This is one of a series of items, a through n. This item only appears on the dropout questionnaire.

Apply 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>No</td>
<td>0</td>
<td>465</td>
<td>2.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>207</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**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>4</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2% (MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>4</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>6</td>
<td>0.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

---

#### F1D32M

**Parents/guardians offered to arrange for outside counseling**

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:**  
1. Offered to arrange for outside counseling for you (with a psychologist or social worker)  

**Note:** This is one of a series of items, a through n. This item only appears on the dropout questionnaire.

Apply 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>No</td>
<td>0</td>
<td>588</td>
<td>3.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>88</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**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>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2% (MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>4</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>4</td>
<td>0.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

---

#### F1D33A

**Looked into alternative school 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)  

**Yes:**  
1. You looked into an alternative school  

**Note:** This is one of a series of items, a through j. This item only appears on the dropout questionnaire.

Apply 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>No</td>
<td>0</td>
<td>430</td>
<td>2.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>249</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

**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>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2% (MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>4</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1</td>
<td>0.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

---

#### F1D33B

**Saw counselor/social worker in past 2 years**

33. In the past 2 years, did any of the following things happen to your:  
(MARK ONE RESPONSE ON EACH LINE)  

**Yes:**  
1. You saw a counselor or social worker  

**Note:** This is one of a series of items, a through j. This item only appears on the dropout questionnaire.

Apply 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>No</td>
<td>0</td>
<td>528</td>
<td>3.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>553</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

**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>2</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2% (MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>4</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1</td>
<td>0.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

---

#### F1D33C

**Ment to youth center/outreach program 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)  

**Yes:**  
1. 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.

Apply 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>No</td>
<td>0</td>
<td>623</td>
<td>3.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>56</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**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>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2% (MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>4</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>2</td>
<td>0.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%

---

#### F1D33D

**Ment to family counseling 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)  

**Yes:**  
1. You went to family counseling  

**Note:** This is one of a series of items, a through j. This item only appears on the dropout questionnaire.

Apply 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>No</td>
<td>0</td>
<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:**  

<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>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>7.2% (MISS)</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>4</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>2</td>
<td>0.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**  
16252 100.0% 100.0%
Did 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)
   (Yes; No)
   a. You did work for your religious group
   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

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

In drug rehabilitation program 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)
   (Yes; No)
   f. You were in a drug rehabilitation 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

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

In alcohol rehabilitation program 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)
   (Yes; No)
   g. You were in an alcohol rehabilitation 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

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)
   (Yes; No)
   h. You failed a competency test required for high school graduation
   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

Failed a course 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)
   (Yes; No)
   j. You failed a course required for graduation
   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

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

34. Have you ever participated in an alternative program?
Yes (SKIP TO QUESTION 15 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

35. When did you enter the most recent alternative program in which you have participated?
Month

36. Are you still enrolled in this program?
Yes (GO TO QUESTION 41 ON PAGE 13)
No (SKIP 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

37. When did you leave or complete the most recent alternative program?
Month

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

G-184
38. Which of the following people referred you to this alternative program? (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

a. Your parent(s)

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

---

39. Which of the following people referred you to this alternative program? (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

d. A school principal

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

---

40. Which of the following people referred you to this alternative program? (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

e. A school counselor

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

---

41. Which of the following people referred you to this alternative program? (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

f. A friend

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

---

42. Which of the following people referred you to this alternative program? (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

c. A teacher

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

---

43. Which of the following people referred you to this alternative program? (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

b. Your brother/sister(s)

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

---

44. Which of the following people referred you to this alternative program? (MARK ONE RESPONSE ON EACH LINE) (Yes; No)

a. Your parent(s)

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

---
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 FOR EACH LINE)  

a. Special instructional programs  
Yes: [ ] No: [ ]  
  (Yes; No)  
Note: This item includes responses for item i. This is one of a series of items, a through k. This item only appears on the dropout questionnaire.  

Apply 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</th>
<th>WOTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>151</td>
<td>0.9%</td>
<td>81.0%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>34</td>
<td>0.2%</td>
<td>19.0%</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  

TOTALS: 16252 100.0% 100.0%

---

F1D38H STUDENT.PUB Rec. 2/5  
Pos. 916-917  
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 FOR EACH LINE)  

b. Training in vocational, technical, or trade skills  
Yes: [ ] No: [ ]  
  (Yes; No)  
Note: This is one of a series of items, a through k. This item only appears on the dropout questionnaire.  

Apply 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</th>
<th>WOTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>169</td>
<td>1.0%</td>
<td>91.3%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>17</td>
<td>0.1%</td>
<td>8.7%</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  

TOTALS: 16252 100.0% 100.0%

---

F1D38I STUDENT.PUB Rec. 2/5  
Pos. 918-919  
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 FOR EACH LINE)  

i. An adult friend or acquaintance outside school  
Yes: [ ] No: [ ]  
  (Yes; No)  
Note: This is one of a series of items, a through k. This item only appears on the dropout questionnaire.  

Apply 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</th>
<th>WOTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>144</td>
<td>0.9%</td>
<td>76.3%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>116</td>
<td>0.8%</td>
<td>23.7%</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  

TOTALS: 16252 100.0% 100.0%

---

F1D38J 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 FOR EACH LINE)  

k. Yourself  
Yes: [ ] No: [ ]  
  (Yes; No)  
Note: This is one of a series of items, a through k. This item only appears on the dropout questionnaire.  

Apply 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</th>
<th>WOTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>119</td>
<td>0.7%</td>
<td>62.6%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>162</td>
<td>0.9%</td>
<td>37.4%</td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [ ] Don't know  
- [ ] Item legitimate skip/NA  
- [ ] Nonrespondent  
- [ ] Multiple response  
- [ ] Partial interview-breakoff  
- [ ] Survey component legitimate skip/NA  
- [ ] Missing  

TOTALS: 16252 100.0% 100.0%

---

F1D38A STUDENT.PUB Rec. 2/5  
Pos. 922-923  
Format: N2  

Received special instructional programs from this program

39. Have you received or did you receive any of the following services from this program?  
(MARK ONE RESPONSE FOR EACH LINE)  

a. Special instructional programs  
Yes: [ ] No: [ ] Program did not offer: [ ]  
  (Yes; No; Program does/did not offer)  
Note: This is one of a series of items, a through j. This item only appears on the dropout questionnaire.  

Apply 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</th>
<th>WOTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>35</td>
<td>2.0%</td>
<td>20.5%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>119</td>
<td>0.7%</td>
<td>62.6%</td>
<td></td>
</tr>
<tr>
<td>Program did not offer</td>
<td>132</td>
<td>0.8%</td>
<td>70.1%</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  

TOTALS: 16252 100.0% 100.0%

---

F1D38B STUDENT.PUB Rec. 2/5  
Pos. 924-925  
Format: N2  

Received vocational/technical/trade skills training from this program

39. Have you received or did you receive any of the following services from this program?  
(MARK ONE RESPONSE FOR EACH LINE)  

b. Training in vocational, technical, or trade skills  
Yes: [ ] No: [ ] Program did not offer: [ ]  
  (Yes; No; Program does/did not offer)  
Note: This is one of a series of items, a through j. This item only appears on the dropout questionnaire.  

Apply 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</th>
<th>WOTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>126</td>
<td>0.8%</td>
<td>70.3%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>142</td>
<td>0.9%</td>
<td>29.7%</td>
<td></td>
</tr>
<tr>
<td>Program did not offer</td>
<td>140</td>
<td>0.8%</td>
<td>70.0%</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  

TOTALS: 16252 100.0% 100.0%
<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>77</td>
<td>0.8%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>8</td>
<td>0.0%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<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>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>146</td>
<td>0.9%</td>
</tr>
<tr>
<td>Program did not offer</td>
<td>3</td>
<td>9</td>
<td>0.1%</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>492</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>1164</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### F1D39I

**STUDENT.PUB** Rec. 2/5  
Pos. 568-581  
Format: N2

Received health care or referrals from this program

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>197</td>
<td>0.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>2</td>
<td>751</td>
<td>0.0%</td>
<td>46.1%</td>
</tr>
<tr>
<td>3</td>
<td>156</td>
<td>1.0%</td>
<td>9.4%</td>
</tr>
<tr>
<td>4</td>
<td>389</td>
<td>0.0%</td>
<td>23.9%</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**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

### F1D39J

**STUDENT.PUB** Rec. 2/5  
Pos. 940-941  
Format: N2

Have you received or did you receive any of the following services from this program?

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>152</td>
<td>0.1%</td>
<td>9.3%</td>
</tr>
<tr>
<td>2</td>
<td>156</td>
<td>1.0%</td>
<td>9.4%</td>
</tr>
<tr>
<td>3</td>
<td>492</td>
<td>3.0%</td>
<td>29.9%</td>
</tr>
<tr>
<td>4</td>
<td>1164</td>
<td>7.2%</td>
<td>70.9%</td>
</tr>
<tr>
<td>5</td>
<td>137</td>
<td>0.8%</td>
<td>8.3%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Note:** 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

### F1D41

**STUDENT.PUB** Rec. 2/5  
Pos. 944-945  
Format: N2

Plan to get GED or high school diploma

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>44</td>
<td>0.3%</td>
<td>2.7%</td>
</tr>
<tr>
<td>2</td>
<td>585</td>
<td>3.6%</td>
<td>36.0%</td>
</tr>
<tr>
<td>3</td>
<td>48</td>
<td>0.3%</td>
<td>2.9%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Note:** This item only appears on the dropout questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

### F1D43A

**STUDENT.PUB** Rec. 2/5  
Pos. 946-947  
Format: N2

Completed GED to improve/advance/keep up to date on current job (DO)

(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>324</td>
<td>0.2%</td>
<td>20.6%</td>
</tr>
<tr>
<td>2</td>
<td>34</td>
<td>0.2%</td>
<td>2.1%</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>0.1%</td>
<td>0.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Note:** This item only appears on the dropout questionnaire.

Applies to: Respondents who have GED/equivalent.

Source: ELS:2002 first follow-up Dropout questionnaire

### F1D40

**STUDENT.PUB** Rec. 2/5  
Pos. 942-943  
Format: N2

Number of alternative programs participated in

<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>0.6%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>0.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>0.0%</td>
<td>1.8%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>0.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>5 or more</td>
<td>1</td>
<td>0.0%</td>
<td>0.6%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**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
### Completed GED to train for new job/career (DO)

**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.

#### Applies to: Respondents who have GED/equivalent.

**Source:** ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>0</td>
<td>21</td>
<td>52.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>23</td>
<td>47.5%</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%

---

### Completed GED to improve basic reading, writing or math skills (DO)

**Note:** This is one of a series of items, a through f. This item also appears on the early graduate (F1E25C) questionnaire, which is identical. However, the variable F1D43C contains only data collected from dropouts.

#### Applies to: Respondents who have GED/equivalent.

**Source:** ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>0</td>
<td>13</td>
<td>44.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>55.8%</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%

---

### Completed GED to meet requirements for additional study (DO)

**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.

#### Applies to: Respondents who have GED/equivalent.

**Source:** ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>0</td>
<td>19</td>
<td>44.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>25</td>
<td>55.8%</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%

---

### Completed GED because required or encouraged by employer (DO)

**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.

#### Applies to: Respondents who have GED/equivalent.

**Source:** ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>0</td>
<td>17</td>
<td>37.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>62.8%</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%

---

### Completed GED because of personal/family/social reasons (DO)

**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.

#### Applies to: Respondents who have GED/equivalent.

**Source:** ELS:2002 first follow-up Dropout questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>0</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3</td>
<td>50.0%</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%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### G-190

#### F1D45

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>[200403-200406]</td>
<td>c</td>
<td>28</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don't know: 12, 0.1% (MISS)
- Nonrespondent: 1164, 7.2% (MISS)
- Partial interview-breakoff: 5, 0.3% (MISS)
- Survey component legitimate skip/NA: 14402, 88.6% (MISS)
- Missing: 3, 0.2% (MISS)

**TOTALS:**

16252, 100.0% 100.0%

---

#### Plan to go back to school to get high school diploma

**F1D47A**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>275</td>
<td>1.7%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>39.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don't know: 6, 0.0% (MISS)
- Nonrespondent: 1164, 7.2% (MISS)
- Partial interview-breakoff: 5, 0.3% (MISS)
- Survey component legitimate skip/NA: 14402, 88.6% (MISS)
- Missing: 1, 0.0% (MISS)

**TOTALS:**

16252, 100.0% 100.0%

---

#### F1D46

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>275</td>
<td>1.7%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>39.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don't know: 12, 0.1% (MISS)
- Nonrespondent: 1164, 7.2% (MISS)
- Partial interview-breakoff: 5, 0.3% (MISS)
- Survey component legitimate skip/NA: 14402, 88.6% (MISS)
- Missing: 3, 0.2% (MISS)

**TOTALS:**

16252, 100.0% 100.0%

---

#### Plan to enroll in class to prepare for GED or equivalency test

**F1D47B**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>275</td>
<td>1.7%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>39.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don't know: 6, 0.0% (MISS)
- Nonrespondent: 1164, 7.2% (MISS)
- Partial interview-breakoff: 5, 0.3% (MISS)
- Survey component legitimate skip/NA: 14402, 88.6% (MISS)
- Missing: 1, 0.0% (MISS)

**TOTALS:**

16252, 100.0% 100.0%

---

#### 45. When did you receive your GED, or equivalency?

**F1D45**

- March, 2004: (SKIP TO QUESTION 49 ON PAGE 16)
- April, 2004: (SKIP TO QUESTION 49 ON PAGE 16)
- May, 2004: (SKIP TO QUESTION 49 ON PAGE 16)
- June, 2004: (SKIP TO QUESTION 49 ON PAGE 16)
- July, 2004: (SKIP TO QUESTION 49 ON PAGE 16)
- August, 2004: (SKIP TO QUESTION 49 ON PAGE 16)

**Note:** This item only appears on the dropout questionnaire.

**Source:** ELS:2002 first follow-up Dropout questionnaire

---

#### 46. Are you currently taking a class to prepare for the GED examination?

**F1D46**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>275</td>
<td>1.7%</td>
<td>60.1%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>0.1%</td>
<td>39.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don't know: 12, 0.1% (MISS)
- Nonrespondent: 1164, 7.2% (MISS)
- Partial interview-breakoff: 5, 0.3% (MISS)
- Survey component legitimate skip/NA: 14402, 88.6% (MISS)
- Missing: 3, 0.2% (MISS)

**TOTALS:**

16252, 100.0% 100.0%

---

#### 47. Do you plan to do either of the following?

**F1D47**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>275</td>
<td>1.7%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>39.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don't know: 6, 0.0% (MISS)
- Nonrespondent: 1164, 7.2% (MISS)
- Partial interview-breakoff: 5, 0.3% (MISS)
- Survey component legitimate skip/NA: 14402, 88.6% (MISS)
- Missing: 1, 0.0% (MISS)

**TOTALS:**

16252, 100.0% 100.0%
Use of public library to read magazines/newspaper (DO)

49. How often do you use your public library for any of the following activities?
   (MARK ONE RESPONSE ON EACH LINE)
   a. Read magazines or newspapers
      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 F1S30B. Unless otherwise noted below, F1S30B is identical to F1D49B. 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>381</td>
<td>57.2</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>87</td>
<td>12.2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>111</td>
<td>16.4</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>102</td>
<td>15.6</td>
</tr>
</tbody>
</table>

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Use of public library to read books for fun (DO)

49. How often do you use your public library for any of the following activities?
   (MARK ONE RESPONSE ON EACH LINE)
   a. Read books for fun
      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 F1S30C. Unless otherwise noted below, F1S30C is identical to F1D49C. However, the variable F1D49C contains only data collected from dropouts. F1S30C 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>345</td>
<td>52.6</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>109</td>
<td>15.4</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>153</td>
<td>20.9</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>73</td>
<td>11.5</td>
</tr>
</tbody>
</table>

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire
Appendix G: Base-Year to First Follow-up Electronic Codebook

49. 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. Learn about things such as sports, hobbies, people or music
   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 F1310. Unless otherwise noted
   below, F1310 is identical to F1310. However, the variable F1310D
   contains only data collected from dropouts. F1310 response
   options are different: 'Course assignments, In-school projects,
   Homework (assignments to be completed outside of class time),
   Research papers' are also included.

   Apply to: All respondents.
   Source:ELS:2002 first follow-up Dropout questionnaire

   CODES   FREQ   CENT   PCT
   ---     ---     ---     ---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</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>[Don't know]</td>
<td>-1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
</tr>
</tbody>
</table>

   TOTALS: 16252 100.0% 100.0%

   Use of public library for personal interests (DO)

   49. 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. Use the Internet
   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 F1310. Unless otherwise noted
   below, F1310E is identical to F1310E. However, the variable F1310E
   contains only data collected from dropouts. F1310 response
   options are different: 'Course assignments, In-school projects,
   Homework (assignments to be completed outside of class time),
   Research papers' are also included.

   CODES   FREQ   CENT   PCT
   ---     ---     ---     ---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
</tr>
</tbody>
</table>

   TOTALS: 16252 100.0% 100.0%

   Use of public library for Internet access (DO)

   49. How often do you use your public library for any of the following activities? (Mark one response on each line)
   (Never; Rarely; Sometimes; Often)
   i. This is a series of items, a through i (for full
   student, abbreviated student, transfer, and homeschool, a through
   i). This is the dropout version of F1310. Unless otherwise noted
   below, F1310 is identical to F1310. However, the variable F1310 contains
   only data collected from dropouts. F1310 response
   options are different: 'Course assignments, In-school projects,
   Homework (assignments to be completed outside of class time),
   Research papers' are also included.

   CODES   FREQ   CENT   PCT
   ---     ---     ---     ---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
</tr>
</tbody>
</table>

   TOTALS: 16252 100.0% 100.0%

   Use of public library for Internet access (DO)

   50. How many hours of reading do you do each week? (Mark one response)
   None
   1 hour or less per week
   2 hours
   3 hours
   4-5 hours
   6-7 hours
   8-9 hours
   10 hours or more a week
   Note: This is the dropout version of F131. Unless otherwise noted
   below, F131 is identical to F131. However, the variable F131D
   contains only data collected from dropouts. F131D question stem
   wording change: '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.)'

   Apply to: All respondents.
   Source:ELS:2002 first follow-up Dropout questionnaire

   CODES   FREQ   CENT   PCT
   ---     ---     ---     ---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
</tr>
</tbody>
</table>

   TOTALS: 16252 100.0% 100.0%

   Hours/week spent reading (DO)

   50. How many hours of reading do you do each week? (Mark one response)
   None
   1 hour or less per week
   2 hours
   3 hours
   4-5 hours
   6-7 hours
   8-9 hours
   10 hours or more a week
   Note: This is the dropout version of F131. Unless otherwise noted
   below, F131 is identical to F131. However, the variable F131D
   contains only data collected from dropouts. F131D question stem
   wording change: ‘During the school year’ is included at beginning of
   question.

   Apply to: All respondents.
   Source:ELS:2002 first follow-up Dropout questionnaire

   CODES   FREQ   CENT   PCT
   ---     ---     ---     ---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
</tr>
</tbody>
</table>

   TOTALS: 16252 100.0% 100.0%

   Hours/day spent watching TV/DVD on weekdays (DO)

   51. 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
   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 is the dropout version of F134A. Unless otherwise noted
   below, F134A is identical to F135A. However, the variable F135A
   contains only data collected from dropouts. F135A question stem
   wording change: ‘During the school year’ is included at beginning of
   question.

   Apply to: All respondents.
   Source:ELS:2002 first follow-up Dropout questionnaire

   CODES   FREQ   CENT   PCT
   ---     ---     ---     ---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>14402</td>
<td>88.6%</td>
</tr>
</tbody>
</table>

   TOTALS: 16252 100.0% 100.0%

   Use of public library for personal interests (DO)
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### G-193

---

**F1D51B**

**STUDENT.PUB Rec. 2/5**

**Pos. 999-1000**

**Format: R2**

---

**F1D51B**

**STUDENT.PUB Rec. 2/5**

**Pos. 1003-1004**

**Format: R2**

---

**Hours/day spent watching TV/DVD on weekends (DO)**

51. How many hours a day do you usually watch TV, videotapes, or DVDs? BE SURE TO ANSWER BOTH A AND B BELOW.

On weekend days

| MARK ONE |
---|---|---|
Don’t watch TV, videotapes, or DVDs | Less than 1 hour | 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 is the dropout version of F1D4B. Unless otherwise noted below, F1D4B is identical to F1D1B. However, the variable F1D1B contains only data collected from dropouts. F1D4B question stem wording change: ‘During the school year’ is included at beginning of question.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

**Coded frequencies and percentages**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not watch television</td>
<td>67</td>
<td>54.7%</td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour/day</td>
<td>58</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>1 hour or more but less than 2 hours/day</td>
<td>3</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>2 hours or more but less than 3 hours/day</td>
<td>1</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>3 hours or more but less than 5 hours/day</td>
<td>2</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>2</td>
<td>0.2%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is the dropout version of F1D4B. Unless otherwise noted below, F1D4B is identical to F1D1B. However, the variable F1D1B contains only data collected from dropouts. F1D4B question stem wording change: ‘During the school year’ is included at beginning of question.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

**Hours/day plays video/computer games on weekdays (DO)**

52. 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 | 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 is the dropout version of F1D5A. Unless otherwise noted below, F1D5A is identical to F1D52A. However, the variable F1D52A contains only data collected from dropouts. F1D5A question stem wording change: ‘During the school year’ is included at beginning of question.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

**Coded frequencies and percentages**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not play video/computer games</td>
<td>1</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour/day</td>
<td>5</td>
<td>2.2%</td>
<td></td>
</tr>
<tr>
<td>1 hour or more but less than 2 hours/day</td>
<td>12</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td>2 hours or more but less than 3 hours/day</td>
<td>4</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>3 hours or more but less than 5 hours/day</td>
<td>5</td>
<td>8.0%</td>
<td></td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>3</td>
<td>19.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is the dropout version of F1D5A. Unless otherwise noted below, F1D5A is identical to F1D52A. However, the variable F1D52A contains only data collected from dropouts. F1D5A question stem wording change: ‘During the school year’ is included at beginning of question.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

**Hours/day plays video/computer games on weekends (DO)**

52. 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 weekend days

| MARK ONE |
---|---|---|
Don’t play video or computer games | Less than 1 hour | 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 is the dropout version of F1D5B. Unless otherwise noted below, F1D5B is identical to F1D52B. However, the variable F1D52B contains only data collected from dropouts. F1D5B question stem wording change: ‘During the school year’ is included at beginning of question.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

**Coded frequencies and percentages**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not play video/computer games</td>
<td>1</td>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour/day</td>
<td>159</td>
<td>24.0%</td>
<td></td>
</tr>
<tr>
<td>1 hour or more but less than 2 hours/day</td>
<td>115</td>
<td>15.9%</td>
<td></td>
</tr>
<tr>
<td>2 hours or more but less than 3 hours/day</td>
<td>89</td>
<td>13.0%</td>
<td></td>
</tr>
<tr>
<td>3 hours or more but less than 5 hours/day</td>
<td>62</td>
<td>9.7%</td>
<td></td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>46</td>
<td>7.1%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is the dropout version of F1D5B. Unless otherwise noted below, F1D5B is identical to F1D52B. However, the variable F1D52B contains only data collected from dropouts. F1D5B question stem wording change: ‘During the school year’ is included at beginning of question.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

**Hours/day uses computer (DO)**

53. How many hours a day do you usually use a computer?

| MARK ONE |
---|---|---|
None | Less than 1 hour | 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 is the dropout version of F1D5A. Unless otherwise noted below, F1D5A is identical to F1D52A. However, the variable F1D52A contains only data collected from dropouts. F1D5A question stem wording change: ‘How many hours a day do you usually use a computer for schoolwork and other than for schoolwork?’ Includes both ‘For schoolwork’ and ‘Other than for schoolwork’ headings.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---

**Coded frequencies and percentages**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>207</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Less than 1 hour/day</td>
<td>62</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>1 hour or more but less than 2 hours/day</td>
<td>115</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td>2 hours or more but less than 3 hours/day</td>
<td>89</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>3 hours or more but less than 5 hours/day</td>
<td>62</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>5 hours or more a day</td>
<td>46</td>
<td>0.3%</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is the dropout version of F1D5A. Unless otherwise noted below, F1D5A is identical to F1D52A. However, the variable F1D52A contains only data collected from dropouts. F1D5A question stem wording change: ‘How many hours a day do you usually use a computer for schoolwork and other than for schoolwork?’ Includes both ‘For schoolwork’ and ‘Other than for schoolwork’ headings.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

---
### How often does the student use a computer...

**Note:** This is one of a series of items, a through d (for student transfer, a through f; for early graduate, a through e). This is the dropout version of F1S37A. F1S37A is identical to F1D54A. However, the variable F1D54A 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>PCT</th>
</tr>
</thead>
<tbody>
<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>0.4%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>155</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-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>0.4%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>155</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

---

### How often does the student use a computer...

**Note:** This is one of a series of items, a through d (for student transfer, a through f; for early graduate, a through e). This is the dropout version of F1S37B. F1S37B is identical to F1D54B. However, the variable F1D54B 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>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>47</td>
<td>0.3%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>433</td>
<td>2.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>15</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>47</td>
<td>0.3%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>433</td>
<td>2.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>15</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

---

### How often does the student use a computer...

**Note:** This is one of a series of items, a through d (for student transfer, a through f; for early graduate, a through e). This is the dropout version of F1S37C. F1S37C is identical to F1D54C. However, the variable F1D54C 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>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>60</td>
<td>0.4%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>451</td>
<td>2.8%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>66</td>
<td>0.4%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>30</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>60</td>
<td>0.4%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>451</td>
<td>2.8%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>66</td>
<td>0.4%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>5</td>
<td>30</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

---

### How often does the student use a computer...

**Note:** This is one of a series of items, a through d (for student transfer, a through f; for early graduate, a through e). This is the dropout version of F1S37D. F1S37D is identical to F1D54D. However, the variable F1D54D 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>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>56</td>
<td>0.4%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>433</td>
<td>2.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>155</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No computer</td>
<td>1</td>
<td>56</td>
<td>0.4%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>433</td>
<td>2.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>3</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>155</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

---
55. How often do you spend time on the following activities? (MARK ONE RESPONSE ON EACH LINE)

a. Visiting with friends (hanging out)
   Every day/almost every day..............     4         338     2.1%    50.2%
   Once or twice a week....................     3         182     1.1%    26.8%
   Less than once a week...................     2          50     0.3%     7.9%
   Rarely or never.........................     1         108     0.7%    15.1%

b. Working on hobbies, arts, crafts
   Every day/almost every day..............     4         270     1.7%    38.5%
   Less than once a week...................     2          40     0.2%     5.3%
   Rarely or never.........................     1         243     1.5%    37.6%

Note: This is one of a series of items, a through i. This is the dropout version of F1S39A. Unless otherwise noted below, F1S39A is identical to F1D55B. However, the variable F1D55B contains only data collected from dropouts. F1S39A question stem wording change: ‘outside of school’ is included at end of question.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

CATEGORIES:  PER-     WGTD
       CODES    FREQ    CENT     PCT
       ------   ------   ------

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
   Every day or almost every day)
   Every day or almost every day)
   Once or twice a week....................
   Less than once a week...................
   Rarely or never.........................

Note: This is one of a series of items, a through i. This is the dropout version of F1S39B. Unless otherwise noted below, F1S39B is identical to F1S39D. However, the variable F1D55D contains only data collected from dropouts. F1S39B question stem wording change: ‘outside of school’ is included at end of question.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

CATEGORIES:  PER-     WGTD
       CODES    FREQ    CENT     PCT
       ------   ------   ------

TOTALS:                                             16252   100.0%   100.0%

---

55. How often do you spend time on the following activities? (MARK ONE RESPONSE ON EACH LINE)

c. Volunteering or performing community service
   Every day or almost every day)
   Every day or almost every day)
   Once or twice a week....................
   Less than once a week...................
   Rarely or never.........................

Note: This is one of a series of items, a through i. This is the dropout version of F1S39C. Unless otherwise noted below, F1S39C is identical to F1S39E. However, the variable F1D55E contains only data collected from dropouts. F1S39C question stem wording change: ‘outside of school’ is included at end of question.

Applies to: All respondents.

Source: ELS:2002 first follow-up Dropout questionnaire

CATEGORIES:  PER-     WGTD
       CODES    FREQ    CENT     PCT
       ------   ------   ------

TOTALS:                                             16252   100.0%   100.0%

---

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

#### 55. How often do you spend time on the following activities? (MARK ONE RESPONSE ON EACH LINE)

- **a.** Talking with friends on the telephone
  
  Note: This is one of a series of items, a through i. This is the dropout version of F1S39E. Unless otherwise noted below, F1S39E is identical to F1D55E. However, the variable F1D55E contains only data collected from dropouts. F1S39E question stem wording change: 'outside of school' is included at end of question.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>N240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely never</td>
<td>4</td>
<td>11%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>9</td>
<td>32%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>14%</td>
<td>7.6%</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td>16252</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 55. How often do you spend time on the following activities? (MARK ONE RESPONSE ON EACH LINE)

- **b.** Taking classes: music, art, language, dance

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>N240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely never</td>
<td>1</td>
<td>6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>19%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4</td>
<td>32%</td>
<td>17.1%</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td>16252</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 55. How often do you spend time on the following activities? (MARK ONE RESPONSE ON EACH LINE)

- **c.** Taking sports lessons

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>N240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1</td>
<td>6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>19%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>32%</td>
<td>17.1%</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td>16252</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 55. How often do you spend time on the following activities? (MARK ONE RESPONSE ON EACH LINE)

- **d.** Playing sports

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>N240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely never</td>
<td>1</td>
<td>6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2</td>
<td>7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3</td>
<td>19%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>4</td>
<td>32%</td>
<td>17.1%</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td>16252</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

---

**Source:** ELS:2002 first follow-up Dropout questionnaire

Note: This is one of a series of items, a through i. This is the dropout version of F1S39E. Unless otherwise noted below, F1S39E is identical to F1D55E. However, the variable F1D55E contains only data collected from dropouts. F1S39E question stem wording change: 'outside of school' is included at end of question.

Applies to: All respondents.

Applies to: All respondents.

Applies to: All respondents.

Applies to: All respondents.

Applies to: All respondents.

Applies to: All respondents.
How often talks with friends/relatives via the Internet (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)
   a. Communicating with friends or relatives via the Internet

Note: This is one of a series of items, a through z. This is the
dropout version of F1S33I. Unless otherwise noted below, F1S33I is
identical to F1D55I. However, the variable F1D55I contains only data
collected from dropouts. F1S33I question stem 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>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>1 432  2.7%  63.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than once a week</td>
<td>2 39  0.2%  6.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>3 106  0.7%  15.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day/almost every day</td>
<td>4 100  0.6%  14.5%</td>
<td></td>
<td></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)
[Missing] -9 1 0.0% (MISS)

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)
   a. Communicating with friends or relatives via the Internet

Note: This is one of a series of items, a through z. 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>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>1 14  0.1%  1.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2 101  0.6%  14.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>3 559 3.4%  84.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>-1 1 0.0% (MISS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>-2 1 0.0% (MISS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4 1164 7.2% (MISS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple responses</td>
<td>-6 1 0.0% (MISS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8 14402 88.6% (MISS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>-9 1 0.0% (MISS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

---

F1D56E  
STUDENT.PUB Rec. 3/5  
Pos. 17-18  
Format: R2

Importance of being able to find steady work (DO)

56. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)
(a) Not important; Somewhat important; Very important  
(b) Being able to find steady work  

Note: This is one of a series of items, a through r. This is the dropout version of F1S40E. F1S40E is identical to F1D56E. However, the variable F1D56E contains only data collected from dropouts.

Applies to: All respondents.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

F1D56H  
STUDENT.PUB Rec. 3/5  
Pos. 23-24  
Format: R2

Importance of living close to parents/relatives (DO)

55. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)

(a) Not important; Somewhat important; Very important  
(b) Living close to parents and relatives  

Note: This is one of a series of items, a through r. This is the dropout version of F1S40H. F1S40H is identical to F1D56H. However, the variable F1D56H contains only data collected from dropouts.

Applies to: All respondents.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

F1D56I  
STUDENT.PUB Rec. 3/5  
Pos. 25-26  
Format: R2

Importance of getting away from this area (DO)

56. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)

(a) Not important; Somewhat important; Very important  
(b) Getting away from this area of the country  

Note: This is one of a series of items, a through r. This is the dropout version of F1S40I. F1S40I is identical to F1D56I. However, the variable F1D56I contains only data collected from dropouts.

Applies to: All respondents.  
Source: ELS:2002 first follow-up Dropout questionnaire

---

F1D56J  
STUDENT.PUB Rec. 3/5  
Pos. 27-28  
Format: R2

Importance of working to correct inequalities (DO)

56. How important is each of the following to you in your life?  
(MARK ONE RESPONSE ON EACH LINE)

(a) Not important; Somewhat important; Very important  
(b) Working to correct social and economic inequalities  

Note: This is one of a series of items, a through r. This is the dropout version of F1S40J. F1S40J is identical to F1D56J. However, the variable F1D56J contains only data collected from dropouts.

Applies to: All respondents.  
Source: ELS:2002 first follow-up Dropout questionnaire

---
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. Becoming an expert in your field of work
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.

Apply 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>MWTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Importance of having leisure time (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)
   l. Having leisure time to enjoy your own interests
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.

Apply 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>MWTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Importance of being an expert in field of work (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)
   n. Becoming an expert in your field of work
Note: This is one of a series of items, a through r. This is the
dropout version of F1S40n. F1S40n is identical to F1D56n. However,
the variable F1D56n contains only data collected from dropouts.

Apply 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>MWTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**F1D56Q**

**Survey component legitimate skip/NA**

**Partial interview-breakoff**

**Nonrespondent**

**Don't know**

**RESERVE CODES:**

Very important.......................... 3 230 1.4% 34.1%

Not important.......................... 1 126 0.8% 18.5%

Somewhat important...................... 2 240 2.1% 52.8%

---

**RESERVE CODES:**

Very important.......................... 3 208 1.3% 30.7%

Not important.......................... 1 207 1.3% 29.5%

Somewhat important...................... 2 340 2.1% 50.8%

---

Note: This is one of a series of items, a through r. This is the dropout version of F1S40Q. F1S40Q is identical to F1D56Q. However, the variable F1D56Q contains only data collected from dropouts.

---

**F1D56R**

**Survey component legitimate skip/NA**

**Partial interview-breakoff**

**Nonrespondent**

**Don't know**

**RESERVE CODES:**

Obtain PhD, MD, or other advanced degree 8 54 0.3% 8.9%

Obtain Master's degree or equivalent 7 57 0.4% 8.6%

High school graduation only............. 3 64 0.4% 9.4%

GED or other equivalency only........... 2 32 0.2% 4.8%

---

Obtain a Master's degree or equivalent

Graduate from college................... 6 105 0.6% 16.5%

Graduate from college (4- or 5-year degree).............. 7 32 0.2% 4.9%

Graduate from college (4- or 5-year degree).............. 8 21 0.1% 2.4%

Don't know................................ 9 207 1.3% 29.5%

---

Note: This is one of a series of items, a through r. This is the dropout version of F1S40Q. F1S40Q is identical to F1D56Q. However, the variable F1D56Q contains only data collected from dropouts. Early graduate (F1E41) response options are different: 'Less than high school graduation' is not included.

---

**F1D57**

**Survey component legitimate skip/NA**

**Partial interview-breakoff**

**Nonrespondent**

**Don't know**

**RESERVE CODES:**

Less than high school graduation........ 1 11 0.1% 2.2%

GED or other equivalency only........... 2 96 0.6% 14.8%

High school graduation only............. 3 32 0.2% 4.3%

Attend or complete a 2-year program in a community college or vocational school......... 4 76 0.5% 12.3%

Attend or complete a 1- or 2-year program in a community college or vocational school......... 5 21 0.1% 4.0%

Graduate from college................... 6 234 1.4% 36.7%

Graduate from college (4- or 5-year degree).............. 7 57 0.4% 8.6%

Graduate from college (4- or 5-year degree).............. 8 54 0.3% 8.9%

Don't know................................ 9 89 0.5% 12.7%

---

Note: This is one of a series of items, a through b. This is the dropout version of F1S434A. F1S434A is identical to F1D58A. However, the variable F1D58A contains only data collected from dropouts.

---

**F1D58A**

**Survey component legitimate skip/NA**

**Partial interview-breakoff**

**Nonrespondent**

**Don't know**

**RESERVE CODES:**

Early graduate (F1E41).............. 4 1164 7.3% 21.6%

Survey component legitimate skip/NA.............. 7 14402 88.6% 22.4%

Survey component legitimate skip/NA.............. 8 14402 88.6% 22.4%

Total respondents contained only data collected from dropouts. Early graduate (F1E41) response options are different: 'Less than high school graduation' is not included.
<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>1</td>
<td>0%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Don't know</td>
<td>9</td>
<td>116</td>
<td>7%</td>
</tr>
<tr>
<td>Bachelor's degree or higher...</td>
<td>8</td>
<td>53</td>
<td>3%</td>
</tr>
<tr>
<td>Obtain a Masters degree or equivalent...</td>
<td>7</td>
<td>51</td>
<td>3%</td>
</tr>
<tr>
<td>Attend college, but not complete a 4- or 5-year degree...</td>
<td>5</td>
<td>22</td>
<td>1%</td>
</tr>
<tr>
<td>High school graduation only...</td>
<td>3</td>
<td>53</td>
<td>3%</td>
</tr>
<tr>
<td>GED or other equivalency only...</td>
<td>2</td>
<td>27</td>
<td>2%</td>
</tr>
<tr>
<td>Less than high school graduation...</td>
<td>1</td>
<td>9</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 first follow-up Dropout questionnaire
Applies to: Respondents who have held a job since last leaving high school.

**58. When did you start working at this job?**

Note: This item also appears on the early graduate (F1E51) questionnaire, which is identical. However, the variable F1D61 contains only data collected from dropouts.

Format: N6

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>December</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>2003</td>
<td>November</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>2002</td>
<td>October</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>2001</td>
<td>September</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2000</td>
<td>August</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>1999</td>
<td>July</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>1998</td>
<td>June</td>
<td>7</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>1997 or before</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 first follow-up Dropout questionnaire
Applies to: Respondents who have held a job since last leaving high school.

**59. Do you still have this job?**

Note: This item also appears on the early graduate (F1E51) questionnaire, which is identical. However, the variable F1D62 contains only data collected from dropouts.

Format: N2

<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>1</td>
<td>0%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Don't know</td>
<td>9</td>
<td>116</td>
<td>7%</td>
</tr>
<tr>
<td>Still have this job</td>
<td>100</td>
<td>530</td>
<td>52%</td>
</tr>
</tbody>
</table>

Source: ELS:2002 first follow-up Dropout questionnaire
Applies to: All respondents.

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

Appendix G:

The high school graduation rate, dropout rate, and grade point average were calculated using a multiple regression model. The model included variables for student characteristics, family background, and school environment. The model was estimated using the maximum likelihood method and the coefficients were adjusted for sampling variability.
### Appendix G: Base-Year to First Follow-up Electronic Codebook

**F1D63**

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

**Current/monthly pay per hour (DO)**

64. About how many hours a week did/do you usually work in this job? (MARK ONE RESPONSE)

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

### F1D65

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

**Note:** This item also appears on the early graduate (F1E55) questionnaire, which is identical. However, the variable F1D65 contains only data collected from dropouts. Values greater than 40 were set to 41.

**F1D66**

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

**Note:** This item contains only data collected from dropouts. Data provided in a single (yyy) format.

**F1D67**

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

**Note:** This is the dropout version of F1LS8. F1LS8 is identical to F1D67. However, the variable F1D67 contains only data collected from dropouts.

---

**G-202**

---

**Note:** This is the dropout version of F1LS8. F1LS8 is identical to F1D67. However, the variable F1D67 contains only data collected from dropouts.

---

**Note:** This item contains only data collected from dropouts. Data provided in a single (yyy) format.
First follow-up Dropout questionnaire

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Note: This is one of a series of items, a through d. This is the dropout version of F1S65. F1S65 is identical to F1D69. However, the variable F1D68 contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Note: This is one of a series of items, a through d. This is the dropout version of F1S65B. F1S65B is identical to F1D69B. However, the variable F1D68 contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Note: This is one of a series of items, a through d. This is the dropout version of F1S65D. F1S65D is identical to F1D69D. However, the variable F1D68 contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Note: This is one of a series of items, a through d. This is the dropout version of F1S66C. F1S66C is identical to F1D69C. However, the variable F1D68 contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Note: This is one of a series of items, a through d. This is the dropout version of F1S66B. F1S66B is identical to F1D69B. However, the variable F1D68 contains only data collected from dropouts.

Applies to: All respondents.
Source: ELS:2002 first follow-up Dropout questionnaire

Note: This is one of a series of items, a through d. This is the dropout version of F1S66A. F1S66A is identical to F1D69A. However, the variable F1D68 contains only data collected from dropouts.

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

G-203
Appendix G: Base-Year to First Follow-up Electronic Codebook

FI Transfer Questionnaire

15. 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 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.

Transferred because family moved

Applies to: All respondents.
Source: ELS:2002 first follow-up Transfer questionnaire

16. What were your reasons for going to this school?
(MARK ALL THAT APPLY)
FI Transfer Questionnaire

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 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.
16. What were your reasons for going to this school?

(MARK ALL THAT APPLY)

a. Your family moved to the area served by this school
b. You transferred to this school to take advantage of its programs or offerings
c. You transferred to this school to take advantage of its quality of instruction
d. You did not feel safe at your other school

Note: This item only appears on the transfer questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

There is real school spirit 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 FOR EACH LINE)

a. There is real school spirit

Note: This item only appears on the transfer questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

There are interested teachers in the students 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 FOR EACH LINE)

b. Teachers are interested in students

Note: This item only appears on the transfer questionnaire.

Applies to: All respondents.

Source: ELS:2002 first follow-up Transfer questionnaire

G-205
Appendix G: Base-Year to First Follow-up Electronic Codebook

Teachers praise effort 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. When you work hard on schoolwork, your teachers praise your effort

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>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>447</td>
<td>2.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>653</td>
<td>4.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>147</td>
<td>0.9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>9</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don’t know] | -1 | 2 | 0.0% (MISS) |
- [Multiple responses] | -6 | 3 | 0.0% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 7 | 0.0% (MISS) |

TOTALS: 16252 100.0% 100.0%

Disruptions 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)
   f. 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>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>68</td>
<td>0.4%</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>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don’t know] | -1 | 3 | 0.0% (MISS) |
- [Refused] | -2 | 2 | 0.0% (MISS) |
- [Nonrespondent] | -4 | 1164 | 7.2% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 13813 | 85.0% (MISS) |
- [Missing] | -9 | 5 | 0.0% (MISS) |

TOTALS: 16252 100.0% 100.0%

Does not feel safe 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)
   f. You don’t feel safe at this 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>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>68</td>
<td>0.4%</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>409</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don’t know] | -1 | 10 | 0.1% (MISS) |
- [Refused] | -2 | 2 | 0.0% (MISS) |
- [Nonrespondent] | -4 | 1164 | 7.2% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 13813 | 85.0% (MISS) |
- [Missing] | -9 | 6 | 0.0% (MISS) |

TOTALS: 16252 100.0% 100.0%

There are gangs 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)
   f. 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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>68</td>
<td>0.4%</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>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don’t know] | -1 | 3 | 0.0% (MISS) |
- [Refused] | -2 | 2 | 0.0% (MISS) |
- [Nonrespondent] | -4 | 1164 | 7.2% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 13813 | 85.0% (MISS) |
- [Missing] | -9 | 5 | 0.0% (MISS) |

TOTALS: 16252 100.0% 100.0%

Disruptions get in 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>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>68</td>
<td>0.4%</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>

RESERVE CODES:
- [Nonrespondent] | -4 | 1164 | 7.2% (MISS) |
- [Survey component legitimate skip/NA] | -8 | 13813 | 85.0% (MISS) |
- [Missing] | -9 | 7 | 0.0% (MISS) |

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

**FL Early Graduate Questionnaire**

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>May</td>
<td>0.0%</td>
</tr>
<tr>
<td>2003</td>
<td>June</td>
<td>0.0%</td>
</tr>
<tr>
<td>2004</td>
<td>July</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Note:** This item also appears on the dropout (F1D19) questionnaire, which is identical. However, the variable F1E20 contains only data collected from early graduates. Data provided in a single (yyyyy) format.

**Source:** ELS:2002 first follow-up Early Graduate questionnaire

**Applies to:** Respondents who received GED/equivalency certificate.

**RESERVE CODES:**
- [Don't know] -1
- [Refused] -2
- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**Total:**
-16252 100.0% 100.0%

**Left school because did not like school (EG)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>May</td>
<td>0.0%</td>
</tr>
<tr>
<td>2003</td>
<td>June</td>
<td>0.0%</td>
</tr>
<tr>
<td>2004</td>
<td>July</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Note:** This item also appears on the dropout (F1D29a) questionnaire, which is identical. However, the variable F1E22 contains only data collected from early graduates.

**Applies to:** Respondents who received GED/equivalency certificate.

**RESERVE CODES:**
- [Don't know] -1
- [Refused] -2
- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**Total:**
-16252 100.0% 100.0%

**Grade when last attended school (EG)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th grade</td>
<td>0.2%</td>
</tr>
<tr>
<td>11th grade</td>
<td>0.4%</td>
</tr>
<tr>
<td>12th grade</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

**Note:** This item also appears on the dropout (F1D20) questionnaire, which is identical. However, the variable F1E21 contains only data collected from early graduates.

**Applies to:** Respondents who received GED/equivalency certificate.

**RESERVE CODES:**
- [Don't know] -1
- [Refused] -2
- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**Total:**
-16252 100.0% 100.0%
### Appendix G:

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

<table>
<thead>
<tr>
<th>F1E22C</th>
<th>STUDENT.PUB Rec. 3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pos. 125-126</td>
</tr>
<tr>
<td></td>
<td>Format: R2</td>
</tr>
</tbody>
</table>

**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)  

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>9</td>
<td>9.7%</td>
<td>60.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1.2%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**  
[Don't know]............................... -1          8     0.0%   (MISS)  
[Refused]................................. -2          1     0.0%   (MISS)  
[Item legitimate skip/NA]............... -3        413     2.5%  
[Nonrespondent]........................... -4       1164     7.2%  
[Survey component legitimate skip/NA]  -8       14528     89.4%  
[Missing]................................. -9          5     0.0%   (MISS)  

**TOTALS:**                             16252 100.0% 100.0%

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---

<table>
<thead>
<tr>
<th>F1E22D</th>
<th>STUDENT.PUB Rec. 3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pos. 127-128</td>
</tr>
<tr>
<td></td>
<td>Format: R2</td>
</tr>
</tbody>
</table>

**Left school because could not get along with other students (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)  

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>9</td>
<td>9.5%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**  
[Don't know]............................... -1          8     0.0%   (MISS)  
[Refused]................................. -2          1     0.0%   (MISS)  
[Item legitimate skip/NA]............... -3        413     2.5%  
[Nonrespondent]........................... -4       1164     7.2%  
[Survey component legitimate skip/NA]  -8       14528     89.4%  
[Missing]................................. -9          5     0.0%   (MISS)  

**TOTALS:**                             16252 100.0% 100.0%

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---

<table>
<thead>
<tr>
<th>F1E22E</th>
<th>STUDENT.PUB Rec. 3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pos. 129-130</td>
</tr>
<tr>
<td></td>
<td>Format: R2</td>
</tr>
</tbody>
</table>

**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)  

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>9</td>
<td>9.4%</td>
<td>56.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**  
[Don't know]............................... -1          8     0.0%   (MISS)  
[Refused]................................. -2          1     0.0%   (MISS)  
[Item legitimate skip/NA]............... -3        413     2.5%  
[Nonrespondent]........................... -4       1164     7.2%  
[Survey component legitimate skip/NA]  -8       14528     89.4%  
[Missing]................................. -9          5     0.0%   (MISS)  

**TOTALS:**                             16252 100.0% 100.0%

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---

<table>
<thead>
<tr>
<th>F1E22F</th>
<th>STUDENT.PUB Rec. 3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pos. 131-132</td>
</tr>
<tr>
<td></td>
<td>Format: R2</td>
</tr>
</tbody>
</table>

**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)  

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>9</td>
<td>5.6%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**  
[Don't know]............................... -1          8     0.0%   (MISS)  
[Refused]................................. -2          1     0.0%   (MISS)  
[Item legitimate skip/NA]............... -3        413     2.5%  
[Nonrespondent]........................... -4       1164     7.2%  
[Survey component legitimate skip/NA]  -8       14528     89.4%  
[Missing]................................. -9          5     0.0%   (MISS)  

**TOTALS:**                             16252 100.0% 100.0%

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---

<table>
<thead>
<tr>
<th>F1E22G</th>
<th>STUDENT.PUB Rec. 3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pos. 133-134</td>
</tr>
<tr>
<td></td>
<td>Format: R2</td>
</tr>
</tbody>
</table>

**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)  

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>9</td>
<td>5.6%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**  
[Don't know]............................... -1          8     0.0%   (MISS)  
[Refused]................................. -2          1     0.0%   (MISS)  
[Item legitimate skip/NA]............... -3        413     2.5%  
[Nonrespondent]........................... -4       1164     7.2%  
[Survey component legitimate skip/NA]  -8       14528     89.4%  
[Missing]................................. -9          5     0.0%   (MISS)  

**TOTALS:**                             16252 100.0% 100.0%

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---

<table>
<thead>
<tr>
<th>F1E22H</th>
<th>STUDENT.PUB Rec. 3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pos. 135-136</td>
</tr>
<tr>
<td></td>
<td>Format: R2</td>
</tr>
</tbody>
</table>

**Left school because was suspended (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)  

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>9</td>
<td>5.6%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**  
[Don't know]............................... -1          8     0.0%   (MISS)  
[Refused]................................. -2          1     0.0%   (MISS)  
[Item legitimate skip/NA]............... -3        413     2.5%  
[Nonrespondent]........................... -4       1164     7.2%  
[Survey component legitimate skip/NA]  -8       14528     89.4%  
[Missing]................................. -9          5     0.0%   (MISS)  

**TOTALS:**                             16252 100.0% 100.0%

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---

<table>
<thead>
<tr>
<th>F1E22I</th>
<th>STUDENT.PUB Rec. 3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pos. 137-138</td>
</tr>
<tr>
<td></td>
<td>Format: R2</td>
</tr>
</tbody>
</table>

**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)  

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>9</td>
<td>5.6%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**REVERSE CODES:**  
[Don't know]............................... -1          8     0.0%   (MISS)  
[Refused]................................. -2          1     0.0%   (MISS)  
[Item legitimate skip/NA]............... -3        413     2.5%  
[Nonrespondent]........................... -4       1164     7.2%  
[Survey component legitimate skip/NA]  -8       14528     89.4%  
[Missing]................................. -9          5     0.0%   (MISS)  

**TOTALS:**                             16252 100.0% 100.0%

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---

G-208
### Appendix G:
Base-Year to First Follow-up Electronic Codebook

#### FIE22i

**Left school because did not feel safe (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)

- Yes
- No

**Note:** This item also appears on the dropout (F1D29i) questionnaire, which is identical. However, the variable FIE22i contains only data collected from early graduates.

**Appplies 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>121</td>
<td>9.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>11</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 8 0.0% (MISS)
- [Refused] -2 1 0.0% (MISS)
- [Item legitimate skip/NA] -3 413 2.5% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA] -8 14528 89.4% (MISS)
- [Missing] -9 6 0.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

#### FIE22J

**Left school to care for a member of 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)

- Yes
- No

**Note:** This item also appears on the dropout (F1D29j) questionnaire, which is identical. However, the variable FIE22J contains only data collected from early graduates.

**Appplies 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>121</td>
<td>9.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>13</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 8 0.0% (MISS)
- [Refused] -2 1 0.0% (MISS)
- [Item legitimate skip/NA] -3 413 2.5% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA] -8 14528 89.4% (MISS)
- [Missing] -9 5 0.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

#### FIE22K

**Left school because did not feel belonged there (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)

- Yes
- No

**Note:** This item also appears on the dropout (F1D29k) questionnaire, which is identical. However, the variable FIE22K contains only data collected from early graduates.

**Appplies 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>11</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 8 0.0% (MISS)
- [Refused] -2 1 0.0% (MISS)
- [Item legitimate skip/NA] -3 413 2.5% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA] -8 14528 89.4% (MISS)
- [Missing] -9 5 0.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

#### FIE22L

**Left school because did not feel belonged there (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)

- Yes
- No

**Note:** This item also appears on the dropout (F1D29l) questionnaire, which is identical. However, the variable FIE22L contains only data collected from early graduates.

**Appplies 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>98</td>
<td>0.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>34</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 8 0.0% (MISS)
- [Refused] -2 1 0.0% (MISS)
- [Item legitimate skip/NA] -3 413 2.5% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA] -8 14528 89.4% (MISS)
- [Missing] -9 6 0.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

#### FIE22M

**Left school because could not keep up with schoolwork (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)

- Yes
- No

**Note:** This item also appears on the dropout (F1D29m) questionnaire, which is identical. However, the variable FIE22M contains only data collected from early graduates.

**Appplies 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>34</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 8 0.0% (MISS)
- [Refused] -2 1 0.0% (MISS)
- [Item legitimate skip/NA] -3 413 2.5% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA] -8 14528 89.4% (MISS)
- [Missing] -9 6 0.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

#### FIE22N

**Left school because was getting poor grades/failing 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)

- Yes
- No

**Note:** This item also appears on the dropout (F1D29n) questionnaire, which is identical. However, the variable FIE22N contains only data collected from early graduates.

**Appplies 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>98</td>
<td>0.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>54</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] -1 8 0.0% (MISS)
- [Refused] -2 1 0.0% (MISS)
- [Item legitimate skip/NA] -3 413 2.5% (MISS)
- [Nonrespondent] -4 1164 7.2% (MISS)
- [Survey component legitimate skip/NA] -8 14528 89.4% (MISS)
- [Missing] -9 5 0.0% (MISS)

**TOTALES:**

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

#### F1E22Q

**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 RESPONDER ON EACH LINE)
   (Yes; No)
   a. You got married or planned to get married
   Note: This item also appears on the dropout (F1D22q) questionnaire, which is identical. However, the variable F1E22Q 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>125</td>
<td>0.8%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>8.0%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know: 8 0.0% (MISS)
- Item legitimate skip/NA: 413 2.5% (MISS)
- Nonrespondent: 1164 7.2% (MISS)
- Survey component legitimate skip/NA: 8 14528 89.4% (MISS)
- Missing: 9 5 0.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

#### F1E22P

**STUDENT.PUB Rec. 3/5**
**Pos. 151-152 Format: R2**

Left school because changed schools and didn’t 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 RESPONDER ON EACH LINE)
   (Yes; No)
   a. You changed schools and didn’t like your new school
   Note: This item also appears on the dropout (F1D22p) questionnaire, which is identical. However, the variable F1E22P 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>125</td>
<td>0.8%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>8.0%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know: 8 0.0% (MISS)
- Item legitimate skip/NA: 413 2.5% (MISS)
- Nonrespondent: 1164 7.2% (MISS)
- Survey component legitimate skip/NA: 8 14528 89.4% (MISS)
- Missing: 9 5 0.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

#### F1E22R

**STUDENT.PUB Rec. 3/5**
**Pos. 153-154 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 RESPONDER ON EACH LINE)
   (Yes; No)
   c. You thought you would not be able to complete the high school coursework requirements
   Note: This item also appears on the dropout (F1D22r) questionnaire, which is identical. However, the variable F1E22R 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>23</td>
<td>0.1%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1 110</td>
<td>0.7%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know: 8 0.0% (MISS)
- Item legitimate skip/NA: 413 2.5% (MISS)
- Nonrespondent: 1164 7.2% (MISS)
- Survey component legitimate skip/NA: 8 14528 89.4% (MISS)
- Missing: 9 5 0.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%
22. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

- To improve, advance, or keep up to date on current job
- Enrolled through adult education
- Part of job training program
- Part of child care program
- Completed GED to improve/advance/keep up to date on current job
- Completed GED to train for new job/career
- No program, just took exam
- Enrolled through adult education
- Part of child care program
- Other (write in below)

Note: This item also appears on the dropout (F1D10) questionnaire, which is identical. However, the variable F1E22 contains only data collected from early graduates.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

23. On the whole, do you feel that leaving school was a good decision for you?

- Yes
- No

Note: This item also appears on the dropout (F1D10) questionnaire, which is identical. However, the variable F1E23 contains only data collected from early graduates.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

24. How did you earn the GED or equivalency? What program or school were you enrolled in, if any?

- MARK ONE RESPONSE

- No program, just took exam
- Enrolled through adult education
- Part of child care program
- Other (write in below)

Note: This item also appears on the dropout (F1D29) 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.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

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

---
F1E22U
STUDENT.PUB Rec. 3/5
Pos. 161-162
Format: N2
---
Left school because missed too many school days (EG)

Note: This item also appears on the dropout (F1D29u) questionnaire, which is identical. However, the variable F1E22U contains only data collected from early graduates.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

-----
F1E22U
STUDENT.PUB Rec. 3/5
Pos. 161-162
Format: N2
-----
Source: ELS:2002 first follow-up Early Graduate questionnaire

---
F1E23
STUDENT.PUB Rec. 3/5
Pos. 163-164
Format: N2
---
Feels that leaving school was a good decision (EG)

Note: This item also appears on the dropout (F1D10) questionnaire, which is identical. However, the variable F1E23 contains only data collected from early graduates.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

-----
F1E23
STUDENT.PUB Rec. 3/5
Pos. 163-164
Format: N2
-----
Source: ELS:2002 first follow-up Early Graduate questionnaire

---
F1E24
STUDENT.PUB Rec. 3/5
Pos. 165-166
Format: N2
---
Program in which GED was earned (EG)

Note: This item also appears on the dropout (F1D42) questionnaire, which is identical. However, the variable F1E24A 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.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

---
F1E24A
STUDENT.PUB Rec. 3/5
Pos. 165-167
Format: N2
---
Source: ELS:2002 first follow-up Early Graduate questionnaire

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

---
F1E25A
STUDENT.PUB Rec. 3/5
Pos. 167-168
Format: N2
---
Completed GED to improve/advance/keep up to date on current job (EG)

Note: This is one of a series of items, a through f. This item also appears on the dropout (F1D43A) questionnaire, which is identical. However, the variable F1E25A contains only data collected from early graduates.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

-----
F1E25A
STUDENT.PUB Rec. 3/5
Pos. 167-167
Format: N2
-----
Source: ELS:2002 first follow-up Early Graduate questionnaire

---
F1E25B
STUDENT.PUB Rec. 3/5
Pos. 169-170
Format: N2
---
Completed GED to train for new job/career (EG)

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 F1E25B contains only data collected from early graduates.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

-----
F1E25B
STUDENT.PUB Rec. 3/5
Pos. 169-169
Format: N2
-----
Source: ELS:2002 first follow-up Early Graduate questionnaire

---
F1E25C
STUDENT.PUB Rec. 3/5
Pos. 169-170
Format: N2
---
Completed GED to increase earning potential (EG)

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.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

-----
F1E25C
STUDENT.PUB Rec. 3/5
Pos. 169-169
Format: N2
-----
Source: ELS:2002 first follow-up Early Graduate questionnaire

---
F1E25D
STUDENT.PUB Rec. 3/5
Pos. 169-170
Format: N2
---
Completed GED to further education/attend college (EG)

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.

Apply to: Respondents who received GED/eqivalency certificate.
Source: ELS:2002 first follow-up Early Graduate questionnaire

-----
F1E25D
STUDENT.PUB Rec. 3/5
Pos. 169-169
Format: N2
-----
Source: ELS:2002 first follow-up Early Graduate questionnaire
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---
F1E25C

Completed GED to improve basic reading or math skills (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

a. 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

---
F1E25D

Completed GED to meet requirements for additional study (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

d. To meet requirements for additional study

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

---
F1E25E

Completed GED because required or encouraged by employer (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

e. Required or encouraged by your employer

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 F1E25E contains only data collected from early graduates.

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---
F1E25F

Completed GED because of personal/family/social reasons (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)
f. 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.

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

---
F1E27

Month and year graduated/received equivalency from high school (EG)

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 (F1D43g) questionnaire. However, the variable F1E27 contains only data collected from early graduates. Data provided in a single (yyyyyymm) format. This item is different from the early graduate item in the following way. Dropout (F1D45) question stems 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

---
G-212

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

---
F1E25C

Completed GED to improve basic reading or math skills (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

c. 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

---
F1E25D

Completed GED to meet requirements for additional study (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

d. To meet requirements for additional study

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

---
F1E25E

Completed GED because required or encouraged by employer (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)
e. Required or encouraged by your employer

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 F1E25E contains only data collected from early graduates.

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---
F1E25F

Completed GED because of personal/family/social reasons (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)
f. 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.

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

---
F1E27

Month and year graduated/received equivalency from high school (EG)

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 (F1D43g) questionnaire. However, the variable F1E27 contains only data collected from early graduates. Data provided in a single (yyyyyymm) format. This item is different from the early graduate item in the following way. Dropout (F1D45) question stems 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

---
G-212

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

---
F1E25C

Completed GED to improve basic reading or math skills (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

c. 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

---
F1E25D

Completed GED to meet requirements for additional study (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

d. To meet requirements for additional study

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

---
F1E25E

Completed GED because required or encouraged by employer (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)
e. Required or encouraged by your employer

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 F1E25E contains only data collected from early graduates.

Applies to: Respondents who received GED/equivalency certificate.

Source: ELS:2002 first follow-up Early Graduate questionnaire

---
F1E25F

Completed GED because of personal/family/social reasons (EG)

25. Why did you decide to complete your GED or equivalency?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)
f. 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.

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

---
F1E27

Month and year graduated/received equivalency from high school (EG)

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 (F1D43g) questionnaire. However, the variable F1E27 contains only data collected from early graduates. Data provided in a single (yyyyyymm) format. This item is different from the early graduate item in the following way. Dropout (F1D45) question stems 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

---
G-212

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

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

### F1E28A
**STUDENT.PUB Rec. 3/5**
**Pos. 185-186**
**Format: R2**

Graduated early to gain early admission to college

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>5</td>
<td>1.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>256</td>
<td>44.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: -1
- Refused: -2
- Nonrespondent: -4
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**
16252 100.0% 100.0%

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

Appears on the early graduate questionnaire.

Note: This is one of a series of items, a through f. This item only appears on the early graduate questionnaire.

### F1E28B
**STUDENT.PUB Rec. 3/5**
**Pos. 187-188**
**Format: R2**

Graduated early to start a job

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>277</td>
<td>1.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>275</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: -1
- Nonrespondent: -4
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**
16252 100.0% 100.0%

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

### F1E28C
**STUDENT.PUB Rec. 3/5**
**Pos. 189-190**
**Format: R2**

Graduated early to join military

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>507</td>
<td>3.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>42</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Don’t know: -1
- 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

---

**F1E30**  
STUDENT.PUB Rec. 3/5  
Pos. 197-198  
Format: N2

How often uses a computer at an educational institution since high school.

**F1E29**  
STUDENT.PUB Rec. 3/5  
Pos. 199-200  
Format: N2

Since leaving high school, have you enrolled in an educational institution since high school?  
(MARK ONE RESPONSE ON EACH LINE)

---

**F1E38**  
STUDENT.PUB Rec. 3/5  
Pos. 201-202  
Format: N2

How often uses a computer at an educational institution?

**F1E50**  
STUDENT.PUB Rec. 3/5  
Pos. 203-208  
Format: N6

51. When did you start working at this job?  
(MARK ONE RESPONSE ON EACH LINE)

---

**F1E52**  
STUDENT.PUB Rec. 3/5  
Pos. 209-210  
Format: N2

52. Do you still have this job?

---

**F1E43**  
STUDENT.PUB Rec. 3/5  
Pos. 199-200  
Format: N2

Enrolled in an educational institution since high school.

---

**F1E49**  
STUDENT.PUB Rec. 3/5  
Pos. 201-202  
Format: N2

Number of jobs held since left high school.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

F1E53

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

Number of hours/week usually worked at this job (EG)

55. About 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
-----   -----   ------   ------
(3-43,1505/10.1943) ..........................     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          1     0.0%   (MISS)
-----   ------   ------
TOTALS:                                             16252   100.0%   100.0%

F1E55

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 F1E55 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
-----   -----   ------   ------
Less than $5.15 ..........................     1          17     0.1%     3.7%
$5.15 - $7.00 .............................     2         179     1.1%    36.7%
$7.01 - $9.00 .............................     3         165     1.0%    37.7%
$9.01 - $11.00 ............................     4          61     0.4%    14.3%
$11.01 - $13.00 ...........................     5          17     0.1%     3.6%
$13.01 - $15.00 ...........................     6          13     0.1%     4.0%
$15.01 - $17.00 ...........................     17         40     0.2%    18.5%
$17.01 or more ...........................     17         40     0.2%    18.5%

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          1     0.0%   (MISS)
-----   ------   ------
TOTALS:                                             16252   100.0%   100.0%
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

### F1 New Participant Supplement

<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>180</td>
<td>1.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>240</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 first follow-up New Participant Supplement  
**Applies to:** All respondents.

### F1N03  
**STUDENT.PUB Rec. 3/5**  
**Pos. 223-224**  
**Format: R2**

#### How well respondent understands spoken English

9. How well do you do the following?  
   **(MARK ONE RESPONSE ON EACH LINE)**  
   a. Understand spoken English  
   b. Speak English

**Note:** 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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>1</td>
<td>1785</td>
<td>11.0%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>837</td>
<td>5.4%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>119</td>
<td>0.7%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>19</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Item legitimate skip/NA  
- Multiple response  
- Missing

**TOTA1S:**
- 16252 100.0% 100.0%

### F1N09A  
**STUDENT.PUB Rec. 3/5**  
**Pos. 229-230**  
**Format: R2**

#### How well respondent speaks English

9. How well do you do the following?  
   **(MARK ONE RESPONSE ON EACH LINE)**  
   a. Understand spoken English  
   b. Speak English

**Note:** This item also appeared on the base year student questionnaire (BYS70B), which was identical.

**Applies to:** Respondents whose native language is not English.

**Source:** ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>1</td>
<td>1622</td>
<td>10.0%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>738</td>
<td>4.5%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>184</td>
<td>1.1%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>23</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Item legitimate skip/NA  
- Multiple response  
- Missing

**TOTA1S:**
- 16252 100.0% 100.0%

### F1N09B  
**STUDENT.PUB Rec. 3/5**  
**Pos. 227-228**  
**Format: R2**

#### How well respondent reads English

9. How well do you do the following?  
   **(MARK ONE RESPONSE ON EACH LINE)**  
   a. Read English  
   b. Understand spoken English

**Note:** This item also appeared on the base year student questionnaire (BYS67A), which was identical.

**Applies to:** Respondents whose native language is not English.

**Source:** ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>1</td>
<td>1003</td>
<td>6.2%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>372</td>
<td>2.3%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>124</td>
<td>0.8%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>19</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Item legitimate skip/NA  
- Multiple response  
- Missing

**TOTA1S:**
- 16252 100.0% 100.0%

### F1N07  
**STUDENT.PUB Rec. 3/5**  
**Pos. 225-226**  
**Format: R2**

**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 # ON PAGE 3)**

**Note:** This item also appeared on the base year student questionnaire (BYS67A), which was identical.

**Applies to:** All respondents.

**Source:** ELS:2002 first follow-up New Participant Supplement

<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>13092</td>
<td>80.6%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>2793</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- Refused  
- Multiple response  
- Missing

**TOTA1S:**
- 16252 100.0% 100.0%
## Base-Year to First Follow-up Electronic Codebook

### Appendix G

---

**FIN09C**

**STUDENT.PUB Rec. 3/5**

**Pos.** 231-232

**Format:** R2

**How well respondent reads English**

9. How well do you do the following? (MARK ONE RESPONSE ON EACH LINE)
   (Very well; Well; Not well; Not at all)
   (Read English)

   **Note:** This is one of a series of items, a through d. This item also appeared on the base year student questionnaire (BYST00), which was identical.

Apply to: Respondents whose native language is not English.

**Source:** ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PER-</strong></td>
<td><strong>WGTD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very well</td>
<td>1581</td>
<td>9.7%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Well</td>
<td>744</td>
<td>4.6%</td>
<td>30.2%</td>
</tr>
<tr>
<td>Not well</td>
<td>206</td>
<td>1.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Not at all</td>
<td>19</td>
<td>0.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>13992</td>
<td>86.8% (MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>3</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>607</td>
<td>3.7% (MISS)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

**FIN09D**

**STUDENT.PUB Rec. 3/5**

**Pos.** 231-234

**Format:** R2

**How well respondent writes English**

9. How well do you do the following? (MARK ONE RESPONSE ON EACH LINE)
   (Very well; Well; Not well; Not at all)
   d. Write English

   **Note:** This is one of a series of items, a through d. This item also appeared on the base year student questionnaire (BYST00), which was identical.

Apply to: Respondents whose native language is not English.

**Source:** ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PER-</strong></td>
<td><strong>WGTD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very well</td>
<td>1443</td>
<td>9.0%</td>
<td>57.7%</td>
</tr>
<tr>
<td>Well</td>
<td>806</td>
<td>5.0%</td>
<td>32.3%</td>
</tr>
<tr>
<td>Not well</td>
<td>261</td>
<td>1.6%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Not at all</td>
<td>28</td>
<td>0.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>13992</td>
<td>86.8% (MISS)</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>1</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>607</td>
<td>3.7% (MISS)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

**FIN12A**

**STUDENT.PUB Rec. 3/5**

**Pos.** 237-238

**Format:** R2

**Repeated kindergarten**

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 is modified from a base year parent questionnaire item (BYF40A).

Apply to: Respondents who have been held back a grade in school.

**Source:** ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PER-</strong></td>
<td><strong>WGTD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>175</td>
<td>1.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>2</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>16013</td>
<td>98.7% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>27</td>
<td>0.2% (MISS)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

**FIN12B**

**STUDENT.PUB Rec. 3/5**

**Pos.** 239-240

**Format:** R2

**Repeated 1st 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 is modified from a base year parent questionnaire item (BYF40B).

Apply to: Respondents who have been held back a grade in school.

**Source:** ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PER-</strong></td>
<td><strong>WGTD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>163</td>
<td>1.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>27</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>2</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>16013</td>
<td>98.7% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>27</td>
<td>0.2% (MISS)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

**FIN111**

**STUDENT.PUB Rec. 3/5**

**Pos.** 235-236

**Format:** R2

**Ever held back a grade**

11. Were you ever held back (made to repeat) a grade in school? (YES/GO TO QUESTION 12)

   **No (SKIP TO QUESTION 13)**

   **Note:** This item is modified from a base year parent questionnaire item (BYF40).

Apply to: All respondents.

**Source:** ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PER-</strong></td>
<td><strong>WGTD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>708</td>
<td>4.4%</td>
<td>79.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>190</td>
<td>1.2%</td>
<td>20.2%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>2</td>
<td>0.0% (MISS)</td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>15123</td>
<td>94.3% (MISS)</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>27</td>
<td>0.2% (MISS)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

G-217
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

FIN12C STUDENT.PUB Rec. 3/5
Pos. 241-242
Format: N2

Repeated 2nd 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 is modified from a base year parent questionnaire item (BY48C).

Applies to: Respondents who have been held back a grade in school.
Source: ELS:2002 first follow-up New Participant Supplement

<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>176</td>
<td>1.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-3</td>
<td>16033</td>
<td>98.7%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

---

FIN12D STUDENT.PUB Rec. 3/5
Pos. 243-244
Format: N2

Repeated 3rd 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 is modified from a base year parent questionnaire item (BY48D).

Applies to: Respondents who have been held back a grade in school.
Source: ELS:2002 first follow-up New Participant Supplement

<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>184</td>
<td>1.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6</td>
<td>0.4%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>27</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

---

FIN12F STUDENT.PUB Rec. 3/5
Pos. 247-248
Format: N2

Repeated 5th 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 is modified from a base year parent questionnaire item (BY48F).

Applies to: Respondents who have been held back a grade in school.
Source: ELS:2002 first follow-up New Participant Supplement

<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>184</td>
<td>1.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6</td>
<td>0.4%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>27</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

---

FIN12G STUDENT.PUB Rec. 3/5
Pos. 249-250
Format: N2

Repeated 6th 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 is modified from a base year parent questionnaire item (BY48G).

Applies to: Respondents who have been held back a grade in school.
Source: ELS:2002 first follow-up New Participant Supplement

<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>184</td>
<td>1.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6</td>
<td>0.4%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>27</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

---

FIN12H STUDENT.PUB Rec. 3/5
Pos. 241-242
Format: N2
12. What grade(s) did you repeat?

(Appendix G: Base-Year to First follow-up Electronic Codebook)

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 (BYP48H).

(ITEM MODIFIED TO BE APPLICABLE TO GRADES 6-12)
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

---

F1N12L  STUDENT.PUB Rec. 3/5
---
Pos. 259-254
Format: N2

Repeated 11th 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 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

---

F1N12M  STUDENT.PUB Rec. 3/5
---
Pos. 254-252
Format: N2

Repeated 12th grade

---

F1N13A  STUDENT.PUB Rec. 3/5
---
Pos. 263-264
Format: N2

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?

(MARK ONE RESPONSE ON ONE LINE)

Yes; No

a. Father (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

---

F1N13B  STUDENT.PUB Rec. 3/5
---
Pos. 267-266
Format: N2

Father lives in same household at least half the time

---

F1N13C  STUDENT.PUB Rec. 3/5
---
Pos. 261-262
Format: N2

Other female guardian lives in same household at least half the time

---

F1N13D  STUDENT.PUB Rec. 3/5
---
Pos. 267-268
Format: N2

Other female guardian lives in same household at least half the time

---
---

**F1N13D**

**STUDENT.PUB Rec. 3/5**  
**Pos. 269-270**  
**Format: R2**

Other male guardian lives in the 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?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes: 1)  
d. Other male guardian (such as step-father, foster father, grandfather, or other male 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 FIFCOMP. In the base year, family composition was defined on the basis of parent questionnaire items BYP01, BYP04, and BYP05.

Apply to: All respondents.  
Source: ELS:2002 first follow-up New Participant Supplement  

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

---

**F1N16A**

**STUDENT.PUB Rec. 3/5**  
**Pos. 271-272**  
**Format: R2**

Mother's highest level of education

16. 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.  
(MARK ONE)

a. Did not finish high school  
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 high school and went to college, but did not complete a four-year degree  
Graduated from college and completed a Master's degree or equivalent  
Completed a Ph.D., M.D., or other advanced professional degree  
Don't Know  
Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (BYS83B), which was identical.

Apply to: All respondents.  
Source: ELS:2002 first follow-up New Participant Supplement  

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

---

**F1N16B**

**STUDENT.PUB Rec. 3/5**  
**Pos. 273-274**  
**Format: R2**

Father's highest level of education

16. 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.  
(Father or male guardian)

a. Did not finish high school  
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, 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 and completed a Master's degree or equivalent  
Completed a Ph.D., M.D., or other advanced professional degree  
Don't Know  
Note: This item also appeared on the base year student questionnaire (BYS83B), which was identical.

Apply to: All respondents.  
Source: ELS:2002 first follow-up New Participant Supplement  

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

---

**FIN17A**

**STUDENT.PUB Rec. 3/5**  
**Pos. 275-276**  
**Format: R2**

Family has a daily newspaper

17. Does your family have the following in your home?  
(MARK ONE RESPONSE ON EACH LINE)  
(Have; Does not have)  
a. A daily newspaper  
Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (BYS84A), which was identical.

Apply to: All respondents.  
Source: ELS:2002 first follow-up New Participant Supplement  

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

---

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

G-221
Appendix G: Base-Year to First Follow-up Electronic Codebook

FIN17B

Family has regularly received magazine

17. Does your family have the following in your home?
(MARK ONE RESPONSE ON EACH LINE)
[Have; Does not have]
(b. Regularly received magazine
Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (BYS84B), which was identical.

Applies to: All respondents.
Source: ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don't know]</td>
<td>-2</td>
<td>1884</td>
<td>11.4%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>1860</td>
<td>11.4%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1653</td>
<td>11.4%</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>

FIN17C

Family has a computer

17. Does your family have the following in your home?
(MARK ONE RESPONSE ON EACH LINE)
[Have; Does not have]
(c. A computer
Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (BYS84C), which was identical.

Applies to: All respondents.
Source: ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>3750</td>
<td>23.1%</td>
<td>25.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>10641</td>
<td>65.5%</td>
<td>74.4%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td>---</td>
</tr>
</tbody>
</table>

FIN17D

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 (BYS84D), which was identical.

Applies to: All respondents.
Source: ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don't know]</td>
<td>-2</td>
<td>11880</td>
<td>73.1%</td>
<td>81.2%</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>11880</td>
<td>73.1%</td>
<td>81.2%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1860</td>
<td>11.4%</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>

FIN17E

Family has a clothes dryer

17. Does your family have the following in your home?
(MARK ONE RESPONSE ON EACH LINE)
[Have; Does not have]
(g. Clothes dryer
Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (BYS84E), which was identical.

Applies to: All respondents.
Source: ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>14677</td>
<td>89.1%</td>
<td>96.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>16044</td>
<td>90.9%</td>
<td>93.9%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td>---</td>
</tr>
</tbody>
</table>

FIN17F

Family has an electric dishwasher

17. Does your family have the following in your home?
(MARK ONE RESPONSE ON EACH LINE)
[Have; Does not have]
(f. Electric dishwasher
Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (BYS84F), which was identical.

Applies to: All respondents.
Source: ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>1906</td>
<td>11.8%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Multiple responses]</td>
<td>-6</td>
<td>1906</td>
<td>11.8%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>1906</td>
<td>11.8%</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>

FIN17G

Family has a DVD player

17. Does your family have the following in your home?
(MARK ONE RESPONSE ON EACH LINE)
[Have; Does not have]
(h. DVD player
Note: This is one of a series of items, a through j. This item also appeared on the base year student questionnaire (BYS84G), which was identical.

Applies to: All respondents.
Source: ELS:2002 first follow-up New Participant Supplement

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>1422</td>
<td>8.7%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>12285</td>
<td>75.9%</td>
<td>76.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
<td>---</td>
</tr>
</tbody>
</table>
Family has more than 50 books

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 (BYS84H), which was identical.

   Applies to: All respondents.
   Source: ELS:2002 first follow-up New Participant Supplement

   PER-  WOTD
   CODES  FREQ  CENT  PCT
   -----  -----  ------  -----
   No................................. 0  2610 16.1%  18.2%
   Yes................................. 1 11733 72.2%  81.5%

   RESERVE CODES:
   {Don't know}....................... -1  1 0.0%  (MISS)
   {Refused}......................... -1  1 0.0%  (MISS)
   {Multiple response}.............. -6  3 0.0%  (MISS)
   {Missing}......................... -9 1904 11.7%  (MISS)

   TOTALS: 16252 100.0% 100.0%

Has own room

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 (BYS84I), which was identical.

   Applies to: All respondents.
   Source: ELS:2002 first follow-up New Participant Supplement

   PER-  WOTD
   CODES  FREQ  CENT  PCT
   -----  -----  ------  -----
   No................................. 0  1950 12.0%  13.4%
   Yes................................. 1 12351 76.0%  86.6%

   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%

Family has fax machine

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 (BYS84J), which was identical.

   Applies to: All respondents.
   Source: ELS:2002 first follow-up New Participant Supplement

   PER-  WOTD
   CODES  FREQ  CENT  PCT
   -----  -----  ------  -----
   No................................. 0  9507 58.5%  68.7%
   Yes................................. 1  4852 29.9%  31.3%

   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%
Relationship to 10th grader

1. What is your relationship to the tenth grader named on the front cover?
   (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)
   Grandmother (GO TO QUESTION 2)
   Grandfather (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 ELS. 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 they didn’t know the answer to the question.
-2: "Refused" represents respondents who indicated 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 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
### 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.

   **(MARK ONE RESPONSE)**
   - Biological mother
   - Biological father
   - Adoptive mother
   - Adoptive father
   - Stepmother
   - Steppfather
   - Foster mother
   - Foster father
   - Girlfriend or partner of 10th grader's parent/guardian
   - Boyfriend or partner of 10th grader's parent/guardian
   - Grandfather
   - Other male relative
   - Other female relative
   - Other female guardian
   - Other male guardian

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological mother</td>
<td>1</td>
<td>1905</td>
<td>11.7%</td>
</tr>
<tr>
<td>Biological father</td>
<td>2</td>
<td>6419</td>
<td>19.5%</td>
</tr>
<tr>
<td>Adoptive mother</td>
<td>3</td>
<td>32</td>
<td>0.2%</td>
</tr>
<tr>
<td>Adoptive father</td>
<td>4</td>
<td>233</td>
<td>1.4%</td>
</tr>
<tr>
<td>Stepmother</td>
<td>5</td>
<td>194</td>
<td>1.2%</td>
</tr>
<tr>
<td>Steppfather</td>
<td>6</td>
<td>1207</td>
<td>7.4%</td>
</tr>
<tr>
<td>Foster mother</td>
<td>7</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Foster father</td>
<td>8</td>
<td>18</td>
<td>0.1%</td>
</tr>
<tr>
<td>Girlfriend/partner of 10th grader's parent/guardian</td>
<td>9</td>
<td>36</td>
<td>0.2%</td>
</tr>
<tr>
<td>Boyfriend/partner of parent/guardian</td>
<td>10</td>
<td>193</td>
<td>1.2%</td>
</tr>
<tr>
<td>Grandmother</td>
<td>11</td>
<td>22</td>
<td>0.1%</td>
</tr>
<tr>
<td>Grandfather</td>
<td>12</td>
<td>72</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other female relative</td>
<td>13</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other male relative</td>
<td>14</td>
<td>60</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other female guardian</td>
<td>15</td>
<td>17</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other male guardian</td>
<td>16</td>
<td>46</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 3 | 0.0% | [MISS] |
- (Item legitimate skip/NA) | -3 | 2773 | 17.1% | [MISS] |
- Nonrespondent | -4 | 2552 | 15.7% | [MISS] |
- Survey component legitimate skip/NA | -8 | 171 | 1.1% | [MISS] |
- Missing | -9 | 277 | 1.7% | [MISS] |

**TOTALES:**
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.

**Total number of dependents:**
- (MARK ONE RESPONSE)
- 0 dependents | 1 | 1954 | 12.0% | 15.6% |
- 1 dependents | 2 | 4510 | 27.8% | 36.2% |
- 2 dependents | 3 | 1510 | 20.4% | 26.7% |
- 3 dependents | 4 | 1515 | 9.3% | 12.1% |
- 4 dependents | 5 | 574 | 3.5% | 4.4% |
- 5 dependents | 6 | 313 | 1.9% | 2.4% |
- 6 dependents | 7 | 112 | 0.7% | 0.9% |
- 7 or more dependents | 8 | 128 | 0.8% | 0.8% |

**RESERVE CODES:**
- [Don't know] | -1 | 12 | 0.1% | [MISS] |
- (Refused) | -2 | 9 | 0.1% | [MISS] |
- Nonrespondent | -4 | 2552 | 15.7% | [MISS] |
- Survey component legitimate skip/NA | -8 | 173 | 1.1% | [MISS] |
- Missing | -9 | 54 | 0.3% | [MISS] |

**TOTALES:**
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.

**MARK ONE RESPONSE ON EACH LINE**
- [0; 1; 2; 3; 4; 5; 6 or more]

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 brothers</td>
<td>0</td>
<td>4217</td>
<td>38.3%</td>
</tr>
<tr>
<td>1 brother</td>
<td>1</td>
<td>4400</td>
<td>27.5%</td>
</tr>
<tr>
<td>2 brothers</td>
<td>2</td>
<td>1288</td>
<td>9.6%</td>
</tr>
<tr>
<td>3 brothers</td>
<td>3</td>
<td>333</td>
<td>2.0%</td>
</tr>
<tr>
<td>4 brothers</td>
<td>4</td>
<td>106</td>
<td>0.7%</td>
</tr>
<tr>
<td>5 or more brothers</td>
<td>5</td>
<td>53</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know] | -1 | 3 | 0.0% | [MISS] |
- (Refused) | -2 | 5 | 0.0% | [MISS] |
- Nonrespondent | -4 | 2552 | 15.7% | [MISS] |
- Survey component legitimate skip/NA | -8 | 171 | 1.1% | [MISS] |
- Missing | -9 | 206 | 1.3% | [MISS] |

**TOTALES:**
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. (MARK ONE RESPONSE FOR EACH LINE)

a. My tenth grader’s half-brother(s)

Note: This is one of a series of items, a through 1. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

Applies to: All respondents.

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>0</td>
<td>11802</td>
<td>72.6</td>
<td>94.8%</td>
</tr>
<tr>
<td>1</td>
<td>448</td>
<td>2.8</td>
<td>4.1%</td>
</tr>
<tr>
<td>2</td>
<td>116</td>
<td>0.7</td>
<td>0.9%</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>0.2</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Don’t know] -1- 4 0.0% (MISS)
- [Refused] -2- 6 0.3% (MISS)
- [Multiple responses] -6- 1 0.0% (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)

TOTAALS: 16252 100.0% 100.0%

# step-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. (MARK ONE RESPONSE FOR EACH LINE)

a. My tenth grader’s step-brother(s)

Note: This is one of a series of items, a through 1. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

Applies to: All respondents.

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>0</td>
<td>6737</td>
<td>41.5</td>
<td>55.0%</td>
</tr>
<tr>
<td>1</td>
<td>4322</td>
<td>27.5</td>
<td>33.2%</td>
</tr>
<tr>
<td>2</td>
<td>1150</td>
<td>7.3</td>
<td>9.3%</td>
</tr>
<tr>
<td>3</td>
<td>266</td>
<td>1.6</td>
<td>1.8%</td>
</tr>
<tr>
<td>4</td>
<td>58</td>
<td>0.4</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Don’t know] -1- 2 0.0% (MISS)
- [Refused] -2- 5 0.0% (MISS)
- [Multiple responses] -3- 1 0.0% (MISS)
- [Survey component legitimate skip/NA] -4- 2552 15.7% (MISS)
- [Missing] -5- 27 0.2% (MISS)

TOTAALS: 16252 100.0% 100.0%

# 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. (MARK ONE RESPONSE FOR EACH LINE)

a. My tenth grader’s full or/adoptive sister(s)

Note: This is one of a series of items, a through 1. Value of 3 represents 3 or more (3; 4; 5; 6 or more grouped together).

Applies to: All respondents.

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>0</td>
<td>11820</td>
<td>72.7</td>
<td>95.0%</td>
</tr>
<tr>
<td>1</td>
<td>652</td>
<td>4.0</td>
<td>4.0%</td>
</tr>
<tr>
<td>2</td>
<td>204</td>
<td>0.6</td>
<td>0.6%</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>0.1</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Don’t know] -1- 3 0.0% (MISS)
- [Refused] -2- 5 0.0% (MISS)
- [Nonrespondent] -3- 1 0.0% (MISS)
- [Partial interview-breakoff] -4- 913 5.5% (MISS)
- [Survey component legitimate skip/NA] -5- 171 1.0% (MISS)
- [Missing] -6- 211 1.3% (MISS)

TOTAALS: 16252 100.0% 100.0%
### G-227

#### BYP07F

**STUDENT.PUB Rec. 3/5**  
Pos. 317-318  
Format: H2

**# 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)**
- **(MARK ONE RESPONSE ON EACH LINE)**

f. My tenth grader's step-sister(s)  
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>0</td>
<td>12295</td>
<td>75.7% 99.3%</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>78</td>
<td>0.5% 0.6%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>26</td>
<td>0.2% 0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- **[Don't know]**  
- **[Refused]**  
- **[Multiple response]**  
- **[Partial interview-breakoff]**  
- **[Survey component legitimate skip/NA]**  
- **[Missing]**

**TOTALES:**  
16452 100.0% 100.0%

#### BYP07G

**STUDENT.PUB Rec. 3/5**  
Pos. 319-320  
Format: H2

**# of 10th grader's children 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)**
- **(MARK ONE RESPONSE ON EACH LINE)**

f. My tenth grader's child or children  
Note: This is one of a series of items, a through l. Value of 2 represents 2 or more (2; 3; 4; 5; 6 or more grouped together).  

Applies to: All respondents.  
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>-5</td>
<td>0</td>
<td>12295</td>
<td>75.7% 99.3%</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>78</td>
<td>0.5% 0.6%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>26</td>
<td>0.2% 0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- **[Don't know]**  
- **[Refused]**  
- **[Multiple response]**  
- **[Partial interview-breakoff]**  
- **[Survey component legitimate skip/NA]**  
- **[Missing]**

**TOTALES:**  
16452 100.0% 100.0%

#### BYP07H

**STUDENT.PUB Rec. 3/5**  
Pos. 321-322  
Format: H2

**# 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)**
- **(MARK ONE RESPONSE ON EACH LINE)**

f. My tenth grader's grandparent(s)  
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>0</td>
<td>12295</td>
<td>75.7% 99.3%</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>78</td>
<td>0.5% 0.6%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>26</td>
<td>0.2% 0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- **[Don't know]**  
- **[Refused]**  
- **[Multiple response]**  
- **[Partial interview-breakoff]**  
- **[Survey component legitimate skip/NA]**  
- **[Missing]**

**TOTALES:**  
16452 100.0% 100.0%

#### BYP07I

**STUDENT.PUB Rec. 3/5**  
Pos. 323-324  
Format: H2

**# 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)**
- **(MARK ONE RESPONSE ON EACH LINE)**

h. Other relative(s) (under 18)  
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>0</td>
<td>11831</td>
<td>72.6% 95.3%</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>346</td>
<td>2.1% 2.1%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>130</td>
<td>0.8% 1.1%</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>51</td>
<td>0.3% 0.4%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>43</td>
<td>0.3% 0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- **[Don't know]**  
- **[Refused]**  
- **[Multiple response]**  
- **[Partial interview-breakoff]**  
- **[Survey component legitimate skip/NA]**  
- **[Missing]**

**TOTALES:**  
16452 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook
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

Applies to: All respondents.

Source: ELS:2002 Parent Questionnaire

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

13. Are you Hispanic or Latino/Latina?

Applies to: All respondents.

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

--------
BYP17    STUDENT.PUB Rec. 3/5
--------
Pos. 347-348
Format: R2

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? (MARK 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)
I don't know where she was born (SKIP TO QUESTION 20 ON PAGE 7)

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>1</td>
<td>10435</td>
<td>64.2%</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>2</td>
<td>103</td>
<td>0.6%</td>
</tr>
<tr>
<td>Another country/area</td>
<td>3</td>
<td>2840</td>
<td>17.5%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>54</td>
<td>0.3%</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>[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>91</td>
<td>0.6%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

--------
BYP18    STUDENT.PUB Rec. 3/5
--------
Pos. 349-348
Format: R2

# of years ago mother came to US

18. How many years ago did she come to the United States to stay? (MARK ONE RESPONSE)
Do not apply. She did not come to the United States. (SKIP TO QUESTION 22 ON PAGE 8)
Do not apply. She is only temporarily in the United States. (SKIP TO QUESTION 23 ON PAGE 8)
I don't know (GO TO QUESTION 22)

Apply to: Respondents whose 10th graders mother born outside US.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-50,17.5547/10.9292]</td>
<td>c</td>
<td>2521</td>
<td>15.0%</td>
</tr>
<tr>
<td>Don't know</td>
<td>-1</td>
<td>46</td>
<td>0.3%</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>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>12</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>87</td>
<td>0.5%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

--------
BYP20    STUDENT.PUB Rec. 3/5
--------
Pos. 351-352
Format: R2

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? (MARK 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 22)
I don't know where he was born (SKIP TO QUESTION 23 ON PAGE 8)

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>1</td>
<td>10332</td>
<td>63.6%</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>2</td>
<td>106</td>
<td>0.7%</td>
</tr>
<tr>
<td>Another country/area</td>
<td>3</td>
<td>2796</td>
<td>17.2%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>133</td>
<td>0.8%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>18</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</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>144</td>
<td>0.9%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

--------
BYP21    STUDENT.PUB Rec. 3/5
--------
Pos. 353-354
Format: R2

# of years ago father came to US

21. How many years ago did he come to the United States to stay? (MARK ONE RESPONSE)
Does not apply. He did not come to the United States. (SKIP TO QUESTION 23)
Does not apply. He is only temporarily in the United States. (SKIP TO QUESTION 23)
I don't know (GO TO QUESTION 22)

Apply to: Respondents whose 10th graders father born outside US.
Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-50,18.6767/12.0094]</td>
<td>c</td>
<td>2348</td>
<td>14.4%</td>
</tr>
<tr>
<td>Don't know</td>
<td>-1</td>
<td>166</td>
<td>1.0%</td>
</tr>
<tr>
<td>[Refused]</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>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

G-230
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYP23**

**STUDENT.PUB** Rec. 3/5  
Pos. 355-356  
Format: N2  

**Total** of 16252 cases have been recoded.  
100.0%  

---

**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)  

**Applies to:**  
All respondents.  

**Source:** ELS:2002 Parent Questionnaire

---

21. Was your tenth grader 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?   
(ONLY ONE RESPONSE)  
1. Yes  
2. No  
3. Don't know  

---

**BYP24**

**STUDENT.PUB** Rec. 3/5  
Pos. 357-358  
Format: N2  

# of years ago 10th grader came to US  

---

24. How many years ago did your tenth grader come to the United States to stay? Does not apply. Tenth grader is only temporarily in the United States  
Note: Values of 16 represent 16 or more years. Does not apply was coded as -3, meaning NA  

---

**BYP25**

**STUDENT.PUB** Rec. 3/5  
Pos. 359-360  
Format: N2  

10th grader attended school outside US  

---

25. Has your tenth grader attended school outside the United States?  
Yes (GO TO QUESTION 26)  
No (SKIP TO QUESTION 28 ON PAGE 9)  

---

**BYP26**

**STUDENT.PUB** Rec. 3/5  
Pos. 361-364  
Format: N2  

10th grader completed kindergarten outside US  

---

26. What grade(s) has your tenth grader completed outside the United States?  
(MARK ALL THAT APPLY)  

---

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

BYP26C STUDET.PUB Rec. 3/5
Pos. 365-368
Format: N2

10th grader completed 2nd grade outside US

26. What grade(s) has your tenth grader completed outside the United States?

(MARK ALL THAT APPLY)

BYP26A Kindergarten
BYP26X 1st grade
BYP26C 2nd grade
BYP26D 3rd grade
BYP26F 4th grade
BYP26G 5th grade
BYP26H 6th grade
BYP26I 7th grade
BYP26J 8th grade
BYP26K 9th grade
BYP26L 10th grade

BYP26L My tenth grader has not completed any grade(s) outside of the United States

Applies to: Respondents whose 10th grader attended school outside US.

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>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
- Item nonresponse
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TALLSUMS: 16252 100.0% 100.0%

---------

BYP26D STUDET.PUB Rec. 3/5
Pos. 367-368
Format: N2

10th grader completed 3rd grade outside US

26. What grade(s) has your tenth grader completed outside the United States?

(MARK ALL THAT APPLY)

BYP26A Kindergarten
BYP26B 1st grade
BYP26C 2nd grade
BYP26D 3rd grade
BYP26F 4th grade
BYP26G 5th grade
BYP26H 6th grade
BYP26I 7th grade
BYP26J 8th grade
BYP26K 9th grade
BYP26L 10th grade

BYP26L My tenth grader has not completed any grade(s) outside of the United States

Applies to: Respondents whose 10th grader attended school outside US.

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>No</td>
<td>0</td>
<td>580</td>
<td>3.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>391</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Don't know
- Item legitimate skip/NA
- Item nonresponse
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TALLSUMS: 16252 100.0% 100.0%

---------

BYP26E STUDET.PUB Rec. 3/5
Pos. 369-370
Format: N2

10th grader completed 4th grade outside US

26. What grade(s) has your tenth grader completed outside the United States?

(MARK ALL THAT APPLY)

BYP26A Kindergarten
BYP26B 1st grade
BYP26C 2nd grade
BYP26D 3rd grade
BYP26E 4th grade
BYP26F 5th grade
BYP26G 6th grade
BYP26H 7th grade
BYP26I 8th grade
BYP26J 9th grade
BYP26K 10th grade

BYP26L My tenth grader has not completed any grade(s) outside of the United States

Applies to: Respondents whose 10th grader attended school outside US.

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>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
- Item nonresponse
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TALLSUMS: 16252 100.0% 100.0%

---------

BYP26F STUDET.PUB Rec. 3/5
Pos. 371-372
Format: N2

10th grader completed 5th grade outside US

26. What grade(s) has your tenth grader completed outside the United States?

(MARK ALL THAT APPLY)

BYP26A Kindergarten
BYP26B 1st grade
BYP26C 2nd grade
BYP26D 3rd grade
BYP26E 4th grade
BYP26F 5th grade
BYP26G 6th grade
BYP26H 7th grade
BYP26I 8th grade
BYP26J 9th grade
BYP26K 10th grade

BYP26L My tenth grader has not completed any grade(s) outside of the United States

Applies to: Respondents whose 10th grader attended school outside US.

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>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
- Item nonresponse
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

TALLSUMS: 16252 100.0% 100.0%
### BYP26G
#### STUDENT.PUB Rec. 3/5
---
Pos. 373-374
Format: N2

10th grader completed 6th grade outside US

<table>
<thead>
<tr>
<th>Codes</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>698</td>
<td>4.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>273</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know: -1
- Item legitimate skip/NA: -3
- Nonrespondent: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

- 16252
- 100.0% 100.0%

#### Applies to: Respondents whose 10th grader attended school outside US.

Source: ELS:2002 Parent Questionnaire

---

### BYP26I
#### STUDENT.PUB Rec. 3/5
---
Pos. 373-374
Format: N2

10th grader completed 8th grade outside US

<table>
<thead>
<tr>
<th>Codes</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>120</td>
<td>1.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>13259</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know: -1
- Item legitimate skip/NA: -3
- Nonrespondent: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

- 16252
- 100.0% 100.0%

#### Applies to: Respondents whose 10th grader attended school outside US.

Source: ELS:2002 Parent Questionnaire

---

### BYP26J
#### STUDENT.PUB Rec. 3/5
---
Pos. 373-374
Format: N2

10th grader completed 9th grade outside US

<table>
<thead>
<tr>
<th>Codes</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>779</td>
<td>1.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1391</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know: -1
- Item legitimate skip/NA: -3
- Nonrespondent: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

- 16252
- 100.0% 100.0%

#### Applies to: Respondents whose 10th grader attended school outside US.

Source: ELS:2002 Parent Questionnaire

---

### BYP26K
#### STUDENT.PUB Rec. 3/5
---
Pos. 373-374
Format: N2

10th grader completed 6th grade outside US

<table>
<thead>
<tr>
<th>Codes</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>852</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know: -1
- Item legitimate skip/NA: -3
- Nonrespondent: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

- 16252
- 100.0% 100.0%

#### Applies to: Respondents whose 10th grader attended school outside US.

Source: ELS:2002 Parent Questionnaire

---

### BYP26L
#### STUDENT.PUB Rec. 3/5
---
Pos. 373-374
Format: N2

10th grader completed 8th grade outside US

<table>
<thead>
<tr>
<th>Codes</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>13257</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t know: -1
- Item legitimate skip/NA: -3
- Nonrespondent: -4
- Partial interview-breakoff: -7
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

- 16252
- 100.0% 100.0%

#### 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

#### BYP26K

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>917</td>
<td>5.6%</td>
<td>93.9%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>54</td>
<td>0.3%</td>
<td>61.4%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t Know
- [Item legitimate skip/NA]
- [Partial interview-breakoff]
- [Survey component legitimate skip/NA]

**TOTALS:**

16252 100.0% 100.0%

---

**BYP26L**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>12960</td>
<td>80.1%</td>
<td>89.2%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3292</td>
<td>20.9%</td>
<td>10.8%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade

**TOTALS:**

16252 100.0% 100.0%

---

**BYP28**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2451</td>
<td>15.0%</td>
<td>14.3%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>12801</td>
<td>85.0%</td>
<td>85.7%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t Know
- [Item legitimate skip/NA]
- [Partial interview-breakoff]
- [Survey component legitimate skip/NA]

**TOTALS:**

16252 100.0% 100.0%

---

**BYP27**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0</td>
<td>140</td>
<td>0.9%</td>
<td>17.8%</td>
</tr>
<tr>
<td>1st grade</td>
<td>1</td>
<td>84</td>
<td>0.5%</td>
<td>8.2%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>2</td>
<td>72</td>
<td>0.4%</td>
<td>8.8%</td>
</tr>
<tr>
<td>3rd grade</td>
<td>3</td>
<td>66</td>
<td>0.4%</td>
<td>7.5%</td>
</tr>
<tr>
<td>4th grade</td>
<td>4</td>
<td>62</td>
<td>0.4%</td>
<td>7.4%</td>
</tr>
<tr>
<td>5th grade</td>
<td>5</td>
<td>84</td>
<td>0.5%</td>
<td>8.5%</td>
</tr>
<tr>
<td>6th grade</td>
<td>6</td>
<td>74</td>
<td>0.5%</td>
<td>6.9%</td>
</tr>
<tr>
<td>7th grade</td>
<td>7</td>
<td>80</td>
<td>0.5%</td>
<td>7.7%</td>
</tr>
<tr>
<td>8th grade</td>
<td>8</td>
<td>82</td>
<td>0.5%</td>
<td>8.0%</td>
</tr>
<tr>
<td>9th grade</td>
<td>9</td>
<td>128</td>
<td>0.8%</td>
<td>12.3%</td>
</tr>
<tr>
<td>10th grade</td>
<td>10</td>
<td>82</td>
<td>0.5%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Don’t Know
- [Item legitimate skip/NA]
- [Partial interview-breakoff]
- [Survey component legitimate skip/NA]

**TOTALS:**

16252 100.0% 100.0%
### 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>1136</td>
<td>0.8%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>144</td>
<td>0.9%</td>
<td>9.1%</td>
</tr>
<tr>
<td>About half of the time</td>
<td>164</td>
<td>1.0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Always or most of the time</td>
<td>1350</td>
<td>8.3%</td>
<td>73.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know]                                           -1  1  0.0% (MISS)
- [Refused]                                              -2  1  0.0% (MISS)
- [Item legitimate skip/NA]                              -3 11299 69.5% (MISS)
- [Nonrespondent]                                        -4  2552 15.7% (MISS)
- [Partial interview-breakoff]                           -7  309 1.9% (MISS)
- [Survey component legitimate skip/NA]                  -8  171 1.1% (MISS)
- [Missing]                                              -9  125 0.8% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%

### 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>50</td>
<td>0.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>216</td>
<td>1.3%</td>
<td>11.1%</td>
</tr>
<tr>
<td>About half of the time</td>
<td>243</td>
<td>1.5%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Always or most of the time</td>
<td>1513</td>
<td>9.3%</td>
<td>73.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know]                                           -1  2  0.0% (MISS)
- [Refused]                                              -2  1  0.0% (MISS)
- [Item legitimate skip/NA]                              -3 11009 67.7% (MISS)
- [Nonrespondent]                                        -4  2552 15.7% (MISS)
- [Multiple responses]                                   -6  1  0.0% (MISS)
- [Partial interview-breakoff]                           -7  309 1.9% (MISS)
- [Survey component legitimate skip/NA]                  -8  171 1.1% (MISS)
- [Missing]                                              -9  185 1.1% (MISS)

**TOTALS:**
- 16252 100.0% 100.0%

### 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>148</td>
<td>0.9%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>453</td>
<td>2.8%</td>
<td>21.5%</td>
</tr>
<tr>
<td>About half of the time</td>
<td>444</td>
<td>2.7%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Always or most of the time</td>
<td>1017</td>
<td>6.3%</td>
<td>51.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Don't know]                                           -1  2  0.0% (MISS)
- [Refused]                                              -2  1  0.0% (MISS)
- [Item legitimate skip/NA]                              -3 11006 67.7% (MISS)
- [Nonrespondent]                                        -4  2552 15.7% (MISS)
- [Multiple responses]                                   -6  2  0.0% (MISS)
- [Partial interview-breakoff]                           -7  109 1.9% (MISS)
- [Survey component legitimate skip/NA]                  -8  171 1.1% (MISS)
- [Missing]                                              -9  157 1.0% (MISS)

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

---

**BY51A**  
STUDENT.PUB Rec. 3/5  
Pos. 397-398  
Format: N2

**How well parent understands spoken English**

31. How well do you do the following?  
(MARK ONE RESPONSE FOR EACH LINE)  
(Very well; Well; Not well; Not at all)

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

Applies to: Respondents whose native language is not English.

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>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% (MISS)
- [Item legitimate skip/NA] -3 10966 67.5% (MISS)
- [Nonrespondent] -4 2552 15.7% (MISS)
- [Partial interview-breakoff] -7 109 1.1% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 126 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**BY51B**  
STUDENT.PUB Rec. 3/5  
Pos. 399-400  
Format: N2

**How well parent speaks English**

31. How well do you do the following?  
(MARK ONE RESPONSE FOR EACH LINE)  
(Very well; Well; Not well; Not at all)

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

Applies to: Respondents whose native language is not English.

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>Very well</td>
<td>1</td>
<td>654</td>
<td>4.0%</td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>617</td>
<td>3.8%</td>
</tr>
<tr>
<td>Not well</td>
<td>3</td>
<td>560</td>
<td>3.4%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>296</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don't know] -1 2 0.0% (MISS)
- [Item legitimate skip/NA] -3 10966 67.5% (MISS)
- [Nonrespondent] -4 2552 15.7% (MISS)
- [Partial interview-breakoff] -7 109 1.1% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 126 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**BY51C**  
STUDENT.PUB Rec. 3/5  
Pos. 401-402  
Format: N2

**How well parent writes English**

31. How well do you do the following?  
(MARK ONE RESPONSE FOR EACH LINE)  
(Very well; Well; Not well; Not at all)

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

Applies to: Respondents whose native language is not English.

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>Very well</td>
<td>1</td>
<td>126</td>
<td>0.8%</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:
- [Item legitimate skip/NA] -3 10966 67.5% (MISS)
- [Nonrespondent] -4 2552 15.7% (MISS)
- [Partial interview-breakoff] -7 309 1.9% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 129 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**BY51D**  
STUDENT.PUB Rec. 3/5  
Pos. 403-404  
Format: N2

**Problems reading English books/magazines**

32. Do you ever have difficulty with any of the following?  
(MARK ONE RESPONSE FOR EACH LINE)  
(Yes; No; Does not apply)

a. Reading books, newspapers or magazines in English

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

Applies to: Respondents whose native language is not English.

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>No</td>
<td>0</td>
<td>1272</td>
<td>7.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>802</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don't know] -3 | 1 0.0% (MISS)
- [Item legitimate skip/NA] -3 | 10966 67.5% (MISS)
- [Nonrespondent] -4 | 2552 15.7% (MISS)
- [Multiple response] -6 | 1 0.0% (MISS)
- [Partial interview-breakoff] -7 | 309 1.9% (MISS)
- [Survey component legitimate skip/NA] -8 | 171 1.1% (MISS)
- [Missing] -9 | 129 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

---

**BY51E**  
STUDENT.PUB Rec. 3/5  
Pos. 405-406  
Format: N2

**Problems parent has filling out forms in English**

32. Do you ever have difficulty with any of the following?  
(MARK ONE RESPONSE FOR EACH LINE)  
(Yes; No; Does not apply)

a. 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.

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>No</td>
<td>0</td>
<td>1184</td>
<td>8.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>704</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA] -3 | 10993 67.5% (MISS)
- [Nonrespondent] -4 | 2552 15.7% (MISS)
- [Partial interview-breakoff] -7 | 309 1.9% (MISS)
- [Survey component legitimate skip/NA] -8 | 171 1.1% (MISS)
- [Missing] -9 | 132 0.8% (MISS)

TOTALS: 16252 100.0% 100.0%

---

---

G-236
Appendix G:
Base-Year to First Follow-up Electronic Codebook

G-237

BYP32C

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.

Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WMULT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>8</td>
<td>1185</td>
<td>8.5%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>655</td>
<td>4.0%</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| [Don't know] | -1 | 4 | 0.0% | [MISS] |
| [Item legitimate skip/NA] | -3 | 11037 | 67.9% | [MISS] |
| [Nonrespondent] | -4 | 2552 | 15.7% | [MISS] |
| [Partial interview-breakoff] | -7 | 309 | 1.9% | [MISS] |
| [Survey component legitimate skip/NA] | -8 | 171 | 1.1% | [MISS] |
| [Missing] | -9 | 94 | 0.6% | [MISS] |

TOTALS:

16252 100.0% 100.0%

BYP32D

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.

Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WMULT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>1435</td>
<td>8.8%</td>
<td>61.7%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>698</td>
<td>4.3%</td>
<td>38.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| [Don't know] | -1 | 3 | 0.0% | [MISS] |
| [Item legitimate skip/NA] | -3 | 11045 | 68.0% | [MISS] |
| [Nonrespondent] | -4 | 2552 | 15.7% | [MISS] |
| [Partial interview-breakoff] | -7 | 109 | 1.9% | [MISS] |
| [Survey component legitimate skip/NA] | -8 | 171 | 1.1% | [MISS] |
| [Missing] | -9 | 94 | 0.6% | [MISS] |

TOTALS:

16252 100.0% 100.0%

BYP32E

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.

Source: ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WMULT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>1</td>
<td>866</td>
<td>5.5%</td>
<td>47.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| [Item legitimate skip/NA] | -3 | 11130 | 68.5% | [MISS] |
| [Nonrespondent] | -4 | 2552 | 15.7% | [MISS] |
| [Partial interview-breakoff] | -7 | 109 | 1.9% | [MISS] |
| [Survey component legitimate skip/NA] | -8 | 171 | 1.1% | [MISS] |
| [Missing] | -9 | 94 | 0.6% | [MISS] |

TOTALS:

16252 100.0% 100.0%
<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>

34. What is the highest level of education you and your spouse/partner have reached? REMINDER: Use "spouse/partner" definition from Question 2 or Question 3.

Applies to: Respondents who have a spouse/partner.

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.

Applies to: Respondents who have a spouse/partner.

Applies to: Respondents who have a spouse/partner's mother.

Applies to: Respondents who have a spouse/partner's father.

Applies to: All respondents.

Applies to: All respondents.

Applies to: All respondents.

Applies to: All respondents.

Applies to: All respondents.

Applies to: All respondents.
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’s highest level of education

<table>
<thead>
<tr>
<th>RESERVE CODES:</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the above</td>
<td>9</td>
<td>362</td>
<td>0.1%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Keeping house (without a job for pay)</td>
<td>2</td>
<td>1181</td>
<td>0.1%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Retired</td>
<td>0</td>
<td>473</td>
<td>0.1%</td>
<td>21.7%</td>
</tr>
<tr>
<td>None of the above (GO TO QUESTION 37)</td>
<td>-9</td>
<td>1181</td>
<td>0.1%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Completed a Ph.D., M.D., or other advanced professional degree</td>
<td>1</td>
<td>26</td>
<td>0.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Attended college, no 4-year degree</td>
<td>8</td>
<td>17</td>
<td>0.0%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Graduated from college</td>
<td>5</td>
<td>2</td>
<td>0.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Did not finish high school</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Graduated from high school or equivalent (GED)</td>
<td>2</td>
<td>2</td>
<td>0.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Completed high school</td>
<td>3</td>
<td>3</td>
<td>0.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Graduated from 2-year school, no degree</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Graduated from 2-year school</td>
<td>2</td>
<td>2</td>
<td>0.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Graduate student</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Current college student</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

**BYP39C**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PERCENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>......</td>
<td>......</td>
<td>-------</td>
<td>-----</td>
</tr>
</tbody>
</table>

Parent’s job description category

39. Which of the categories below comes closest to describing this job? (Mandatory 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, tinsmith, bus 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

**SALES** 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 drafting person, medical or dental technician, computer programmer

**OTHER**

**DON’T KNOW**

Source: ELS:2002 Parent Questionnaire

**CODES** | **FREQ** | **PERCENT** | **MTD** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
</tbody>
</table>

**BYP40**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PERCENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>......</td>
<td>......</td>
<td>-------</td>
<td>-----</td>
</tr>
</tbody>
</table>

Spouse/partner’s current work status

40. During the past week, was your spouse/partner working for pay full-time (35 hours or more), part-time, or not at all?  

(Mandatory Response)

**FULL-TIME, 35 hours or more**

**PART-TIME, less than 35 hours**

**NOT AT ALL**

**RESERVE CODES**

[Don’t know] -1 1 0.1% (MISS)

[Refused] -2 29 0.2% (MISS)

[Item legitimate skip/NA] -3 2731 16.8% (MISS)

[Nonrespondent] -4 2552 15.7% (MISS)

[Survey component legitimate skip/NA] -8 171 1.1% (MISS)

[Missing] -9 214 1.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

Source: ELS:2002 Parent Questionnaire

**BYP42**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PERCENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>......</td>
<td>......</td>
<td>-------</td>
<td>-----</td>
</tr>
</tbody>
</table>

Contains:

- Full-time, 35 hours or more
- Part-time, less than 35 hours
- Not at all

**RESERVE CODES**

[Don’t know] -1 2 0.0% (MISS)

[Refused] -2 3 0.0% (MISS)

[Item legitimate skip/NA] -3 1465 91.4% (MISS)

[Nonrespondent] -4 2552 15.7% (MISS)

[Multiple responses] -6 2 0.1% (MISS)

[Survey component legitimate skip/NA] -8 171 1.1% (MISS)

[Missing] -9 214 1.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

Source: ELS:2002 Parent Questionnaire

**BYP43**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PERCENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>......</td>
<td>......</td>
<td>-------</td>
<td>-----</td>
</tr>
</tbody>
</table>

Spouse/partner’s current work status

41. Which one of these best describes your spouse/partner’s situation during the past week? (Mandatory Response)

- He/she had a full-time job, but was not at work because of temporary illness, vacation, strike or jury duty
- He/she had a part-time job, but was not at work because of temporary illness, vacation, strike or jury duty
- Unemployed and looking for work
- Retired
- In school
- Keeping house without a job for pay
- Volunteering without a job for pay
- None of the above

**RESERVE CODES**

[Don’t know] -1 2 0.0% (MISS)

[Refused] -2 3 0.0% (MISS)

[Item legitimate skip/NA] -3 1465 91.4% (MISS)

[Nonrespondent] -4 2552 15.7% (MISS)

[Multiple responses] -6 2 0.1% (MISS)

[Survey component legitimate skip/NA] -8 171 1.1% (MISS)

[Missing] -9 214 1.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

Source: ELS:2002 Parent Questionnaire

**BYP44**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PERCENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>......</td>
<td>......</td>
<td>-------</td>
<td>-----</td>
</tr>
</tbody>
</table>

Spouse/partner working for pay during past week

42. Was your spouse/partner ever held a regular job for pay in the United States (including self-employment)?  

Yes (GO TO QUESTION 43)

No (SKIP TO QUESTION 44 ON PAGE 16)

**RESERVE CODES**

[Don’t know] -1 2 0.0% (MISS)

[Refused] -2 4 0.0% (MISS)

[Item legitimate skip/NA] -3 2731 16.8% (MISS)

[Nonrespondent] -4 2552 15.7% (MISS)

[Multiple responses] -6 2 0.1% (MISS)

[Survey component legitimate skip/NA] -8 171 1.1% (MISS)

[Missing] -9 214 1.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

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) 

(Yes; No; Don't know) 

a. Day care program 

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

Applies to: All respondents. 

Source: ELS:2002 Parent Questionnaire

-------

BTP44C STUDENT.PUB Rec. 3/5
Pos. 443-444
Format: N2
-------

Spouse/partner's job description category 

41. 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, bus or truck driver 

PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teachers 

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 

SALES 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) 

Source: ELS:2002 Parent Questionnaire

-------

BTP44R STUDENT.PUB Rec. 3/5
Pos. 447-448
Format: N2
-------

10th grader attended nursery/pre-school 

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) 

b. Nursery or preschool 

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

Applies to: All respondents. 

Source: ELS:2002 Parent Questionnaire

-------

BTP44C STUDENT.PUB Rec. 3/5
Pos. 443-444
Format: N2
-------

10th grader attended Head Start program 

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) 

c. Head Start 

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

Applies to: All respondents. 

Source: ELS:2002 Parent Questionnaire

-------

BTP44A STUDENT.PUB Rec. 3/5
Pos. 445-446
Format: N2
-------
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYP44D

10th grader attended kindergarten

44. Did your tenth grader attend any of the following pre-first-grade programs? (MARK ONE RESPONDER ON EACH LINE) (Yes; No; Don't know)
d. Kindergarten

Applies to: All respondents.
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>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>11563</td>
<td>71.1%</td>
<td>96.0%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>61</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[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  513  3.2% (MISS)

TOTALS: 16252  100.0%  100.0%

BYP44T

# 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 RESPONDER)

Applies to: All respondents.
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>0 times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 time</td>
<td>2983</td>
<td>18.4%</td>
<td>23.1%</td>
</tr>
<tr>
<td>2 times</td>
<td>1549</td>
<td>9.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>3 times</td>
<td>1239</td>
<td>7.6%</td>
<td>9.3%</td>
</tr>
<tr>
<td>4 times</td>
<td>457</td>
<td>4.0%</td>
<td>5.3%</td>
</tr>
<tr>
<td>5 or more times</td>
<td>519</td>
<td>3.4%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Don't know]..... -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  513  3.2% (MISS)

TOTALS: 16252  100.0%  100.0%

BYP44C

10th grader held back a grade because of parental request

47. Was your tenth grader held back a grade because of... (MARK ONE RESPONDER ON EACH LINE) (Yes; No)
a. parental request

Applies to: Respondents whose 10th grader had been held back a grade.
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>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>898</td>
<td>5.5%</td>
<td>61.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Don't know]..... -1  57  0.4% (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  128  0.8% (MISS)

TOTALS: 16252  100.0%  100.0%

BYP44A

10th grader held back because of school request

47. Was your tenth grader held back a grade because of... (MARK ONE RESPONDER ON EACH LINE) (Yes; No)
b. school request

Applies to: Respondents whose 10th grader had been held back a grade.
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>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1295</td>
<td>7.3%</td>
<td>82.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Don't know]..... -3  10978 67.5% (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  142  0.9% (MISS)

TOTALS: 16252  100.0%  100.0%

BYP44B

10th grader held back for other reason

47. Was your tenth grader held back a grade because of... (MARK ONE RESPONDER ON EACH LINE) (Yes; No)
c. other reason

Applies to: Respondents whose 10th grader had been held back a grade.
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>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>854</td>
<td>5.3%</td>
<td>56.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Don't know]..... -1  631  3.9% 43.2%
[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  143  0.9% (MISS)

TOTALS: 16252  100.0%  100.0%

G-242
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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>151</td>
<td>0.9%</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

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%

Apply to: Respondents whose 10th grader had been held back a grade.
Source: ELS:2002 Parent Questionnaire

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>1282</td>
<td>7.9%</td>
<td>89.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>151</td>
<td>0.9%</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

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%

Apply 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

G-243
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYP48E**  
STUDENT.PUB Rec. 3/5  
Pos. 471-472  
Format: H2

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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1373</td>
<td>8.4%</td>
<td>96.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>60</td>
<td>0.4%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Don’t know
- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

TOTALES: 16252 100.0% 100.0%

---

**BYP48G**  
STUDENT.PUB Rec. 3/5  
Pos. 474-476  
Format: H2

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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1377</td>
<td>8.5%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>56</td>
<td>0.3%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Don’t know
- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

TOTALES: 16252 100.0% 100.0%

---

**BYP48H**  
STUDENT.PUB Rec. 3/5  
Pos. 473-474  
Format: H2

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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1365</td>
<td>8.4%</td>
<td>95.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>68</td>
<td>0.4%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Don’t know
- Refused
- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

TOTALES: 16125 100.0% 100.0%

---

**BYP48I**  
STUDENT.PUB Rec. 3/5  
Pos. 477-478  
Format: H2

10th grader repeated 7th grade

48. What grade(s) did he or she repeat?  
(MARK ALL THAT APPLY)

<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>
<tr>
<td>No</td>
<td>1362</td>
<td>8.4%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>71</td>
<td>0.4%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Don’t know
- Refused
- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

TOTALES: 16125 100.0% 100.0%

G-244
### 48. What grade(s) did he or she repeat?

(**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

#### Apply to: Respondents whose 10th grader had been held back a grade.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>1363</td>
<td>8.4%</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>1</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Yes: 1
- No: 0

### 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>11051</td>
<td>68.0%</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>1428</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

- Yes: 1
- No: 0

---

**Appendix G:**

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

---

**BYP50A**

**STUDENT.PUB Rec. 3/5**

**Pos. 487-488**

**Format: N2**

10th grader has specific learning disabilities

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>965</td>
<td>5.9%</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [ ] Don’t know
- [X] Refused
- [ ] Item legitimate skip/NA
- [ ] Nonrespondent
- [ ] Partial interview-breakoff
- [ ] Survey component legitimate skip/NA
- [ ] Missing

**TOTALS:**

16252 100.0% 100.0%

---

**BYP50B**

**STUDENT.PUB Rec. 3/5**

**Pos. 489-490**

**Format: N2**

10th grader has speech/language impairments

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1214</td>
<td>7.5%</td>
<td>89.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [ ] Don’t know
- [X] Refused
- [ ] Item legitimate skip/NA
- [ ] Nonrespondent
- [ ] Partial interview-breakoff
- [ ] Survey component legitimate skip/NA
- [ ] Missing

**TOTALS:**

16252 100.0% 100.0%

---

**BYP50C**

**STUDENT.PUB Rec. 3/5**

**Pos. 491-492**

**Format: N2**

10th grader has mental retardation

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>31</td>
<td>1.9%</td>
<td>21.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [ ] Don’t know
- [X] Refused
- [ ] Item legitimate skip/NA
- [ ] Nonrespondent
- [ ] Partial interview-breakoff
- [ ] Survey component legitimate skip/NA
- [ ] Missing

**TOTALS:**

16252 100.0% 100.0%
10th grader has hearing impairments

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1392</td>
<td>8.9%</td>
<td>94.7%</td>
</tr>
<tr>
<td>1</td>
<td>70</td>
<td>0.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

10th grader has orthopedic impairments

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1323</td>
<td>8.5%</td>
<td>96.3%</td>
</tr>
<tr>
<td>1</td>
<td>49</td>
<td>0.3%</td>
<td>3.7%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td></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

#### BYPS1

**STUDENT.PUB Rec. 3/5**  
Pos. 503-504  
Format: N2

10th grader ever had behavior problem at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>171</td>
<td></td>
<td>1.1%</td>
</tr>
<tr>
<td>-7</td>
<td>913</td>
<td></td>
<td>5.6%</td>
</tr>
<tr>
<td>-4</td>
<td>2552</td>
<td></td>
<td>15.7%</td>
</tr>
<tr>
<td>-9</td>
<td>175</td>
<td></td>
<td>1.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than four times</td>
<td>4</td>
<td>351</td>
<td>2.2%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>2218</td>
<td>13.6%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>109</td>
<td>0.7%</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>903</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

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

**Source:** ELS:2002 Parent Questionnaire

---

#### BYPS2A

**STUDENT.PUB Rec. 3/5**  
Pos. 505-506  
Format: N2

School contacted parent about poor performance

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>171</td>
<td></td>
<td>1.1%</td>
</tr>
<tr>
<td>-7</td>
<td>913</td>
<td></td>
<td>5.6%</td>
</tr>
<tr>
<td>-4</td>
<td>2552</td>
<td></td>
<td>15.7%</td>
</tr>
<tr>
<td>-9</td>
<td>89</td>
<td></td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than four times</td>
<td>4</td>
<td>119</td>
<td>0.7%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>281</td>
<td>1.7%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>2799</td>
<td>17.2%</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>9037</td>
<td>55.6%</td>
</tr>
</tbody>
</table>

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

**Source:** ELS:2002 Parent Questionnaire

---

#### BYPS2B

**STUDENT.PUB Rec. 3/5**  
Pos. 507-508  
Format: N2

School contacted parent about plans after high school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>171</td>
<td></td>
<td>1.1%</td>
</tr>
<tr>
<td>-7</td>
<td>913</td>
<td></td>
<td>5.6%</td>
</tr>
<tr>
<td>-4</td>
<td>2552</td>
<td></td>
<td>15.7%</td>
</tr>
<tr>
<td>-9</td>
<td>89</td>
<td></td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than four times</td>
<td>4</td>
<td>153</td>
<td>0.9%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>280</td>
<td>1.7%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>153</td>
<td>0.9%</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>903</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

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

**Source:** ELS:2002 Parent Questionnaire

---

#### BYPS2C

**STUDENT.PUB Rec. 3/5**  
Pos. 509-510  
Format: N2

School contacted parent about course selection

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>171</td>
<td></td>
<td>1.1%</td>
</tr>
<tr>
<td>-7</td>
<td>913</td>
<td></td>
<td>5.6%</td>
</tr>
<tr>
<td>-4</td>
<td>2552</td>
<td></td>
<td>15.7%</td>
</tr>
<tr>
<td>-9</td>
<td>89</td>
<td></td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than four times</td>
<td>4</td>
<td>119</td>
<td>0.7%</td>
</tr>
<tr>
<td>Three or four times</td>
<td>3</td>
<td>280</td>
<td>1.7%</td>
</tr>
<tr>
<td>Once or twice</td>
<td>2</td>
<td>153</td>
<td>0.9%</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>903</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

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

**Source:** ELS:2002 Parent Questionnaire

---

#### ASSUMED RESPONSES

**Appendix G:**

G-248
### 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?

(RENCE ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>{Missing}</td>
</tr>
<tr>
<td>-8</td>
<td>{Survey component legitimate skip/NA}</td>
</tr>
<tr>
<td>-7</td>
<td>{Partial interview-breakoff}</td>
</tr>
<tr>
<td>-6</td>
<td>{Multiple response}</td>
</tr>
<tr>
<td>-2</td>
<td>{Refused}</td>
</tr>
<tr>
<td>-1</td>
<td>{Don’t know}</td>
</tr>
</tbody>
</table>

**CODES**

- **PER:**
  - 1: None
  - 2: Once or twice
  - 3: Three or four times
  - 4: More than four times

**WGTD**

- **FREQ:**
  - 10741: None
  - 1540: Once or twice
  - 264: Three or four times
  - 290: More than four times

**CENT:**

- 66.1%: None
- 6.4%: Once or twice
- 1.6%: Three or four times
- 1.8%: More than four times

**PCT:**

- 66.7%: None
- 9.3%: Once or twice
- 3%: Three or four times
- 1.5%: More than four times

**Applies to:** All respondents.

**Source:** ELS:2002 Parent Questionnaire

### 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?

(RENCE ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>{Missing}</td>
</tr>
<tr>
<td>-8</td>
<td>{Survey component legitimate skip/NA}</td>
</tr>
<tr>
<td>-6</td>
<td>{Multiple response}</td>
</tr>
<tr>
<td>-4</td>
<td>{Nonrespondent}</td>
</tr>
<tr>
<td>-2</td>
<td>{Refused}</td>
</tr>
<tr>
<td>-1</td>
<td>{Don’t know}</td>
</tr>
</tbody>
</table>

**CODES**

- **PER:**
  - 1: None
  - 2: Once or twice
  - 3: Three or four times
  - 4: More than four times

**WGTD**

- **FREQ:**
  - 10741: None
  - 1540: Once or twice
  - 190: Three or four times
  - 169: More than four times

**CENT:**

- 66.1%: None
- 9.3%: Once or twice
- 1.2%: Three or four times
- 1.0%: More than four times

**PCT:**

- 66.7%: None
- 16%: Once or twice
- 1%: Three or four times
- 0.5%: More than four times

**Applies to:** All respondents.

**Source:** ELS:2002 Parent Questionnaire
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)

a. 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

School contacted parent about helping with homework

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</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>[Refused]</td>
<td>-2</td>
<td>7</td>
<td>0.0%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Exceeded four times]</td>
<td>4</td>
<td>283</td>
<td>1.7%</td>
</tr>
<tr>
<td>[Three or four times]</td>
<td>3</td>
<td>433</td>
<td>2.7%</td>
</tr>
<tr>
<td>[One or twice]</td>
<td>2</td>
<td>1979</td>
<td>12.6%</td>
</tr>
<tr>
<td>[None]</td>
<td>1</td>
<td>9611</td>
<td>59.1%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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 in school

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

Apply to: All respondents.

Source: ELS:2002 Parent Questionnaire

School contacted parent about poor performance

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don’t know]</td>
<td>-1</td>
<td>30</td>
<td>0.2%</td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>7</td>
<td>0.0%</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>[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>273</td>
<td>1.7%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

55. 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 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

School contacted parent about school program

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Don’t know]</td>
<td>-1</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>10</td>
<td>0.1%</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>[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>371</td>
<td>2.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### 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)  

<table>
<thead>
<tr>
<th>Code</th>
<th>Count</th>
<th>Percent</th>
<th>WGTD Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>9614</td>
<td>59.2%</td>
</tr>
<tr>
<td>Once or Twice</td>
<td>2</td>
<td>2077</td>
<td>12.8%</td>
</tr>
<tr>
<td>Three or Four Times</td>
<td>3</td>
<td>229</td>
<td>1.4%</td>
</tr>
<tr>
<td>More than Four Times</td>
<td>4</td>
<td>130</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  

- More than four times: 4 118 1.1% 2.5%  
- Three or four times: 3 235 1.4% 2.4%  
- Once or twice: 2 372 1.1% 2.1%  
- None: 1 2847 17.5% 23.8%  

**TOTALS:** 14552 100.0% 100.0%

---

### 54. 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)  

<table>
<thead>
<tr>
<th>Code</th>
<th>Count</th>
<th>Percent</th>
<th>WGTD Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>10734</td>
<td>66.0%</td>
</tr>
<tr>
<td>Once or Twice</td>
<td>2</td>
<td>283</td>
<td>5.4%</td>
</tr>
<tr>
<td>Three or Four Times</td>
<td>3</td>
<td>235</td>
<td>1.4%</td>
</tr>
<tr>
<td>More than Four Times</td>
<td>4</td>
<td>272</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  

- More than four times: 4 179 1.1% 1.5%  
- Three or four times: 3 4 0.0% 0.1%  
- Once or twice: 2 905 5.6% 6.1%  
- None: 1 287 17.5% 23.8%  

**TOTALS:** 16252 100.0% 100.0%

---

---

### 55. 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)  

<table>
<thead>
<tr>
<th>Code</th>
<th>Count</th>
<th>Percent</th>
<th>WGTD Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>10763</td>
<td>66.2%</td>
</tr>
<tr>
<td>Once or Twice</td>
<td>2</td>
<td>905</td>
<td>5.6%</td>
</tr>
<tr>
<td>Three or Four Times</td>
<td>3</td>
<td>287</td>
<td>1.7%</td>
</tr>
<tr>
<td>More than Four Times</td>
<td>4</td>
<td>179</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  

- More than four times: 4 179 1.1% 1.5%  
- Three or four times: 3 4 0.0% 0.1%  
- Once or twice: 2 905 5.6% 6.1%  
- None: 1 287 17.5% 23.8%  

**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)

a. Your tenth grader's positive or good behavior in school

b. Participating in school fund-raising activities or doing volunteer work such as supervising lunch or chaperoning a field trip

c. Providing information for school records such as your address or work telephone number

d. 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.

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

Appendix G:
Base-Year to First Follow-up Electronic Codebook
BYP54A  STUDENT.PUB  Rec. 3/5  
Pos. 545-546  
Format: N2

Belong to parent-teacher organization

54. In this school year, do you or your spouse/partner do any of the following?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)

a. Belong to the school's parent-teacher organization
Note: This is one of a series of items, a through e.

Applies to: All respondents.
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>No</td>
<td>0</td>
<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] -2 2.0% (MISS)
- [Refused] -2 2.0% (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] -9 295 1.8% (MISS)

TOTALS: 16252 100.0% 100.0%

BYP54B  STUDENT.PUB  Rec. 3/5  
Pos. 547-548  
Format: N2

Attend parent-teacher organization meetings

54. In this school year, do you or your spouse/partner do any of the following?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)

b. Attend meetings of the parent-teacher organization
Note: This is one of a series of items, a through e.

Applies to: All respondents.
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>No</td>
<td>0</td>
<td>7809</td>
<td>48.0</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4514</td>
<td>27.8</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don't know] -2 13.0% (MISS)
- [Refused] -2 3.0% (MISS)
- [Nonrespondent] -4 2552 15.7% (MISS)
- [Multiple response] -6 2.0% (MISS)
- [Partial interview-breakoff] -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 275 1.7% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYP54C  STUDENT.PUB  Rec. 3/5  
Pos. 549-550  
Format: N2

Take part in parent-teacher organization activities

54. In this school year, do you or your spouse/partner do any of the following?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)

c. Take part in the activities of the parent-teacher organization
Note: This is one of a series of items, a through e.

Applies to: All respondents.
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>No</td>
<td>0</td>
<td>8444</td>
<td>52.0</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3775</td>
<td>23.2</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don't know] -2 17.0% (MISS)
- [Refused] -2 2.0% (MISS)
- [Nonrespondent] -4 2552 15.7% (MISS)
- [Multiple response] -6 2.0% (MISS)
- [Partial interview-breakoff] -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 176 2.3% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYP54D  STUDENT.PUB  Rec. 3/5  
Pos. 551-552  
Format: N2

Act as a volunteer at the school

54. In this school year, do you or your spouse/partner do any of the following?
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)

d. Act as a volunteer at the school
Note: This is one of a series of items, a through e.

Applies to: All respondents.
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>No</td>
<td>0</td>
<td>8373</td>
<td>51.5</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3870</td>
<td>23.8</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don't know] -1 8.0% (MISS)
- [Refused] -2 2.0% (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] -9 363 2.3% (MISS)

TOTALS: 16252 100.0% 100.0%

---

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

G-253
### 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WTD</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>71</td>
<td>0.4%</td>
</tr>
<tr>
<td>Seldom</td>
<td>2</td>
<td>333</td>
<td>0.8%</td>
</tr>
<tr>
<td>Usually</td>
<td>3</td>
<td>1941</td>
<td>11.9%</td>
</tr>
<tr>
<td>Always</td>
<td>4</td>
<td>10255</td>
<td>63.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know]...-1-4-0.0% (MISS)
- [Refused]...-2-5-0.0% (MISS)
- [Nonrespondent]...-4-2552-15.7% (MISS)
- [Multiple response]...-6-3-0.0% (MISS)
- Partial interview-breakoff...-7-913-5.6% (MISS)
- Survey component legitimate skip/NA...-8-171-1.1% (MISS)
- [Missing]...-9-205-1.3% (MISS)

**TOTALS:**

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WTD</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>71</td>
<td>0.4%</td>
</tr>
<tr>
<td>Seldom</td>
<td>2</td>
<td>333</td>
<td>0.8%</td>
</tr>
<tr>
<td>Usually</td>
<td>3</td>
<td>1941</td>
<td>11.9%</td>
</tr>
<tr>
<td>Always</td>
<td>4</td>
<td>10255</td>
<td>63.1%</td>
</tr>
</tbody>
</table>

### 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)

#### a. Selecting courses or programs

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

Applies to: All respondents.

**Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WTD</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>1209</td>
<td>7.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>5114</td>
<td>31.5%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>6117</td>
<td>37.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know]...-1-21-0.0% (MISS)
- [Refused]...-2-3-0.0% (MISS)
- [Nonrespondent]...-4-2552-15.7% (MISS)
- Partial interview-breakoff...-6-913-5.6% (MISS)
- Survey component legitimate skip/NA...-8-171-1.1% (MISS)
- [Missing]...-9-152-0.9% (MISS)

**TOTALS:**

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WTD</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>1209</td>
<td>7.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>5114</td>
<td>31.5%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>6117</td>
<td>37.6%</td>
</tr>
</tbody>
</table>
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?

(MARK ONE RESPONSE ON EACH LINE)
(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.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>2858</td>
<td>17.6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3040</td>
<td>18.6%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>4491</td>
<td>27.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Don't know] - 45 (MISS)
- [Refused] - 2 (MISS)
- [Nonrespondent] - 4 (MISS)
- [Survey component legitimate skip/NA] - 171 (MISS)
- [Missing] - 180 (MISS)

TOTALES: 16252 100.0% 100.0%

---

Provide advice about applying to college/school after high school

65. 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)

c. Applying to college or other schools after high school

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>2554</td>
<td>15.7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>5399</td>
<td>33.2%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>4393</td>
<td>27.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Don't know] - 49 (MISS)
- [Refused] - 3 (MISS)
- [Nonrespondent] - 4 (MISS)
- [Survey component legitimate skip/NA] - 171 (MISS)
- [Missing] - 216 (MISS)

TOTALES: 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?

(MARK ONE RESPONSE ON EACH LINE)
(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.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>2001</td>
<td>12.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>5093</td>
<td>31.2%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>4393</td>
<td>27.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Don't know] - 49 (MISS)
- [Refused] - 3 (MISS)
- [Nonrespondent] - 4 (MISS)
- [Survey component legitimate skip/NA] - 171 (MISS)
- [Missing] - 216 (MISS)

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

----------
**BYP56F**
**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.

Applies to: All respondents.
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>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>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>22</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Refused]</td>
<td>-2</td>
<td>4</td>
<td>0.0%</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>[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>183</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

----------
**BYP57A**
**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.)

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

Applies to: All respondents.
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>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>2692</td>
<td>22.7%</td>
</tr>
<tr>
<td>Frequently</td>
<td>4</td>
<td>5124</td>
<td>31.5%</td>
</tr>
<tr>
<td>[Don't know]</td>
<td>-1</td>
<td>9</td>
<td>0.1%</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 response]</td>
<td>-6</td>
<td>3</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>143</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

----------
**BYP57B**
**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.

Applies to: All respondents.
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>1</td>
<td>1610</td>
<td>9.9%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>2177</td>
<td>13.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>5412</td>
<td>33.3%</td>
</tr>
<tr>
<td>Frequently</td>
<td>4</td>
<td>1200</td>
<td>19.7%</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>4</td>
<td>0.0%</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>[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>210</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

----------
**BYP57C**
**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)

b. Working on homework or school projects

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

Applies to: All respondents.
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>1</td>
<td>1521</td>
<td>9.4%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>2177</td>
<td>13.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>5412</td>
<td>33.3%</td>
</tr>
<tr>
<td>Frequently</td>
<td>4</td>
<td>1200</td>
<td>19.7%</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>4</td>
<td>0.0%</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>[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>210</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

G-256
57. Looking back over the past year, how frequently did you and your tenth grader participate in the following activities together?

(A MARK 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Don't know | 0  | 0.0%   |     |
| Refused    | 0  | 0.0%   |     |
| Nonrespondent | 0 | 0.0%   |     |
| Multiple responses | 0 | 0.0%   |     |
| Partial interview-breakoff | 0 | 0.0%   |     |
| Missing   | 0  | 0.0%   |     |

TOTALS: 16252 100.0% 100.0%

---

Appendix G:

Base-Year to First Follow-up Electronic Codebook

G-257
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---
BYP57H
---

\text{TOTALS:}\ 16252 100.0% 100.0%

\text{----   ------   ------   ------}
\{Survey component legitimate skip/NA\} -8 171 1.1% (MISS)
\{Partial interview-breakoff\} -7 913 5.6% (MISS)
\{Multiple response\} -6 10 0.1% (MISS)
\{Refused\} -2 4 0.0% (MISS)
\{Don't know\} -1 5 0.0% (MISS)

\text{RESERVE CODES:}
\text{Frequently} -4 5908 36.4% 48.8%
\text{Sometimes} -3 3668 22.8% 28.5%
\text{Rarely} -1 4676 28.8% 30.6%
\text{Never} -2 2460 15.1% 19.3%

\text{-----   -----   ------   ------}
\text{CODES FREQ CENT PCT}
\text{PER-WGTD}

\text{Applies to: All respondents.}
\text{Source: ELS:2002 Parent Questionnaire}

---
BYP57J
---

\text{TOTALS:}\ 16252 100.0% 100.0%

\text{----   ------   ------   ------}
\{Survey component legitimate skip/NA\} -8 171 1.1% (MISS)
\{Partial interview-breakoff\} -7 913 5.6% (MISS)
\{Multiple response\} -6 10 0.1% (MISS)
\{Refused\} -2 4 0.0% (MISS)
\{Don't know\} -1 5 0.0% (MISS)

\text{RESERVE CODES:}
\text{Frequently} -4 5908 36.4% 48.8%
\text{Sometimes} -3 3668 22.8% 28.5%
\text{Rarely} -2 2460 15.1% 19.3%
\text{Never} -1 4676 28.8% 30.6%

\text{-----   -----   ------   ------}
\text{CODES FREQ CENT PCT}
\text{PER-WGTD}

\text{Source: ELS:2002 Parent Questionnaire}

---
BYP57K
---

\text{TOTALS:}\ 16252 100.0% 100.0%

\text{----   ------   ------   ------}
\{Survey component legitimate skip/NA\} -8 171 1.1% (MISS)
\{Partial interview-breakoff\} -7 913 5.6% (MISS)
\{Survey component legitimate skip/NA\} -8 171 1.1% (MISS)

\text{RESERVE CODES:}
\text{Don't know} -4 5908 36.4% 48.8%
\text{Refused} -2 2460 15.1% 19.3%
\text{Multiple response} -6 10 0.1% 0.1%
\text{Partial interview-breakoff} -7 913 5.6% 6.5%
\text{Survey component legitimate skip/NA} -8 171 1.1% 1.1%
\text{Missing} -9 143 0.9% 1.1%

\text{-----   -----   ------   ------}
\text{CODES FREQ CENT PCT}
\text{PER-WGTD}

\text{Source: ELS:2002 Parent Questionnaire}

---
BYP57L
---

\text{TOTALS:}\ 16252 100.0% 100.0%

\text{----   ------   ------   ------}
\{Survey component legitimate skip/NA\} -8 171 1.1% (MISS)
\{Partial interview-breakoff\} -7 913 5.6% (MISS)
\{Multiple response\} -6 10 0.1% (MISS)
\{Refused\} -2 4 0.0% (MISS)

\text{RESERVE CODES:}
\text{Frequently} -4 5908 36.4% 48.8%
\text{Sometimes} -3 3668 22.8% 28.5%
\text{Rarely} -2 2460 15.1% 19.3%
\text{Never} -1 4676 28.8% 30.6%

\text{-----   -----   ------   ------}
\text{CODES FREQ CENT PCT}
\text{PER-WGTD}

\text{Source: ELS:2002 Parent Questionnaire}

---
BYP57M
---

\text{TOTALS:}\ 16252 100.0% 100.0%

\text{----   ------   ------   ------}
\{Survey component legitimate skip/NA\} -8 171 1.1% (MISS)
\{Partial interview-breakoff\} -7 913 5.6% (MISS)
\{Multiple response\} -6 10 0.1% (MISS)
\{Refused\} -2 4 0.0% (MISS)

\text{RESERVE CODES:}
\text{Frequently} -4 5908 36.4% 48.8%
\text{Sometimes} -3 3668 22.8% 28.5%
\text{Rarely} -2 2460 15.1% 19.3%
\text{Never} -1 4676 28.8% 30.6%

\text{-----   -----   ------   ------}
\text{CODES FREQ CENT PCT}
\text{PER-WGTD}

\text{Source: ELS:2002 Parent Questionnaire}
Did something else fun 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)

(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 l.

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Pos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2309</td>
<td>17.8</td>
</tr>
<tr>
<td>2</td>
<td>8066</td>
<td>65.6</td>
</tr>
</tbody>
</table>

TotaLs: 16252 100.0% 100.0%


58. How much do you agree or disagree with the following statements?

(MARK ONE RESPONSE ON EACH LINE)

(Strongly agree; Agree; Disagree; Strongly disagree)

b. 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 Parent Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Pos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>913</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

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

#### BYP59DA
**STUDENT.PUB Rec. 3/5**
Pos. 607-608
Format: N2

**Know mother of 10th grader’s 1st friend**

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

   (Yes; No)

   a. Do you know this friend’s (friend 1) mother?

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

   Applies to: All respondents.

   **Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### BYP59DB
**STUDENT.PUB Rec. 3/5**
Pos. 609-610
Format: N2

**Know father of 10th grader’s 1st friend**

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

   (Yes; No)

   a. Do you know this friend’s (friend 1) father?

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

   Applies to: All respondents.

   **Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### BYP59DD
**STUDENT.PUB Rec. 3/5**
Pos. 612-613
Format: N2

**2nd friend attends same school**

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

   (Yes; No)

   b. Does this friend (friend 2) attend the same school as your 10th grader?

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

   Applies to: Respondents who named a second friend.

   **Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### BYP59DE
**STUDENT.PUB Rec. 3/5**
Pos. 615-616
Format: N2

**Know mother of 10th grader’s 2nd friend**

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

   (Yes; No)

   c. Do you know this friend’s (friend 2) mother?

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

   Applies to: Respondents who named a second friend.

   **Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### BYP59DF
**STUDENT.PUB Rec. 3/5**
Pos. 617-618
Format: N2

**Know father of 10th grader’s 2nd friend**

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

   (Yes; No)

   d. Do you know this friend’s (friend 2) father?

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

   Applies to: Respondents who named a second friend.

   **Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### BYP59DG
**STUDENT.PUB Rec. 3/5**
Pos. 619-620
Format: N2

**2nd friend attends same school**

59. For up to 3 of your tenth grader’s close friends, please indicate the following:

   (Yes; No)

   b. Does this friend (friend 2) attend the same school as your 10th grader?

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

   Applies to: Respondents who named a second friend.

   **Source:** ELS:2002 Parent Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

[G-260](#)
Applies to: Respondents who named a third friend.

### Codebook Entry

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

**Appendix G: ELS:2002 Parent Questionnaire**

#### Codebook Entry

**Characteristics**:

- **3rd friend attends same school**
- **Knows mother of 10th grader’s 3rd friend**
- **Knows 10th grader’s 3rd friend**
- **Friend’s parent gave advice about teachers/courses**

**Source**: ELS:2002 Parent Questionnaire

**Applies to**: Respondents who named a third friend.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>2587</td>
<td>15.0%</td>
<td>22.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>7843</td>
<td>48.3%</td>
<td>77.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**:

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS**: 16252 100.0% 100.0%

---

**Characteristics**:

- **Do you know this friend’s (friend 3) father?**

**Source**: ELS:2002 Parent Questionnaire

**Applies to**: Respondents who named a third friend.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>4068</td>
<td>25.0%</td>
<td>40.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6307</td>
<td>38.8%</td>
<td>59.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**:

- [Don’t know] -1
- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS**: 16252 100.0% 100.0%

---

**Characteristics**:

- **Do you know this friend’s (friend 3) mother?**

**Source**: ELS:2002 Parent Questionnaire

**Applies to**: Respondents who named a third friend.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>675</td>
<td>4.2%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>9777</td>
<td>60.2%</td>
<td>93.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**:

- [Don’t know] -1
- [Nonrespondent] -4
- [Multiple responses] -6
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS**: 16252 100.0% 100.0%

---

**Characteristics**:

- **Does this friend (friend 3) attend the same school as your 10th grader?**

**Source**: ELS:2002 Parent Questionnaire

**Applies to**: Respondents who named a third friend.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>8178</td>
<td>50.3%</td>
<td>68.9%</td>
</tr>
<tr>
<td>Once</td>
<td>2</td>
<td>2850</td>
<td>17.5%</td>
<td>22.6%</td>
</tr>
<tr>
<td>More</td>
<td>3</td>
<td>707</td>
<td>4.7%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Four</td>
<td>4</td>
<td>442</td>
<td>2.7%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**:

- [Don’t know] -1
- [Nonrespondent] -4
- [Multiple responses] -6
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS**: 16252 100.0% 100.0%

---

**Characteristics**:

- **Looking back over the past year, how many times did the following occur?**

**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>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>8178</td>
<td>50.3%</td>
<td>68.9%</td>
</tr>
<tr>
<td>Once</td>
<td>2</td>
<td>2850</td>
<td>17.5%</td>
<td>22.6%</td>
</tr>
<tr>
<td>More</td>
<td>3</td>
<td>707</td>
<td>4.7%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Four</td>
<td>4</td>
<td>442</td>
<td>2.7%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**:

- [Don’t know] -1
- [Nonrespondent] -4
- [Multiple responses] -6
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS**: 16252 100.0% 100.0%

---

**Characteristics**:

- **Do you know this friend’s (friend 3) school?**

**Source**: ELS:2002 Parent Questionnaire

**Applies to**: Respondents who named a third friend.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>2679</td>
<td>16.5%</td>
<td>26.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>7733</td>
<td>47.0%</td>
<td>79.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**:

- [Don’t know] -1
- [Nonrespondent] -3
- [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

BYP60B STUDENT.PUB Rec. 3/5
-------- Pos. 629-630
Format: R2

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...
(HERE, ONE RESPONSE OR EACH LINE)
(Home; Once or twice; Three or more times; More than four times)
b. did me a favor

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

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

BYP60C STUDENT.PUB Rec. 3/5
-------- Pos. 631-632
Format: R2

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...
(HERE, ONE RESPONSE OR EACH LINE)
(Home; Once or twice; Three or more times; More than four times)
c. received a favor from me

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

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

BYP60D STUDENT.PUB Rec. 3/5
-------- Pos. 633-634
Format: R2

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)...
(HERE, ONE RESPONSE OR EACH LINE)
(Home; Once or twice; Three or more 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.

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

BYP61 STUDENT.PUB Rec. 3/5
-------- Pos. 635-636
Format: R2

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.
Source: ELS:2002 Parent Questionnaire

G-262
62. Does 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 61)  
My tenth grader never had contact with his/her non-resident parent  
(SKIP TO QUESTION 65)  

Applies to: Respondents whose 10th grader has a non-resident parent.  
Source: ELS:2002 Parent Questionnaire  

BYP62  
STUDENT.PUB Rec. 3/5  
Pos. 437-438  
Format: Z2  

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

BYP64A  
STUDENT.PUB Rec. 3/5  
Pos. 641-642  
Format: Z2  

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

G-263
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### Level of crime in neighborhood

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of crime</td>
<td>1</td>
<td>226</td>
<td>1.4%</td>
</tr>
<tr>
<td>Moderate level of crime</td>
<td>2</td>
<td>1200</td>
<td>7.4%</td>
</tr>
<tr>
<td>Low level of crime</td>
<td>3</td>
<td>10929</td>
<td>67.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- (Don't know) | -1 | 32 | 0.2% | (MISS) |
- (Refused) | -2 | 8 | 0.0% | (MISS) |
- (Nonrespondent) | -4 | 2552 | 15.7% | (MISS) |
- (Multiple responses) | -6 | 1 | 0.0% | (MISS) |
- Partial interview-breakoff | -7 | 913 | 5.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 171 | 1.1% | (MISS) |
- Missing | -9 | 220 | 1.4% | (MISS) |

**TOTALS:**

| 16252 | 100.0% | 100.0% |

#### How safe is neighborhood

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low level of crime</td>
<td>3</td>
<td>365</td>
<td>2.3%</td>
</tr>
<tr>
<td>Moderate level of crime</td>
<td>2</td>
<td>2548</td>
<td>16.6%</td>
</tr>
<tr>
<td>High level of crime</td>
<td>1</td>
<td>8374</td>
<td>51.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- (Don't know) | -1 | 12 | 0.1% | (MISS) |
- (Refused) | -2 | 5 | 0.0% | (MISS) |
- (Nonrespondent) | -4 | 2552 | 15.7% | (MISS) |
- (Multiple responses) | -6 | 1 | 0.0% | (MISS) |
- Partial interview-breakoff | -7 | 913 | 5.6% | (MISS) |
- Survey component legitimate skip/NA | -8 | 171 | 1.1% | (MISS) |
- Missing | -9 | 227 | 1.4% | (MISS) |

**TOTALS:**

| 16252 | 100.0% | 100.0% |

---

#### Non-resident parent attended school/class event

64. Since the beginning of the school year, has your tenth grader ever met non-resident parent?

**[MARK ONE RESPONSE ON EACH LINE]**

- Yes
- No
- Don't know

**Applies to:** Respondents whose 10th grader ever met non-resident parent.

**Source:** ELS:2002 Parent Questionnaire

#### 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]**

- Just a place to live
- Feel a part of the neighborhood/community

**Applies to:** All respondents.

**Source:** ELS:2002 Parent Questionnaire

---

#### How many years have you lived in your current neighborhood

65. How many years have you lived in your current neighborhood?

**[MARK ONE RESPONSE]**

- 0-50 years
- 50 or more years

**Applies to:** All respondents.

**Source:** ELS:2002 Parent Questionnaire

---

#### How would you describe the level of crime in your neighborhood?

67. How would you describe the level of crime in your neighborhood? Would you say your neighborhood has a high level of crime? moderate level of crime? low level of crime?

**Applies to:** All respondents.

**Source:** ELS:2002 Parent Questionnaire

---

#### 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]**

- Just a place to live
- Feel a part of the neighborhood/community

**Applies to:** All respondents.

**Source:** ELS:2002 Parent Questionnaire
Family rules for 10th grader about maintaining grade average

69. Are there family rules that are enforced for your tenth grader about any of the following activities?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)

   a. Maintaining a certain grade average
   Note: This is one of a series of items, a through d.

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

---

Family rules for 10th grader about doing homework

69. Are there family rules that are enforced for your tenth grader about any of the following activities?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)

   b. Doing homework
   Note: This is one of a series of items, a through d.

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

---

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)
   (Yes; No)

   c. Doing household chores
   Note: This is one of a series of items, a through d.

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

---

Family rules for 10th grader about watching TV

69. Are there family rules that are enforced for your tenth grader about any of the following activities?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)

   d. Watching television
   Note: This is one of a series of items, a through d.

Apply to: All respondents.
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

#### BYF71

**STUDENT.PUB Rec. 3/5**

**Pos. 667-668**

**Format: N2**

Computer in home that 10th grader may use

<table>
<thead>
<tr>
<th></th>
<th>PER-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MSTD</td>
</tr>
<tr>
<td>No.............</td>
<td>0</td>
</tr>
<tr>
<td>Yes............</td>
<td>1</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know]...
- [Refusal]
- [Nonrespondent]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTA:** 16252 100.0% 100.0%

---

#### BYF72

**STUDENT.PUB Rec. 3/5**

**Pos. 669-670**

**Format: N2**

Computer has access to Internet

<table>
<thead>
<tr>
<th></th>
<th>PER-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MSTD</td>
</tr>
<tr>
<td>No.............</td>
<td></td>
</tr>
<tr>
<td>Yes............</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know]...
- [Item legitimate skip/NA]
- [Nonrespondent]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTA:** 16252 100.0% 100.0%

---

#### BYF73

**STUDENT.PUB Rec. 3/5**

**Pos. 671-672**

**Format: N2**

Uses computer to communicate with 10th grader’s school

<table>
<thead>
<tr>
<th></th>
<th>PER-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MSTD</td>
</tr>
<tr>
<td>No.............</td>
<td></td>
</tr>
<tr>
<td>Yes............</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know]...
- [Item legitimate skip/NA]
- [Nonrespondent]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTA:** 16252 100.0% 100.0%

---

#### BYF74A

**STUDENT.PUB Rec. 3/5**

**Pos. 673-674**

**Format: N2**

How often e-mails teachers/staff about 10th grader

<table>
<thead>
<tr>
<th></th>
<th>PER-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MSTD</td>
</tr>
<tr>
<td>Never...........</td>
<td>1</td>
</tr>
<tr>
<td>Once or twice a year.</td>
<td>2</td>
</tr>
<tr>
<td>Several times a year.</td>
<td>3</td>
</tr>
<tr>
<td>At least once a month.</td>
<td>4</td>
</tr>
<tr>
<td>Weekly...........</td>
<td>5</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know]...
- [Item legitimate skip/NA]
- [Nonrespondent]
- [Survey component legitimate skip/NA]
- [Missing]

**TOTA:** 16252 100.0% 100.0%

---

#### BYF74B

**STUDENT.PUB Rec. 3/5**

**Pos. 675-676**

**Format: N2**

How often use computer to learn about school events

<table>
<thead>
<tr>
<th></th>
<th>PER-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MSTD</td>
</tr>
<tr>
<td>Never...........</td>
<td>1</td>
</tr>
<tr>
<td>Once or twice a year.</td>
<td>2</td>
</tr>
<tr>
<td>Several times a year.</td>
<td>3</td>
</tr>
<tr>
<td>At least once a month.</td>
<td>4</td>
</tr>
<tr>
<td>Weekly...........</td>
<td>5</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know]...
- [Item legitimate skip/NA]
- [Nonrespondent]
- [Survey component legitimate skip/NA]
- [Missing]

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

G-267

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)
(a) To express concern to the school principal or teachers over school practices and policies
(b) 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3576</td>
<td>22.0%</td>
<td>78.7%</td>
</tr>
<tr>
<td>Weekly</td>
<td>50</td>
<td>0.3%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don't know] -1 2 0.0% (MISS)
- [Item legitimate skip/NA] -3 7793 48.0% (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] -9 274 1.7% (MISS)

TOTALS: 16252 100.0% 100.0%

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)
(a) To let school staff, counselors, teachers or the principal know which courses you would like your tenth grader to take
(b) 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3865</td>
<td>23.8%</td>
<td>84.5%</td>
</tr>
<tr>
<td>Weekly</td>
<td>34</td>
<td>0.2%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Don't know] -1 2 0.0% (MISS)
- [Item legitimate skip/NA] -3 7793 48.0% (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] -9 241 1.5% (MISS)

TOTALS: 16252 100.0% 100.0%

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>3277</td>
<td>20.3%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6740</td>
<td>41.5%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>2409</td>
<td>14.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Refused] -2 4 0.0% (MISS)
- [Nonrespondent] -4 2552 15.7% (MISS)
- [Multiple responses] -6 2 0.0% (MISS)
- [Partial interview-breakoff] -7 913 5.6% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 184 1.1% (MISS)

TOTALS: 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 tenth grader’s school?

**MARK ONE RESPONSE ON EACH LINE**

(a) **The school assigns too little homework**
(b) **My 10th grader is working hard at school**
(c) **My 10th grader is challenged at school**

---

#### 77a. The school assigns too little homework

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</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>7832</td>
<td>48.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1982</td>
<td>12.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>352</td>
<td>2.23%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>1</td>
<td>516</td>
<td>3.23%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Refused)</td>
<td>-2</td>
<td>9</td>
<td>0.6%</td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>[Multiple response]</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>234</td>
<td>1.4%</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>

---

#### 77b. My 10th grader is working hard at school

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</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>7832</td>
<td>48.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1982</td>
<td>12.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>352</td>
<td>2.23%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>1</td>
<td>516</td>
<td>3.23%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Refused)</td>
<td>-2</td>
<td>9</td>
<td>0.6%</td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>[Multiple response]</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>234</td>
<td>1.4%</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>

---

#### 77c. My 10th grader is challenged at school

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</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>7832</td>
<td>48.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1982</td>
<td>12.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>352</td>
<td>2.23%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>1</td>
<td>516</td>
<td>3.23%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Refused)</td>
<td>-2</td>
<td>9</td>
<td>0.6%</td>
</tr>
<tr>
<td>(Nonrespondent)</td>
<td>-4</td>
<td>2552</td>
<td>15.7%</td>
</tr>
<tr>
<td>[Multiple response]</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>234</td>
<td>1.4%</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>

---

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

#### 77. School preparing students well for jobs in workplace

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

<table>
<thead>
<tr>
<th>Source: ELS:2002 Parent Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies to: All respondents.</td>
</tr>
<tr>
<td><strong>Codes</strong></td>
</tr>
<tr>
<td>STRONGLY AGREE</td>
</tr>
<tr>
<td>AGREE</td>
</tr>
<tr>
<td>DISAGREE</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
</tr>
<tr>
<td>DON'T KNOW</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
</tr>
<tr>
<td>(Refused)</td>
</tr>
<tr>
<td>(Nonrespondent)</td>
</tr>
<tr>
<td>(Multiple responses)</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
</tr>
<tr>
<td>(Missing)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
</tr>
</tbody>
</table>

#### 78. School is a safe place

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

<table>
<thead>
<tr>
<th>Source: ELS:2002 Parent Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies to: All respondents.</td>
</tr>
<tr>
<td><strong>Codes</strong></td>
</tr>
<tr>
<td>STRONGLY AGREE</td>
</tr>
<tr>
<td>AGREE</td>
</tr>
<tr>
<td>DISAGREE</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
</tr>
<tr>
<td>(Refused)</td>
</tr>
<tr>
<td>(Nonrespondent)</td>
</tr>
<tr>
<td>(Multiple responses)</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
</tr>
<tr>
<td>(Missing)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
</tr>
</tbody>
</table>

#### 79. Parents have adequate say in setting school policy

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

<table>
<thead>
<tr>
<th>Source: ELS:2002 Parent Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies to: All respondents.</td>
</tr>
<tr>
<td><strong>Codes</strong></td>
</tr>
<tr>
<td>STRONGLY AGREE</td>
</tr>
<tr>
<td>AGREE</td>
</tr>
<tr>
<td>DISAGREE</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
</tr>
<tr>
<td>(Refused)</td>
</tr>
<tr>
<td>(Nonrespondent)</td>
</tr>
<tr>
<td>(Multiple responses)</td>
</tr>
<tr>
<td>(Partial interview-breakoff)</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
</tr>
<tr>
<td>(Missing)</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
</tr>
</tbody>
</table>
### Base-Year to First Follow-up Electronic Codebook

#### Appendix G:

**Parents work together supporting school policy**

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)

<table>
<thead>
<tr>
<th>Notes:</th>
<th>This one is a series of items, a through o.</th>
</tr>
</thead>
</table>

- **Apply to:** All respondents.  
- **Source:** ELS:2002 Parent Questionnaire

#### Total Code Frequencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Total Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reserve Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### 10th grader’s teachers are well trained

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)

- **Apply to:** All respondents.  
- **Source:** ELS:2002 Parent Questionnaire

#### Total Code Frequencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Total Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reserve Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Drinking on school grounds is 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)

- **Apply to:** All respondents.  
- **Source:** ELS:2002 Parent Questionnaire

#### Total Code Frequencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Total Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reserve Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Drinking on school grounds is 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)

- **Apply to:** All respondents.  
- **Source:** ELS:2002 Parent Questionnaire

#### Total Code Frequencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Total Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reserve Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Drinking on school grounds is 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)

- **Apply to:** All respondents.  
- **Source:** ELS:2002 Parent Questionnaire

#### Total Code Frequencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Total Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reserve Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Drinking on school grounds is 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)

- **Apply to:** All respondents.  
- **Source:** ELS:2002 Parent Questionnaire

#### Total Code Frequencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Total Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reserve Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Drinking on school grounds is 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)

- **Apply to:** All respondents.  
- **Source:** ELS:2002 Parent Questionnaire

#### Total Code Frequencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Total Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reserve Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Drinking on school grounds is 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)

- **Apply to:** All respondents.  
- **Source:** ELS:2002 Parent Questionnaire

#### Total Code Frequencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Total Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reserve Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Drinking on school grounds is 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)

- **Apply to:** All respondents.  
- **Source:** ELS:2002 Parent Questionnaire

#### Total Code Frequencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Total Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reserve Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
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

--------- STUDENT.PUB Rec. 3/5
--------- Pos. 709-710
Format: H2

<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>

Strongly agree.................... 1  471  2.9%  3.8%
Agree.............................. 2  2747 16.3% 15.6%
Disagree......................... 3  5514 33.9% 44.1%
Strongly disagree.............. 4  1503 9.2%  9.3%
Don't Know........................ -1  2164 13.3% 19.4%

RESERVE CODES:
[Refused].......................... -2  2  0.0% (MISS)
[Nonrespondent].................... -4  2552 15.7% (MISS)
[Partial interview-breakoff]..... -7  913 5.4% (MISS)
[Survey component legitimate skip/NA]........... -8  171 1.1% (MISS)
[Missing].......................... -9  213 1.3% (MISS)

TOTALS:                          14252 100.0% 100.0%

--------- STUDENT.PUB Rec. 3/5
--------- Pos. 711-712
Format: H2

Thieves on school grounds is 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)

m. 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

--------- STUDENT.PUB Rec. 3/5
--------- Pos. 709-710
Format: H2

<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>

Strongly agree.................... 1  320  2.0%  2.5%
Agree.............................. 2  1626 10.5% 15.3%
Disagree......................... 3  6784 41.7% 56.9%
Strongly disagree.............. 4  2621 16.3% 14.5%
Don't Know........................ -1  1241 7.6% 10.9%

RESERVE CODES:
[Refused].......................... -2  3  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  218 1.3% (MISS)

TOTALS:                          14252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYP78

**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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>1</td>
<td>6170</td>
<td>38.0%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>2</td>
<td>5700</td>
<td>35.1%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>3</td>
<td>1129</td>
<td>6.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>4</td>
<td>322</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] ................. -1 34 0.2% [MISS]
- [Refused] ................. -2 8 0.0% [MISS]
- [Nonrespondent] ................. -4 2552 15.7% [MISS]
- [Survey component legitimate skip/NA] ................. -8 171 1.1% [MISS]
- [Missing] ................. -9 166 1.0% [MISS]

**TOTALES:**

16252 100.0% 100.0%

#### BYP79

**How far in school do you want your tenth grader to go? Please mark only the highest level that applies.**

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

Applies to: All respondents.

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>Very satisfied</td>
<td>1</td>
<td>5269</td>
<td>32.4%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>2</td>
<td>4998</td>
<td>30.8%</td>
</tr>
<tr>
<td>Not important</td>
<td>3</td>
<td>1615</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] ................. -1 23 0.1% [MISS]
- [Refused] ................. -2 7 0.0% [MISS]
- [Item legitimate skip/NA] ................. -3 457 2.8% [MISS]
- [Nonrespondent] ................. -4 2552 15.7% [MISS]
- [Partial interview-breakoff] ................. -7 873 5.4% [MISS]
- [Survey component legitimate skip/NA] ................. -8 171 1.1% [MISS]
- [Missing] ................. -9 287 1.8% [MISS]

**TOTALES:**

16252 100.0% 100.0%

#### BYPI8A

**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)

- Low expenses (tuition, books, room and board)
- Not important

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
<td>8324</td>
<td>51.2%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>2694</td>
<td>16.4%</td>
</tr>
<tr>
<td>Not important</td>
<td>3</td>
<td>876</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] ................. -1 24 0.1% [MISS]
- [Refused] ................. -2 6 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] ................. -9 272 1.7% [MISS]

**TOTALES:**

16252 100.0% 100.0%

#### BYPI8B

**Post-sec school’s availability of 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)

- 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
<td>8324</td>
<td>51.2%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>2694</td>
<td>16.4%</td>
</tr>
<tr>
<td>Not important</td>
<td>3</td>
<td>876</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know] ................. -1 24 0.1% [MISS]
- [Refused] ................. -2 6 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] ................. -9 272 1.7% [MISS]

**TOTALES:**

16252 100.0% 100.0%
80. How important is each of the following to you in your tenth grader’s choice of a school to attend after high school?

(a) School's courses/curriculum important to parent
(b) Athletic program important to parent
(c) Social life at the school important to parent

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 COURSES/CURRICULUM IMPORTANT TO PARENT**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
<td>9460</td>
<td>58.2%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>2167</td>
<td>13.3%</td>
</tr>
<tr>
<td>Not important</td>
<td>3</td>
<td>140</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know] -1 38 0.2% (MISS)
- [Refused] -2 7 0.0% (MISS)
- [Item legitimate skip/NA] -3 457 2.8% (MISS)
- [Nonrespondent] -4 2552 15.7% (MISS)
- [Multiple responses] -6 3 0.0% (MISS)
- [Partial interview-breakoff] -7 873 5.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 384 2.4% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

**POST-SEC SCHOOL'S ATHLETIC PROGRAM IMPORTANT TO PARENT**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
<td>2530</td>
<td>15.6%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>5694</td>
<td>35.0%</td>
</tr>
<tr>
<td>Not important</td>
<td>3</td>
<td>3611</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don’t know] -1 29 0.2% (MISS)
- [Refused] -2 7 0.0% (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] -9 328 2.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%
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)
(Somewhat important; Very important; Not important)

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
<td>2445</td>
<td>15.0%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>5419</td>
<td>33.3%</td>
</tr>
<tr>
<td>Not important</td>
<td>3</td>
<td>3892</td>
<td>23.9%</td>
</tr>
</tbody>
</table>

Reserve Codes:
- Don’t know
- Item legitimate skip/NA
- Nonrespondent
- Multiple response
- Survey component legitimate skip/NA
- Missing

TOTALES: 16252 100.0% 100.0%

---

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)
(Somewhat important; Very important; Not important)

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
<td>5679</td>
<td>35.0%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2</td>
<td>1532</td>
<td>9.5%</td>
</tr>
<tr>
<td>Not important</td>
<td>3</td>
<td>1471</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

Reserve Codes:
- Don’t know
- Item legitimate skip/NA
- Nonrespondent
- Multiple response
- Survey component legitimate skip/NA
- Missing

TOTALES: 16252 100.0% 100.0%

---

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

G-274
### Appendix G: Base-Year to First-follow-up Electronic Codebook

---

#### BYP90K
**STUDENT.PUB Rec. 3/5**  
**Pos. 741-742**  
**Format: N2**

Post-elec school’s grad school placement 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)  
(Somewhat important; Very important; Not important)  
K. A good record for placing graduates in graduate school  
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7354</td>
<td>45.2%</td>
<td></td>
<td>61.0%</td>
</tr>
<tr>
<td>2</td>
<td>3364</td>
<td>20.7%</td>
<td></td>
<td>29.4%</td>
</tr>
<tr>
<td>3</td>
<td>1059</td>
<td>6.5%</td>
<td></td>
<td>9.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
(Don’t know).............. -1 21 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]  
Survey component legitimate skip/NA -8 171 1.1% [MISS]  
(Missing)................... -9 392 2.4% [MISS]  

**TOTALS:** 16252 100.0% 100.0%

---

#### BYP90L
**STUDENT.PUB Rec. 3/5**  
**Pos. 743-744**  
**Format: N2**

Post-elec school’s academic reputation 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)  
(Somewhat important; Very important; Not important)  
K. A strong reputation of the school’s academic programs  
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9732</td>
<td>59.9%</td>
<td></td>
<td>81.6%</td>
</tr>
<tr>
<td>2</td>
<td>1907</td>
<td>11.7%</td>
<td></td>
<td>16.7%</td>
</tr>
<tr>
<td>3</td>
<td>203</td>
<td>1.2%</td>
<td></td>
<td>1.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
(Don’t know).............. -1 19 0.1% [MISS]  
Item legitimate skip/NA.... -3 457 2.8% [MISS]  
Nonrespondent............. -4 2552 15.7% [MISS]  
Multiple responses......... -6 5 0.0% [MISS]  
Partial interview-breakoff -7 873 5.4% [MISS]  
Survey component legitimate skip/NA -8 171 1.1% [MISS]  
(Missing)................... -9 325 2.0% [MISS]  

**TOTALS:** 16252 100.0% 100.0%

---

#### BYPMK
**STUDENT.PUB Rec. 3/5**  
**Pos. 745-746**  
**Format: N2**

Post-elec school’s easy admission 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)  
(Somewhat important; Very important; Not important)  
K. Easy admissions standards  
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3677</td>
<td>22.6%</td>
<td></td>
<td>32.3%</td>
</tr>
<tr>
<td>2</td>
<td>4545</td>
<td>28.0%</td>
<td></td>
<td>39.5%</td>
</tr>
<tr>
<td>3</td>
<td>3484</td>
<td>21.4%</td>
<td></td>
<td>28.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
(Don’t know).............. -1 65 0.4% [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%

---

#### BYPML
**STUDENT.PUB Rec. 3/5**  
**Pos. 747-748**  
**Format: N2**

Post-elec school’s racial/ethnic makeup 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)  
(Somewhat important; Very important; Not important)  
K. Racial/ethnic composition of the school  
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2711</td>
<td>16.7%</td>
<td></td>
<td>22.6%</td>
</tr>
<tr>
<td>2</td>
<td>3677</td>
<td>22.6%</td>
<td></td>
<td>32.3%</td>
</tr>
<tr>
<td>3</td>
<td>4476</td>
<td>27.1%</td>
<td></td>
<td>36.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
(Don’t know).............. -1 76 0.5% [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%

---

#### BYPMN
**STUDENT.PUB Rec. 3/5**  
**Pos. 749-750**  
**Format: N2**

---

#### BYPMO
**STUDENT.PUB Rec. 3/5**  
**Pos. 751-752**  
**Format: N2**

---

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

---

**BYP00**  | STUDENT.PUB Rec. 3/5  
---

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 FOR EACH LINE!
  - **Very important**
  - **Somewhat important**
  - **Not important**

  **RESERVE CODES:**
  - [Don’t know].............
  - [Refused]..............
  - [Multiple response]......
  - [Nonrespondent].......

  **TOTALS:**

---

**BYP2**  | STUDENT.PUB Rec. 3/5  
---

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

---

**BYP3**  | STUDENT.PUB Rec. 3/5  
---

How far in school parent expects 10th grader will go

- **81.** In Question 79, you reported how far in school you expect 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.

  **RESERVE CODES:**
  - [Don’t know].............
  - [Refused]..............
  - [Multiple response]......
  - [Nonrespondent].......

  **TOTALS:**

---

**BYP4**  | STUDENT.PUB Rec. 3/5  
---

b. 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?
  - [Don’t know].............
  - [Refused]..............
  - [Multiple response]......
  - [Nonrespondent].......

  **TOTALS:**

---

**Appendix G:**

G-276
### ELS:2002 Parent Questionnaire

Applies to: Respondents who did something to have money for ed past high school.

**Bought an insurance policy**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>1</td>
<td>2166</td>
<td>13.3%</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>1</td>
<td>3779</td>
<td>23.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Don't know**
- **Refused**
- **Survey component legitimate skip/NA**
- **Survey component legitimate skip/NA**

**TOTeLS:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>2166</td>
<td>36.5%</td>
<td></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>3779</td>
<td>63.5%</td>
<td></td>
</tr>
</tbody>
</table>

Source: ELS:2002 Parent Questionnaire

Applies to: Respondents who did something to have money for ed past high school.

**Bought U.S. savings bonds**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>0</td>
<td>3726</td>
<td>22.9%</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>1</td>
<td>2240</td>
<td>13.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Don't know**
- **Refused**
- **Survey component legitimate skip/NA**

**TOTeLS:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>2240</td>
<td>34.7%</td>
<td></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>3726</td>
<td>65.3%</td>
<td></td>
</tr>
</tbody>
</table>

Source: ELS:2002 Parent Questionnaire

### ELS:2002 Parent Questionnaire

Applies to: Respondents who did something to have money for ed past high school.

**Made investments in stocks/real estate**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>0</td>
<td>2663</td>
<td>16.4%</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>1</td>
<td>3317</td>
<td>20.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Don't know**
- **Refused**
- **Survey component legitimate skip/NA**

**TOTeLS:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>3317</td>
<td>54.5%</td>
<td></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>2663</td>
<td>45.5%</td>
<td></td>
</tr>
</tbody>
</table>

Source: ELS:2002 Parent Questionnaire

Applies to: Respondents who did something to have money for ed past high school.

**Set up a college investment fund**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>0</td>
<td>3817</td>
<td>23.5%</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>1</td>
<td>2566</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Don't know**
- **Refused**
- **Survey component legitimate skip/NA**

**TOTeLS:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>2566</td>
<td>45.5%</td>
<td></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>3817</td>
<td>54.5%</td>
<td></td>
</tr>
</tbody>
</table>

Source: ELS:2002 Parent Questionnaire

---

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

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

----------
BYP83F
----------

Starting 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?

(Yes; No)

f. Started working another job and/or more hours

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

Applies to: Respondents who did something to have money for ed past high school.

Source: ELS:2002 Parent Questionnaire

----------
BYP83I
----------

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?

(Yes; No)

h. Established another form of savings

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

Applies to: Respondents who did something to have money for ed past high school.

Source: ELS:2002 Parent Questionnaire

----------
BYP83H
----------

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?

(Yes; No)

i. 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 m.

Applies to: Respondents who did something to have money for ed past high school.

Source: ELS:2002 Parent Questionnaire

----------
BYP83J
----------

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?

(Yes; No)

j. Planned to reduce other expenses in some way

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

Applies to: Respondents who did something to have money for ed past high school.

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

BYP83J

STUDENT: PUB Rec. 3/5
Pos. 773-774
Format: N2

Remortgaged property/taken 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>FREQ</th>
<th>PERCENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1</td>
<td>577</td>
<td>3.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td>3545</td>
<td>22.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Reserved]

TOTALS: 4122 100.0% 100.0%

BYP83L

STUDENT: PUB Rec. 3/5
Pos. 777-778
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)

j. 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>FREQ</th>
<th>PERCENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1</td>
<td>2423</td>
<td>14.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td>5352</td>
<td>32.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Reserved]

TOTALS: 7775 100.0% 100.0%

BYP83K

STUDENT: PUB Rec. 3/5
Pos. 775-776
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>FREQ</th>
<th>PERCENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>4898</td>
<td>30.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>890</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Reserved]

TOTALS: 3413 100.0% 100.0%

BYP83M

STUDENT: PUB Rec. 3/5
Pos. 779-780
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>5201</td>
<td>32.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>749</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Reserved]

TOTALS: 3440 100.0% 100.0%
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYP84

Amount of money set aside for 10th grader's future education

84. About how much money have you set aside for your 10th grader's future educational needs? (MARK ONE RESPONSE)

- None
- $ 2,000 or less
- $ 2,001-$5,000
- $ 5,001-$10,000
- $ 10,001-$20,000
- $ 20,001-$30,000
- $ 30,001-$50,000
- More than $50,000

Applies to: Respondents who did something to have money for ed past high school.
Source:ELS:2002 Parent Questionnaire

BYP85

Total family income from all sources 2001

Total family income from all sources in 2001 (categorized). If BYP85 was missing, the composite version (INCOME) had imputed values assigned. 85. Which category does your total family income from all sources in 2001 fall into? (If you are not sure about the amount, please estimate.) (MARK ONE RESPONSE)

- None
- $1,000 or less
- $1,001 - $9,999
- $10,000 - $19,999
- $20,000 - $29,999
- $30,000 - $39,999
- $40,000 - $49,999
- $50,000 or more

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

BYP86

# of earners contributed to family income

86. How many wage-earners in your household contributed to the family income reported in question 85? (MARK ONE RESPONSE)

- 1
- 2
- More than 2

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

BYP87

Received help in completing questionnaire

97. While completing this questionnaire, did anyone help you by translating, clarifying meanings of questions, or providing information? Yes (GO TO QUESTION 98 ON PAGE 35) No (SKIP TO QUESTION 99 ON PAGE 35)

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

BYP88

10th grader helped with questionnaire

98. Who assisted you? (MARK ONE RESPONSE ON EACH LINE)

- Yes
- No

Applies to: Respondent's who received help with questionnaire.
Source:ELS:2002 Parent Questionnaire

BYP89

RECEIVED HELP IN COMPLETING QUESTIONNAIRE 97.

[MARK ONE RESPONSE]

10th grader helped with questionnaire

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

G-280
### Spouse/partner helped with questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>938</td>
<td>5.8%</td>
<td>55.9%</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%

### Other family member helped with questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>13529</td>
<td>83.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1328</td>
<td>8.1%</td>
<td>57.4%</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%

### A friend helped with questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</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>
</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%
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

BT Teacher Questionnaire (English)

----------
BYTE01  STUDENT.PUB Rec. 3/5  Pos. 805-806  Format: H2
----------

Taught student in fall 2001 (English)

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 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 response 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 teachers.
Source: ELS:2002 Teacher Questionnaire

----------
BYTE04  STUDENT.PUB Rec. 3/5  Pos. 811-812  Format: H2
----------

Student usually works hard for good grades (English)

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

----------
BYTE05  STUDENT.PUB Rec. 3/5  Pos. 813-814  Format: H2
----------

Student relates well to others (English)

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

----------
BYTE03  STUDENT.PUB Rec. 3/5  Pos. 809-810  Format: H2
----------

Taught student in spring 2002 (English)

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

----------
BYTE02  STUDENT.PUB Rec. 3/5  Pos. 807-808  Format: H2
----------

How well remembers student from fall semester (English)

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

----------
<table>
<thead>
<tr>
<th>Student is exceptionally passive (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Is this student exceptionally passive or withdrawn in your class?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Don't know</td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>8</td>
<td>10269</td>
<td>63.4%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>1428</td>
<td>8.6%</td>
</tr>
<tr>
<td>Don't know...</td>
<td>-1</td>
<td>65</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent: -4 3799 23.4% (MISS)
- Survey component legitimate skip/NA: -8 171 1.1% (MISS)
- Missing: -9 220 1.4% (MISS)

TOTALS:
16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>Student talks with teacher outside of class (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Does this student talk with you outside of class about school work, plans for after high school, or personal matters?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Don't know</td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>8</td>
<td>7984</td>
<td>45.3%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>4988</td>
<td>29.7%</td>
</tr>
<tr>
<td>Don't know...</td>
<td>-1</td>
<td>33</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent: -4 3799 23.4% (MISS)
- Survey component legitimate skip/NA: -8 171 1.1% (MISS)
- Missing: -9 177 1.1% (MISS)

TOTALS:
16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>Spoke to parents about poor performance (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Have you communicated with this student’s parents this year about the following?</td>
</tr>
<tr>
<td>(Yes; No; Not applicable)</td>
</tr>
<tr>
<td>a. Student’s poor academic performance</td>
</tr>
<tr>
<td>b. Student’s disruptive behavior in school</td>
</tr>
<tr>
<td>c. Student’s failure to complete homework assignments</td>
</tr>
<tr>
<td>d. Student’s absenteeism</td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>7338</td>
<td>45.2%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>870</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA: -3 3836 23.6% (MISS)
- Nonrespondent: -4 3799 23.4% (MISS)
- Multiple responses: -6 9 0.5% (MISS)
- Survey component legitimate skip/NA: -8 171 1.1% (MISS)
- Missing: -9 229 1.4% (MISS)

TOTALS:
16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>Spoke to parents about not doing homework (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Have you communicated with this student’s parents this year about the following?</td>
</tr>
<tr>
<td>(Yes; No; Not applicable)</td>
</tr>
<tr>
<td>c. Student’s failure to complete homework assignments</td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>6587</td>
<td>40.5%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>2732</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA: -3 2716 16.7% (MISS)
- Nonrespondent: -4 3799 23.4% (MISS)
- Survey component legitimate skip/NA: -8 171 1.1% (MISS)
- Missing: -9 247 1.5% (MISS)

TOTALS:
16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>Spoke to parents about absenteeism (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Have you communicated with this student’s parents this year about the following?</td>
</tr>
<tr>
<td>(Yes; No; Not applicable)</td>
</tr>
<tr>
<td>d. Student’s absenteeism</td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>0</td>
<td>7481</td>
<td>46.0%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>794</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA: -3 3707 22.8% (MISS)
- Nonrespondent: -4 3799 23.4% (MISS)
- Multiple responses: -6 8 0.0% (MISS)
- Survey component legitimate skip/NA: -8 171 1.1% (MISS)
- Missing: -9 292 1.8% (MISS)

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

### BYTE08

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Item legitimate skip/NA]</td>
<td>-3</td>
<td>851</td>
<td>5.2%</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>342</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE09

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></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>140</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE10

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></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>177</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE11

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>7859</td>
<td>48.4%</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>772</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE12

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>7859</td>
<td>48.4%</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>177</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE13

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>7859</td>
<td>48.4%</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>145</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE14

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></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>140</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE15

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>7859</td>
<td>48.4%</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>145</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE16

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>7859</td>
<td>48.4%</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>145</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE17

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>7859</td>
<td>48.4%</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>145</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE18

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>7859</td>
<td>48.4%</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>145</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

---

### BYTE19

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>7859</td>
<td>48.4%</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>145</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

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

#### BYRE12B

**Student behind due to LEP (English)**

**12. Why has this student fallen behind in school work?**

(MARK ALL THAT APPLY)
- BYRE12A Health problem
- BYRE12B Limited proficiency in English language
- BYRE12C A disciplinary action
- BYRE12D Lack of effort
- BYRE12E Some other reason

Applies to: Teachers who report 10th grader is behind in school work.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td></td>
<td></td>
<td></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:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### BYRE12C

**Student behind due to disciplinary action (English)**

**12. Why has this student fallen behind in school work?**

(MARK ALL THAT APPLY)
- BYRE12A Health problem
- BYRE12B Limited proficiency in English language
- BYRE12C A disciplinary action
- BYRE12D Lack of effort
- BYRE12E Some other reason

Applies to: Teachers who report 10th grader is behind in school work.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td></td>
<td></td>
<td></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:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### BYRE12D

**Student behind due to lack of effort (English)**

**12. Why has this student fallen behind in school work?**

(MARK ALL THAT APPLY)
- BYRE12A Health problem
- BYRE12B Limited proficiency in English language
- BYRE12C A disciplinary action
- BYRE12D Lack of effort
- BYRE12E Some other reason

Applies to: Teachers who report 10th grader is behind in school work.
Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td></td>
<td></td>
<td></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:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

---

**G-285**
### How often student is absent (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1782</td>
<td>11.0%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2382</td>
<td>44.2%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>2680</td>
<td>16.5%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>287</td>
<td>2.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>All of the time</td>
<td>5</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]........... | -4 | 3799 | 23.4% |
- [Multiple response]........ | -6 | 1 | 0.3% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing]................ | -9 | 645 | 0.9% |

**TOTALS:**

16252 | 100.0% | 100.0%

### How often student is late (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>128</td>
<td>0.8%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>509</td>
<td>3.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>2309</td>
<td>14.2%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>16252</td>
<td>34.6%</td>
<td>47.5%</td>
</tr>
<tr>
<td>All of the time</td>
<td>3263</td>
<td>20.1%</td>
<td>26.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]........... | -4 | 3799 | 23.4% |
- [Multiple response]........ | -6 | 7 | 0.3% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing]................ | -9 | 645 | 0.9% |

**TOTALS:**

16252 | 100.0% | 100.0%

### How often student is disruptive in class (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>128</td>
<td>0.8%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>509</td>
<td>3.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>2309</td>
<td>14.2%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>16252</td>
<td>34.6%</td>
<td>47.5%</td>
</tr>
<tr>
<td>All of the time</td>
<td>3263</td>
<td>20.1%</td>
<td>26.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]........... | -4 | 3799 | 23.4% |
- [Multiple response]........ | -6 | 7 | 0.3% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing]................ | -9 | 645 | 0.9% |

**TOTALS:**

16252 | 100.0% | 100.0%

### How often student is attentive in class (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>128</td>
<td>0.8%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>509</td>
<td>3.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>2309</td>
<td>14.2%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>16252</td>
<td>34.6%</td>
<td>47.5%</td>
</tr>
<tr>
<td>All of the time</td>
<td>3263</td>
<td>20.1%</td>
<td>26.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]........... | -4 | 3799 | 23.4% |
- [Multiple response]........ | -6 | 7 | 0.3% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing]................ | -9 | 645 | 0.9% |

**TOTALS:**

16252 | 100.0% | 100.0%

### Spoke to counselor about poor performance (English)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No....</td>
<td>5901</td>
<td>36.3%</td>
<td>74.6%</td>
</tr>
<tr>
<td>Yes...</td>
<td>2049</td>
<td>12.6%</td>
<td>25.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA] | -3 | 4050 | 24.9% |
- [Nonrespondent]........... | -4 | 3799 | 23.4% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing]................ | -9 | 645 | 0.9% |

**TOTALS:**

16252 | 100.0% | 100.0%
18. Have you spoken to a guidance counselor or other member of the school staff this school year about the following? (1=Yes; 2=No; -3=Not necessary)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not applicable</td>
<td>8</td>
<td>5755</td>
<td>34.2%</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>906</td>
<td>5.6%</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**
- [Item legitimate skip/NA] -3 4847 29.4% (MISS)
- [Nonrespondent] -4 3799 23.4% (MISS)
- [Multiple responses] -6 1 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 1453 8.9% (MISS)

**TOTALES:**
16252 100.0% 100.0%

---

19. Have you recommended this student for academic honors, advanced placement, or honors classes? (Outstanding; Very Good; Good; Fair; Poor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not applicable</td>
<td>0</td>
<td>8339</td>
<td>51.3%</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>2182</td>
<td>13.7%</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**
- [Item legitimate skip/NA] -3 1365 8.4% (MISS)
- [Nonrespondent] -4 3799 23.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 196 1.2% (MISS)

**TOTALES:**
16252 100.0% 100.0%

---

20. How far in school do you expect this student to get in school? (Outstanding; Very Good; Good; Fair; Poor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not applicable</td>
<td>0</td>
<td>8339</td>
<td>51.3%</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>2182</td>
<td>13.7%</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**
- [Item legitimate skip/NA] -3 1365 8.4% (MISS)
- [Nonrespondent] -4 3799 23.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 196 1.2% (MISS)

**TOTALES:**
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>Description</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not applicable</td>
<td>0</td>
<td>8339</td>
<td>51.3%</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>2182</td>
<td>13.7%</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**
- [Item legitimate skip/NA] -3 1365 8.4% (MISS)
- [Nonrespondent] -4 3799 23.4% (MISS)
- [Multiple responses] -6 4 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 1453 8.9% (MISS)

**TOTALES:**
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

21. Please rate this student's compositional skills, as exhibited in performance in your English class:
   (Outstanding; Very Good; Good; Fair; Poor)
Note: This is one of a series of items, a through d, intended only for English teachers.

Applies to: All English teachers.
Source: ELS:2002 Teacher Questionnaire

22. What is your sex?
   Male
   Female

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

23. Are you Hispanic (or Latino/Latina)?
   Yes
   No

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

24. 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.

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

25. Counting this year, how many years have you taught at the elementary and secondary level? Please also note the number of years in total.
   Elementary Total (K-6) years
   Secondary (7-12) years

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

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

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

---

BYTE21D
SCHOOL.ED Rec. 3/5
---
Poz. 871-872
Format: N2

How well student expresses critical/creative thought (English)

---

BYTE25
SCHOOL.ED Rec. 3/5
---
Poz. 877-880
Format: N4

Teacher’s year of birth (English)

---

BYTE26A
SCHOOL.ED Rec. 3/5
---
Poz. 881-882
Format: N2

Years teaching at elementary level/K-6 (English)

---

BYTE26B
SCHOOL.ED Rec. 3/5
---
Poz. 883-884
Format: N2

Years teaching at secondary level/7-12 (English)

---

BYTE21
SCHOOL.ED Rec. 3/5
---
Poz. 875-876
Format: N2

Teacher is Hispanic (English)

---

BYTE24B
SCHOOL.ED Rec. 3/5
---
Poz. 883-884
Format: N2

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.

<table>
<thead>
<tr>
<th>Source: ELS:2002 Teacher Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODES</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>[0-40.14:2361/10.8072]..................</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
</tr>
<tr>
<td>[Nonrespondent]..........................</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
</tr>
<tr>
<td>[Missing]..................................</td>
</tr>
<tr>
<td>TOTALS:</td>
</tr>
</tbody>
</table>

27. Counting this year, how many years in total have you taught in this school?

<table>
<thead>
<tr>
<th>Source: ELS:2002 Teacher Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODES</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>[0-40.9:2734/9.1247]...................</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
</tr>
<tr>
<td>[Nonrespondent]..........................</td>
</tr>
<tr>
<td>(Survey component legitimate skip/NA)</td>
</tr>
<tr>
<td>(Missing)..................................</td>
</tr>
<tr>
<td>TOTALS:</td>
</tr>
</tbody>
</table>

28. What is your employment status in this school/system?

<table>
<thead>
<tr>
<th>Source: ELS:2002 Teacher Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODES</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Regular full-time teacher..................</td>
</tr>
<tr>
<td>Regular part-time teacher..................</td>
</tr>
<tr>
<td>Long-term substitute teacher.................</td>
</tr>
<tr>
<td>TOTALS:</td>
</tr>
</tbody>
</table>

29. In the state in which your school is located, what type of teaching certification do you hold in the field you teach the students named on the student list?

<table>
<thead>
<tr>
<th>Source: ELS:2002 Teacher Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODES</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Regular or standard certification.........</td>
</tr>
<tr>
<td>Probationary certification................</td>
</tr>
<tr>
<td>Temp/provisional/emergency certification</td>
</tr>
<tr>
<td>In program to obtain state certification</td>
</tr>
<tr>
<td>Uncertified/not in certification program</td>
</tr>
<tr>
<td>TOTALS:</td>
</tr>
</tbody>
</table>

30. What academic degree(s) do you hold?

<table>
<thead>
<tr>
<th>Source: ELS:2002 Teacher Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODES</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>No academic degree held (English).........</td>
</tr>
<tr>
<td>Yes..........................................</td>
</tr>
<tr>
<td>TOTALS:</td>
</tr>
</tbody>
</table>

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

QUESTION 33 ON PAGE 17. IF YOUR HIGHEST DEGREE IS A BACHELOR'S DEGREE 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.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTE10A</td>
<td>0</td>
<td>1174</td>
<td>72.3%</td>
</tr>
<tr>
<td>BTE10B</td>
<td>-4</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>BTE10C</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>BTE10D</td>
<td>-9</td>
<td>134</td>
<td>0.8%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>14292</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Yes ..................................... 1 697 4.3% 4.3%
No ...................................... 0 5741 35.3% 35.3%

Reserve Codes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTE10E</td>
<td>0</td>
<td>11581</td>
<td>71.6%</td>
</tr>
<tr>
<td>BTE10F</td>
<td>-4</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>BTE10G</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>BTE10H</td>
<td>-9</td>
<td>134</td>
<td>0.8%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>14292</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Yes ..................................... 1 860 5.3% 5.3%
No ...................................... 0 5741 35.3% 35.3%

Reserve Codes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTE10E</td>
<td>0</td>
<td>9736</td>
<td>59.9%</td>
</tr>
<tr>
<td>BTE10F</td>
<td>-4</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>BTE10G</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>BTE10H</td>
<td>-9</td>
<td>134</td>
<td>0.8%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>14292</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Yes ..................................... 1 9741 59.3% 59.3%
No ...................................... 0 5741 35.3% 35.3%

Reserve Codes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTE10E</td>
<td>0</td>
<td>895</td>
<td>5.5%</td>
</tr>
<tr>
<td>BTE10F</td>
<td>-4</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>BTE10G</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>BTE10H</td>
<td>-9</td>
<td>134</td>
<td>0.8%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>14292</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Yes ..................................... 1 895 5.5% 5.5%
No ...................................... 0 5741 35.3% 35.3%

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

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.)
BYTE30F Doctorate (Ph.D., Ed.D., D.P.H., 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)

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)
BYTE31C Bachelor's degree major (Non-English)
BYTE31D Bachelor's degree minor/2nd major (Non-English)
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.

 Applies to: Teachers who have a Bachelor's degree or higher.
Source: ELS:2002 Teacher Questionnaire

Bachelor's degree minor/2nd major (English)
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYTE32A STUDENT.PUB Rec. 3/5
---------- Pos. 911-912 Format: R2

Highest graduate degree major (English)

32. What were your major and minor (or 2nd major) fields of study for your highest graduate qualification?
Major
(MARK ONE RESPONSE IN EACH COLUMN)
Education
English
Mathematics
History/social studies/social science
Natural/physical sciences
Foreign languages
Physical education
Vocational education
Business
Other
Does not apply

Applies to: Teachers who have education specialist diploma or higher.
Source:ELS:2002 Teacher Questionnaire

Reserve Codes:
Other
Business
Physical education
Natural/physical sciences
History/social studies/social science
Mathematics
English
Education

COLUMNS FREQ CENT PCT
Source:ELS:2002 Teacher Questionnaire

BYTE33B STUDENT.PUB Rec. 3/5
---------- Pos. 913-914 Format: R2

Highest graduate degree minor/2nd major (English)

10 or more
7-9
4-6
1-3
None

Does not apply

Applies to: Teachers who have education specialist diploma or higher.
Source:ELS:2002 Teacher Questionnaire

Reserve Codes:
Item legitimate skip/NA
Survey component legitimate skip/NA
Missing

COLUMNS FREQ CENT PCT

# undergraduate English courses taken (English)

33. How many undergraduate and graduate courses have you taken in the subject area of the class(es) you teach the students named on the enclosed list? Please report the number of courses, not credit hours.
(MARK ONE RESPONSE ON EACH LINE)
(Does not apply; None; 1-3; 4-6; 7-9; 10 or more; I don’t know)
Note: This is one of a series of items, a through d.

Applies to: All English teachers.
Source:ELS:2002 Teacher Questionnaire

Reserve Codes:
Item legitimate skip/NA
Survey component legitimate skip/NA
Missing

COLUMNS FREQ PERCENT MDT

# graduate English courses taken (English)

33. How many undergraduate and graduate courses have you taken in the subject area of the class(es) you teach the students named on the enclosed list? Please report the number of courses, not credit hours.
(MARK ONE RESPONSE ON EACH LINE)
(Does not apply; None; 1-3; 4-6; 7-9; 10 or more; I don’t know)
Note: This is one of a series of items, a through d.

Applies to: All English teachers.
Source:ELS:2002 Teacher Questionnaire

Reserve Codes:
Item legitimate skip/NA
Survey component legitimate skip/NA
Missing

COLUMNS FREQ PERCENT MDT
### Base-Year to First Follow-up Electronic Codebook

#### Codebook Entries

#### BYTE34

| Source: ELS:2002 Teacher Questionnaire | |

#### BYTE35A

| Source: ELS:2002 Teacher Questionnaire | |

#### BYTE35B

| Source: ELS:2002 Teacher Questionnaire | |

#### BYTE35C

| Source: ELS:2002 Teacher Questionnaire | |

#### BYTE35D

| Source: ELS:2002 Teacher Questionnaire | |

#### BYTE35E

| Source: ELS:2002 Teacher Questionnaire | |

### Additional Notes

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

### App notes

#### BYTE34

If starting over whether would be a teacher again (English)

#### BYTE35A

How often use computer to create materials (English)

#### BYTE35B

How often use WWW sites to plan lessons (English)

#### BYTE35C

How often access model lesson plans from Internet (English)

#### BYTE35D

How often research teaching on Internet (English)

#### BYTE35E

How often take professional development courses on Internet (English)
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYTE35F

<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>9028</td>
<td>55.6%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>1373</td>
<td>8.8%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>1053</td>
<td>6.5%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>427</td>
<td>2.8%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>298</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
- Survey component legitimate skip/NA: -8
- Missing: -9

**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>

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

#### BYTE35G

<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>7281</td>
<td>44.8%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>3266</td>
<td>20.6%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>1461</td>
<td>9.0%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>202</td>
<td>1.2%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>87</td>
<td>0.5%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>23</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4
- Survey component legitimate skip/NA: -8
- Missing: -9

**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>

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

#### BYTE35H

<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>4578</td>
<td>28.2%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>4160</td>
<td>25.0%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>2796</td>
<td>17.2%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>529</td>
<td>3.3%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>211</td>
<td>1.3%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>65</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4
- Survey component legitimate skip/NA: -8
- Missing: -9

**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>

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

#### BYTE35I

<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>4658</td>
<td>28.7%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>4162</td>
<td>25.6%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>2528</td>
<td>15.6%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>583</td>
<td>3.6%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>188</td>
<td>1.2%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>80</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4
- Survey component legitimate skip/NA: -8
- Missing: -9

**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>

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

#### BYTE35J

<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>4578</td>
<td>28.2%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>4160</td>
<td>25.0%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>2796</td>
<td>17.2%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>529</td>
<td>3.3%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>211</td>
<td>1.3%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>65</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4
- Survey component legitimate skip/NA: -8
- Missing: -9

**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>

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

#### BYTE35K

<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>2244</td>
<td>13.8%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>1761</td>
<td>10.7%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>1650</td>
<td>9.9%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>1071</td>
<td>6.4%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>211</td>
<td>1.3%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>65</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4
- Survey component legitimate skip/NA: -8
- Missing: -9

**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>
35. How often do you use a computer at home or in school to: (MARK ONE RESPONSE ON EACH LINE)
   Use computer to post homework/information (English)
   (Never; Less than once a month; Between once a week and once a month; A few times a week; Almost every day; Every day)

   Code | Freq | Cent | Pct
   ---------------------------
   PER-WGTD
   1. Never                          1  5188  31.9%  40.3%
   2. Less than once a month         2  2101  12.9%  16.1%
   3. Between once a week and once a month 3  2764  17.0%  22.9%
   4. A few times a week             4  1407  8.7%  12.9%
   5. Almost every day               5  574   3.5%  4.6%
   6. Every day                      6  351   2.2%  2.3%

   TOTALS:                           16252 100.0% 100.0%

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

36. In the last 3 years, have you had 8 hours or more of training in basic computer skills (English)?

   Code | Freq | Cent | Pct
   ---------------------------
   PER-WGTD
   1. Yes                             1  2038 12.5%  17.4%
   2. No                              0 10303 63.4%  82.6%

   TOTALS:                            16252 100.0% 100.0%

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

37. In the last 3 years, have you had hours of training in basic computer training? (Yes; No)

   Code | Freq | Cent | Pct
   ---------------------------
   PER-WGTD
   1. Yes                             1  2038 12.5%  17.4%
   2. No                              0 10303 63.4%  82.6%

   TOTALS:                            16252 100.0% 100.0%

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

38. In the last 3 years, have you had training in these areas from any source? (Yes; No)

   a. Basic computer training

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

   Code | Freq | Cent | Pct
   ---------------------------
   PER-WGTD
   1. Yes                             1  2038 12.5%  17.4%
   2. No                              0 10303 63.4%  82.6%

   TOTALS:                            16252 100.0% 100.0%

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

39. In the last 3 years, have you had training in teaching special education students? (English)

   Code | Freq | Cent | Pct
   ---------------------------
   PER-WGTD
   1. Yes                             1  2038 12.5%  17.4%
   2. No                              0 10303 63.4%  82.6%

   TOTALS:                            16252 100.0% 100.0%

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

40. In the last 3 years, have you had training in teaching limited English proficiency (LEP) students? (English)

   Code | Freq | Cent | Pct
   ---------------------------
   PER-WGTD
   1. Yes                             1  2038 12.5%  17.4%
   2. No                              0 10303 63.4%  82.6%

   TOTALS:                            16252 100.0% 100.0%

Applies to: All teachers.
Source: ELS:2002 Teacher Questionnaire
### BYTE3EB

**STUDENT.PUB Rec. 3/5**  
Pos. 955-956  
Format: N2

**Received training in software applications (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>2615</td>
<td>16.1%</td>
<td>19.8%</td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td>9675</td>
<td>59.3%</td>
<td>80.2%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-8</td>
<td>3506</td>
<td>21.6% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>285</td>
<td>1.8% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

### BYTE3EC

**STUDENT.PUB Rec. 3/5**  
Pos. 957-958  
Format: N2

**Received training in use of Internet (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>2627</td>
<td>16.2%</td>
<td>19.3%</td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td>9647</td>
<td>59.5%</td>
<td>80.7%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3506</td>
<td>21.6% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>301</td>
<td>1.8% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

### BYTE3ED

**STUDENT.PUB Rec. 3/5**  
Pos. 959-960  
Format: N2

**Received training in use of other technology (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>6985</td>
<td>40.0%</td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td>5693</td>
<td>35.0%</td>
<td>48.0%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3506</td>
<td>21.6% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>297</td>
<td>1.8% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

### BYTE3EH

**STUDENT.PUB Rec. 3/5**  
Pos. 961-962  
Format: N2

**Received training in integrating technology in curriculum (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>2844</td>
<td>17.5%</td>
<td>20.3%</td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td>9504</td>
<td>58.5%</td>
<td>79.1%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3506</td>
<td>21.6% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>227</td>
<td>1.4% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

### BYT3E9

**STUDENT.PUB Rec. 3/5**  
Pos. 963-964  
Format: N2

**Received follow-up or advanced training (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No...</td>
<td>6882</td>
<td>42.4%</td>
<td>48.7%</td>
<td></td>
</tr>
<tr>
<td>Yes...</td>
<td>5314</td>
<td>32.8%</td>
<td>46.2%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3506</td>
<td>21.6% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>349</td>
<td>2.1% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%

### BYTE3E19

**STUDENT.PUB Rec. 3/5**  
Pos. 965-966  
Format: N2

**Days missed teaching during 1st semester (English)**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes...</td>
<td>12253</td>
<td>75.4%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>3506</td>
<td>21.6% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1% (MISS)</td>
<td></td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>322</td>
<td>2.0% (MISS)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:** 16252 100.0% 100.0%
### Additional part-time job related to education (English)

43. Is this part-time work related to the field of education?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>Freq</td>
<td>Pct</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Yes</td>
<td>3506</td>
<td>21.6%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>485</td>
<td>3.0%</td>
</tr>
<tr>
<td>Totals</td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Applies to: Teachers who have additional job part-time.

Source: ELS:2002 Teacher Questionnaire

### Importance of home background 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?

<table>
<thead>
<tr>
<th>Importance of Home Background to Student Success</th>
<th>Codes</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely important</td>
<td>3506</td>
<td>21.6%</td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>1876</td>
<td>11.5%</td>
<td></td>
</tr>
<tr>
<td>Not very important</td>
<td>7969</td>
<td>49.0%</td>
<td></td>
</tr>
<tr>
<td>Not at all important</td>
<td>340</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

### Importance of intellectual ability 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?

<table>
<thead>
<tr>
<th>Importance of Intellectual Ability to Student Success</th>
<th>Codes</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely important</td>
<td>3506</td>
<td>21.6%</td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>1876</td>
<td>11.5%</td>
<td></td>
</tr>
<tr>
<td>Not very important</td>
<td>340</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td>Not at all important</td>
<td>253</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

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

---

**BYTE40**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000</td>
<td>Holds additional full-time job (English)</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000</td>
<td>Yes, during the entire year (GO TO QUESTION 43)</td>
</tr>
<tr>
<td>1111</td>
<td>Yes, school year only (GO TO QUESTION 43)</td>
</tr>
<tr>
<td>2222</td>
<td>Yes, summer only (GO TO QUESTION 43)</td>
</tr>
</tbody>
</table>

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTE41**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000</td>
<td>Additional full-time job related to education (English)</td>
</tr>
</tbody>
</table>

41. Is this full-time work related to the field of education?

Yes

No

Apply to: Teachers who have additional job full-time.

Source: ELS:2002 Teacher Questionnaire

---

**BYTE42**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000</td>
<td>Holds additional part-time job (English)</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000</td>
<td>Yes, during the entire year (GO TO QUESTION 43)</td>
</tr>
<tr>
<td>1111</td>
<td>Yes, school year only (GO TO QUESTION 43)</td>
</tr>
<tr>
<td>2222</td>
<td>Yes, summer only (GO TO QUESTION 43)</td>
</tr>
</tbody>
</table>

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**G-297**
Appendix G:
Base-Year to First Follow-up Electronic Codebook

----------
BYTE44C   STUDENT.PUB Rec. 3/5
Pos. 793-980
Format: N2
----------
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)
   (Extremely important; Very important; Not very important; Not at all important)
   c. Student’s enthusiasm or perseverance
      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>
<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>------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

----------
BYTE44D   STUDENT.PUB Rec. 3/5
Pos. 981-982
Format: N2
----------
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)
   (Extremely important; Very important; Not very important; Not at all important)
   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.

Apply to: All teachers.
Source:ELS:2002 Teacher 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>------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

----------
BYTE44E   STUDENT.PUB Rec. 3/5
Pos. 983-984
Format: N2
----------
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)
   (Extremely important; Very important; Not very important; Not at all important)
   e. Teacher’s use of effective methods of teaching
      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>
<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>------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

----------
BYTE44F   STUDENT.PUB Rec. 3/5
Pos. 985-986
Format: N2
----------
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)
   (Extremely important; Very important; Not very important; Not at all important)
   f. Teacher’s enthusiasm or perseverance
      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>
<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>------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

----------
BYTE44G   STUDENT.PUB Rec. 3/5
Pos. 987-992
Format: N6
----------
Date teacher questionnaire completed [English]

47. Date survey completed:
   Month
   Day
   Year

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

----------
BYTE44H   STUDENT.PUB Rec. 3/5
Pos. 993-994
Format: N2
----------
Appendix G: Base-Year to First Follow-up Electronic Codebook

BT Teacher Questionnaire (Math)

---------
BYTM01
---------

STUDENT.PUB Rec. 3/5
Pos. 993-994
Format: R2

Taught student in fall 2001 (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)

   -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 teachers.
Source:ELS:2002 Teacher Questionnaire

---------
BYTM02
---------

STUDENT.PUB Rec. 3/5
Pos. 995-996
Format: R2

How well remembers student from fall semester (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

---------
BYTM03
---------

STUDENT.PUB Rec. 3/5
Pos. 997-998
Format: R2

Taught student in spring 2002 (math)

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

---------
BYTM04
---------

STUDENT.PUB Rec. 3/5
Pos. 999-1000
Format: R2

Student usually works hard for good grades (math)

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

---------
BYTM05
---------

STUDENT.PUB Rec. 3/5
Pos. 1001-1002
Format: R2

Student relates well to others (math)

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

---------
G-299
Appendix G:  
Base-Year to First Follow-up Electronic Codebook

--------
BYTM06  
--------
Student is exceptionally passive (math)

6. Is this student exceptionally passive or withdrawn in your class?
Yes
No
Don't know

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>8</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]                     -4  3242  19.9% (MISS)
[Multiple response]                  -6  171  1.1% (MISS)
[Missing]                            -8  179  1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYTM07  
--------
Student talks with teacher outside of class (math)

7. Does this student talk with you outside of class about school work, plans for after high school, or personal matters?
Yes
No
Don't know

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>8163</td>
<td>50.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4482</td>
<td>27.0%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>55</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent]                     -4  3242  19.9% (MISS)
[Survey component legitimate skip/NA] -8  171  1.1% (MISS)
[Missing]                            -9  179  1.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYTM08A  
--------
Spoke to parents about poor performance (math)

8. Have you communicated with this student’s parents this year about the following?
Yes
No
Don’t know

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>PER-CENT</th>
<th>MWTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>6731</td>
<td>47.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3027</td>
<td>20.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Item legitimate skip/NA]            -3  2911  17.9% (MISS)
[Nonrespondent]                      -4  3242  19.9% (MISS)
[Survey component legitimate skip/NA] -8  171  1.1% (MISS)
[Missing]                            -9  168  1.0% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYTM08B  
--------
Spoke to parents about disruptive behavior (math)

8. Have you communicated with this student’s parents this year about the following?
Yes
No
Don’t applicable

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>PER-CENT</th>
<th>MWTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>7648</td>
<td>47.1%</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]            -3  4055  25.0% (MISS)
[Nonrespondent]                      -4  3242  19.9% (MISS)
[Survey component legitimate skip/NA] -8  171  1.1% (MISS)
[Missing]                            -9  211  1.3% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYTM08C  
--------
Spoke to parents about not doing homework (math)

8. Have you communicated with this student’s parents this year about the following?
Yes
No
Don’t applicable

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>PER-CENT</th>
<th>MWTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>6731</td>
<td>47.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3027</td>
<td>20.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Item legitimate skip/NA]            -3  2911  17.9% (MISS)
[Nonrespondent]                      -4  3242  19.9% (MISS)
[Survey component legitimate skip/NA] -8  171  1.1% (MISS)
[Missing]                            -9  168  1.0% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYTM08D  
--------
Spoke to parents about absenteeism (math)

8. Have you communicated with this student’s parents this year about the following?
Yes
No
Don’t applicable

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>PER-CENT</th>
<th>MWTD-PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>7648</td>
<td>47.1%</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]            -3  4055  25.0% (MISS)
[Nonrespondent]                      -4  3242  19.9% (MISS)
[Survey component legitimate skip/NA] -8  171  1.1% (MISS)
[Missing]                            -9  211  1.3% (MISS)

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

---

**BYTM08**  
STUDENT.PUB Rec. 3/5
---
Pos. 1015-1016  
Format: N2
---

Spoke to parents about accomplishments (math)

8. Have you communicated with this student’s parents this year about the following?
   a. Student’s accomplishments

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

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM09**  
STUDENT.PUB Rec. 3/5
---
Pos. 1017-1018  
Format: N2
---

Parents’ level of involvement (math)

9. How involved are the parents of this student in his/her academic performance?
   a. Very involved
   b. Somewhat involved
   c. Not involved
   d. Don’t Know

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM10**  
STUDENT.PUB Rec. 3/5
---
Pos. 1019-1020  
Format: N2
---

Difficulty of class for student (math)

10. Is this class too difficult, the appropriate level, or not challenging enough for this student?
   a. Too difficult
   b. Appropriate level
   c. Not challenging enough

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM11**  
STUDENT.PUB Rec. 3/5
---
Pos. 1021-1022  
Format: N2
---

Student has disability 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?
   a. Yes
   b. No
   c. Don’t know

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM12**  
STUDENT.PUB Rec. 3/5
---
Pos. 1023-1024  
Format: N2
---

Student has fallen behind in school work (math)

12. Has this student fallen behind in school work?
   a. Yes
   b. No
   c. Don’t know

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

**BYTM12A**  
STUDENT.PUB Rec. 4/5
---
Pos. 1-2  
Format: N2
---

Student behind due to health problem (math)

12. Why has this student fallen behind in school work?
   a. [MARK ALL THAT APPLY]
   b. BYTM12A Health problem
   c. BYTM12B Limited proficiency in English language
   d. BYTM12C A disciplinary action
   e. BYTM12D Lack of effort
   f. BYTM12E Some other reason

Apply to: Teachers who report 10th grader is behind in school work.

Source: ELS:2002 Teacher Questionnaire

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

---

BYTM12B STUDENT.PUB Rec. 4/5
Pos. 3-4 Format: N2

**Student behind due to LEP (math)**

12. Why has this student fallen behind in school work? (Mark ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYTM1A3</td>
<td>16</td>
<td>16</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1B1</td>
<td>100</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1C7</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1D9</td>
<td>5</td>
<td>5</td>
<td>50.0%</td>
</tr>
<tr>
<td>BYTM1E4</td>
<td>3</td>
<td>3</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

Applies to: Teachers who report 10th grader is behind in school work.

Source: ELS:2002 Teacher Questionnaire

---

BYTM12C STUDENT.PUB Rec. 4/5
Pos. 5-6 Format: N2

**Student behind due to disciplinary action (math)**

12. Why has this student fallen behind in school work? (Mark ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYTM1A1</td>
<td>100</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1B2</td>
<td>100</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1C6</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1D8</td>
<td>5</td>
<td>5</td>
<td>50.0%</td>
</tr>
<tr>
<td>BYTM1E3</td>
<td>3</td>
<td>3</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

Applies to: Teachers who report 10th grader is behind in school work.

Source: ELS:2002 Teacher Questionnaire

---

BYTM12D STUDENT.PUB Rec. 4/5
Pos. 7-8 Format: N2

**Student behind due to lack of effort (math)**

12. Why has this student fallen behind in school work? (Mark ALL THAT APPLY)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYTM1A2</td>
<td>16</td>
<td>16</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1B3</td>
<td>100</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1C5</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1D7</td>
<td>5</td>
<td>5</td>
<td>50.0%</td>
</tr>
<tr>
<td>BYTM1E2</td>
<td>3</td>
<td>3</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

Applies to: Teachers who report 10th grader is behind in school work.

Source: ELS:2002 Teacher Questionnaire

---

BYTM13 STUDENT.PUB Rec. 4/5
Pos. 11-12 Format: N2

**How often student completes homework (math)**

13. How often does this student complete homework assignments for your class?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYTM1A5</td>
<td>100</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1B4</td>
<td>100</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1C4</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1D6</td>
<td>5</td>
<td>5</td>
<td>50.0%</td>
</tr>
<tr>
<td>BYTM1E1</td>
<td>3</td>
<td>3</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

BYTM14 STUDENT.PUB Rec. 4/5
Pos. 13-14 Format: N2

**How often student is absent (math)**

14. How often is this student absent from your class?

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYTM1A6</td>
<td>100</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1B5</td>
<td>100</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1C3</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
</tr>
<tr>
<td>BYTM1D5</td>
<td>5</td>
<td>5</td>
<td>50.0%</td>
</tr>
<tr>
<td>BYTM1E0</td>
<td>3</td>
<td>3</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

G-302
### Base-Year to First Follow-up Electronic Codebook

**Appendix G:**

**BYTM15**

**Pos. 15-16**

**Format: R2**

How often student is tardy (math)

<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>7435</td>
<td>45.7%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3541</td>
<td>21.8%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>3</td>
<td>1418</td>
<td>8.7%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>4</td>
<td>254</td>
<td>1.6%</td>
</tr>
<tr>
<td>All of the time</td>
<td>5</td>
<td>50</td>
<td>0.3%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>42</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

| [Nonrespondent]                | -4   | 3242 | 19.9%|
| [Survey component legitimate skip/NA] | -8   | 171  | 1.1% |
| [Missing]                      | -9   | 99   | 0.6% |

**TOTALS:**

16252 100.0% 100.0%

**Source:** ELS:2002 Teacher Questionnaire

**Applies to:** All teachers.

**BYTM16**

**Pos. 17-18**

**Format: R2**

How often student is attentive in class (math)

<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>7435</td>
<td>45.7%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3541</td>
<td>21.8%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>3</td>
<td>1418</td>
<td>8.7%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>4</td>
<td>254</td>
<td>1.6%</td>
</tr>
<tr>
<td>All of the time</td>
<td>5</td>
<td>50</td>
<td>0.3%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>-1</td>
<td>42</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

| [Nonrespondent]                | -4   | 3242 | 19.9%|
| [Survey component legitimate skip/NA] | -8   | 171  | 1.1% |
| [Missing]                      | -9   | 99   | 0.6% |

**TOTALS:**

16252 100.0% 100.0%

**Source:** ELS:2002 Teacher Questionnaire

**Applies to:** All teachers.

**BYTM17**

**Pos. 19-20**

**Format: R2**

Have you recommended this student for academic honors, advanced placement, or honors classes? (math)

<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>6285</td>
<td>38.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2119</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

| [Item legitimate skip/NA]       | -3   | 4182 | 25.7%|
| [Nonrespondent]                | -4   | 3242 | 19.9%|
| [Survey component legitimate skip/NA] | -8   | 171  | 1.1% |
| [Missing]                      | -9   | 253  | 1.6% |

**TOTALS:**

16252 100.0% 100.0%

**Source:** ELS:2002 Teacher Questionnaire

**Applies to:** All teachers.

**BYTM18**

**Pos. 21-22**

**Format: R2**

Spoke to counselor about poor performance (math)

<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>6285</td>
<td>38.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2119</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

| [Item legitimate skip/NA]       | -3   | 4182 | 25.7%|
| [Nonrespondent]                | -4   | 3242 | 19.9%|
| [Survey component legitimate skip/NA] | -8   | 171  | 1.1% |
| [Missing]                      | -9   | 253  | 1.6% |

**TOTALS:**

16252 100.0% 100.0%

**Source:** ELS:2002 Teacher Questionnaire

**Applies to:** All teachers.

**BYTM19**

**Pos. 23-24**

**Format: R2**

Recommended student for AP/honors classes/academic honors (math)

<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>6285</td>
<td>38.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2119</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

| [Item legitimate skip/NA]       | -3   | 4182 | 25.7%|
| [Nonrespondent]                | -4   | 3242 | 19.9%|
| [Survey component legitimate skip/NA] | -8   | 171  | 1.1% |
| [Missing]                      | -9   | 253  | 1.6% |

**TOTALS:**

16252 100.0% 100.0%

**Source:** ELS:2002 Teacher Questionnaire

**Applies to:** All teachers.

**Note:** This is one of a series of items, a through b.
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYTM20**
**STUDENT.PUB Rec. 4/5**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>236</td>
<td>1.5%</td>
<td>1.9%</td>
</tr>
<tr>
<td>2</td>
<td>2056</td>
<td>12.8%</td>
<td>17.4%</td>
</tr>
<tr>
<td>3</td>
<td>2313</td>
<td>13.1%</td>
<td>18.0%</td>
</tr>
<tr>
<td>4</td>
<td>936</td>
<td>5.8%</td>
<td>7.5%</td>
</tr>
<tr>
<td>5</td>
<td>4911</td>
<td>10.3%</td>
<td>37.3%</td>
</tr>
<tr>
<td>6</td>
<td>1349</td>
<td>8.3%</td>
<td>9.7%</td>
</tr>
<tr>
<td>7</td>
<td>377</td>
<td>2.3%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] -4
- [Multiple response] -6
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%

---

**BYTM21**
**STUDENT.PUB Rec. 4/5**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5743</td>
<td>35.2%</td>
<td>46.5%</td>
</tr>
<tr>
<td>2</td>
<td>7240</td>
<td>44.5%</td>
<td>55.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%

---

**BYTM22**
**STUDENT.PUB Rec. 4/5**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>236</td>
<td>1.5%</td>
<td>1.9%</td>
</tr>
<tr>
<td>2</td>
<td>2056</td>
<td>12.8%</td>
<td>17.4%</td>
</tr>
<tr>
<td>3</td>
<td>2313</td>
<td>13.1%</td>
<td>18.0%</td>
</tr>
<tr>
<td>4</td>
<td>936</td>
<td>5.8%</td>
<td>7.5%</td>
</tr>
<tr>
<td>5</td>
<td>4911</td>
<td>10.3%</td>
<td>37.3%</td>
</tr>
<tr>
<td>6</td>
<td>1349</td>
<td>8.3%</td>
<td>9.7%</td>
</tr>
<tr>
<td>7</td>
<td>377</td>
<td>2.3%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] -4
- [Multiple response] -6
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%

---

**BYTM23**
**STUDENT.PUB Rec. 4/5**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5743</td>
<td>35.2%</td>
<td>46.5%</td>
</tr>
<tr>
<td>2</td>
<td>7240</td>
<td>44.5%</td>
<td>55.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%

---

**BYTM24**
**STUDENT.PUB Rec. 4/5**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5743</td>
<td>35.2%</td>
<td>46.5%</td>
</tr>
<tr>
<td>2</td>
<td>7240</td>
<td>44.5%</td>
<td>55.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%

---

**BYTM25**
**STUDENT.PUB Rec. 4/5**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12327</td>
<td>75.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%

---

**BYTM26**
**STUDENT.PUB Rec. 4/5**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12327</td>
<td>75.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] -4
- [Survey component legitimate skip/NA] -8
- [Missing] -9

**TOTALS:**

16252 100.0% 100.0%
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.
Total (K-12) years
Note: Values of 40 represent 40 or more years of teaching.
Applies to: All teachers.
Source: ELS:2002 Teacher Questionnaire

---

28. What is your employment status in this school or school system?
(MARK ONE RESPONSE)

---

30. What academic degree(s) do you hold?
(MARK ALL THAT APPLY)

---

Base-Year to First Follow-up Electronic Codebook

Appendix G:
### 30. What academic degree(s) do you hold?

(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No degree</td>
<td>BYTM30A</td>
<td>0</td>
<td>12245</td>
<td>75.3%</td>
</tr>
<tr>
<td>Associate degree [A.A., A.S., etc.]</td>
<td>BYTM30B</td>
<td>1</td>
<td>784</td>
<td>4.8%</td>
</tr>
<tr>
<td>Bachelor's degree [B.A., B.S., etc.]</td>
<td>BYTM30C</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>Education specialist/professional diploma</td>
<td>BYTM30D</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Master's [M.A., M.S., M.B.A., etc.]</td>
<td>BYTM30E</td>
<td>-39</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Doctorate [Ph.D., Ed.D., D.P.H., etc.]</td>
<td>BYTM30F</td>
<td>-9</td>
<td>39</td>
<td>0.2%</td>
</tr>
<tr>
<td>First professional [M.D., D.D.S., J.D./L.L.B., etc.]</td>
<td>BYTM30G</td>
<td>-9</td>
<td>39</td>
<td>0.2%</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.

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

### 30. What academic degree(s) do you hold?

(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No degree</td>
<td>BYTM30A</td>
<td>0</td>
<td>12245</td>
<td>75.3%</td>
</tr>
<tr>
<td>Associate degree [A.A., A.S., etc.]</td>
<td>BYTM30B</td>
<td>1</td>
<td>784</td>
<td>4.8%</td>
</tr>
<tr>
<td>Bachelor's degree [B.A., B.S., etc.]</td>
<td>BYTM30C</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>Education specialist/professional diploma</td>
<td>BYTM30D</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Master's [M.A., M.S., M.B.A., etc.]</td>
<td>BYTM30E</td>
<td>-39</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Doctorate [Ph.D., Ed.D., D.P.H., etc.]</td>
<td>BYTM30F</td>
<td>-9</td>
<td>39</td>
<td>0.2%</td>
</tr>
<tr>
<td>First professional [M.D., D.D.S., J.D./L.L.B., etc.]</td>
<td>BYTM30G</td>
<td>-9</td>
<td>39</td>
<td>0.2%</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.

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

### 30. What academic degree(s) do you hold?

(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No degree</td>
<td>BYTM30A</td>
<td>0</td>
<td>12245</td>
<td>75.3%</td>
</tr>
<tr>
<td>Associate degree [A.A., A.S., etc.]</td>
<td>BYTM30B</td>
<td>1</td>
<td>784</td>
<td>4.8%</td>
</tr>
<tr>
<td>Bachelor's degree [B.A., B.S., etc.]</td>
<td>BYTM30C</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>Education specialist/professional diploma</td>
<td>BYTM30D</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Master's [M.A., M.S., M.B.A., etc.]</td>
<td>BYTM30E</td>
<td>-39</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Doctorate [Ph.D., Ed.D., D.P.H., etc.]</td>
<td>BYTM30F</td>
<td>-9</td>
<td>39</td>
<td>0.2%</td>
</tr>
<tr>
<td>First professional [M.D., D.D.S., J.D./L.L.B., etc.]</td>
<td>BYTM30G</td>
<td>-9</td>
<td>39</td>
<td>0.2%</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.

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

### 30. What academic degree(s) do you hold?

(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No degree</td>
<td>BYTM30A</td>
<td>0</td>
<td>12245</td>
<td>75.3%</td>
</tr>
<tr>
<td>Associate degree [A.A., A.S., etc.]</td>
<td>BYTM30B</td>
<td>1</td>
<td>784</td>
<td>4.8%</td>
</tr>
<tr>
<td>Bachelor's degree [B.A., B.S., etc.]</td>
<td>BYTM30C</td>
<td>-4</td>
<td>3013</td>
<td>18.5%</td>
</tr>
<tr>
<td>Education specialist/professional diploma</td>
<td>BYTM30D</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>Master's [M.A., M.S., M.B.A., etc.]</td>
<td>BYTM30E</td>
<td>-39</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Doctorate [Ph.D., Ed.D., D.P.H., etc.]</td>
<td>BYTM30F</td>
<td>-9</td>
<td>39</td>
<td>0.2%</td>
</tr>
<tr>
<td>First professional [M.D., D.D.S., J.D./L.L.B., etc.]</td>
<td>BYTM30G</td>
<td>-9</td>
<td>39</td>
<td>0.2%</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.

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire
### First professional degree held (math)

30. What academic degree(s) do you hold?  
(MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>RESERVE CODES:</th>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>12992</td>
<td>79.9%</td>
<td>99.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>177</td>
<td>1.1%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

#### TOTALS:
-9        490     3.0%  (MISS)

#### Codes (0-9, 0 = Not applicable, 9 = all applicable)

- Business: 9
- Vocational education: 8
- Natural/physical sciences: 5
- History/social studies/social science: 4
- Mathematics: 3
- English: 2
- Education: 1

---

### Bachelor's degree major (math)

31. What were your major and minor (or 2nd major) fields of study for your bachelor's degree?

(MARK ONE RESPONSE IN EACH COLUMN)

<table>
<thead>
<tr>
<th>Major</th>
<th>Education</th>
<th>English</th>
<th>Mathematics</th>
<th>History/social studies/social science</th>
<th>Natural/physical sciences</th>
<th>Physical education</th>
<th>Vocational education</th>
<th>Business</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>FREQ</td>
<td>CENT</td>
<td>PCT</td>
<td>Codes</td>
<td>FREQ</td>
<td>CENT</td>
<td>PCT</td>
<td>Codes</td>
<td>FREQ</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1930</td>
<td>11.9%</td>
<td>1.0%</td>
<td>7083</td>
<td>43.6%</td>
<td>59.0%</td>
<td>1</td>
<td>145</td>
</tr>
</tbody>
</table>

#### TOTALS:
16252  100.0%  100.0%

---

### Bachelor's degree minor/2nd major (math)

32. What were your major and minor (or 2nd major) fields of study for your highest graduate qualification?

(MARK ONE RESPONSE IN EACH COLUMN)

<table>
<thead>
<tr>
<th>Major</th>
<th>Education</th>
<th>English</th>
<th>Mathematics</th>
<th>History/social studies/social science</th>
<th>Natural/physical sciences</th>
<th>Physical education</th>
<th>Vocational education</th>
<th>Business</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>FREQ</td>
<td>CENT</td>
<td>PCT</td>
<td>Codes</td>
<td>FREQ</td>
<td>CENT</td>
<td>PCT</td>
<td>Codes</td>
<td>FREQ</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1807</td>
<td>11.1%</td>
<td>20.4%</td>
<td>2</td>
<td>388</td>
<td>2.4%</td>
<td>3.9%</td>
<td>3</td>
</tr>
</tbody>
</table>

#### TOTALS:
16252  100.0%  100.0%

---

### Highest graduate degree major (math)

33. What were your major and minor (or 2nd major) fields of study for your highest graduate qualification?

(MARK ONE RESPONSE IN EACH COLUMN)

<table>
<thead>
<tr>
<th>Major</th>
<th>Education</th>
<th>English</th>
<th>Mathematics</th>
<th>History/social studies/social science</th>
<th>Natural/physical sciences</th>
<th>Physical education</th>
<th>Vocational education</th>
<th>Business</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>FREQ</td>
<td>CENT</td>
<td>PCT</td>
<td>Codes</td>
<td>FREQ</td>
<td>CENT</td>
<td>PCT</td>
<td>Codes</td>
<td>FREQ</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1376</td>
<td>18.5%</td>
<td>27.1%</td>
<td>2</td>
<td>151</td>
<td>1.9%</td>
<td>3.9%</td>
<td>3</td>
</tr>
</tbody>
</table>

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

--------
**BYTM32B**
STUDENT.PUB Rec. 4/5
--------
Pos. 69-70
Format: R2

**Highest graduate degree minor/2nd major (math)**

32. What were your major and minor (or 2nd major) fields of study for your highest graduate qualification?

Minor/2nd major

**MARK ONE RESPONSE IN EACH COLUMN**

- Education
- English
- Mathematics
- History/social studies/social science
- Natural/physical sciences
- Physical education
- Vocational education
- Business
- Other

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

Applies to: Teachers who have education specialist diploma or higher.

**Source:** ELS:2002 Teacher Questionnaire

---------
**BYTM32A**
STUDENT.PUB Rec. 4/5
--------
Pos. 71-72
Format: R2

# undergraduate math courses taken (math)

---------
**BYTM35A**
STUDENT.PUB Rec. 4/5
--------
Pos. 77-78
Format: R2

If starting over whether would be a teacher again (math)

**Source:** ELS:2002 Teacher Questionnaire

---------
**BYTM34**
STUDENT.PUB Rec. 4/5
--------
Pos. 75-76
Format: R2

# graduate math courses taken (math)

---------
**Source:** ELS:2002 Teacher Questionnaire

### Codes

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>476</td>
<td>29.1%</td>
<td>27.7%</td>
</tr>
<tr>
<td>1</td>
<td>271</td>
<td>16.7%</td>
<td>16.7%</td>
</tr>
<tr>
<td>2</td>
<td>259</td>
<td>16.2%</td>
<td>16.2%</td>
</tr>
<tr>
<td>3</td>
<td>248</td>
<td>15.4%</td>
<td>15.5%</td>
</tr>
<tr>
<td>4</td>
<td>238</td>
<td>14.7%</td>
<td>14.7%</td>
</tr>
<tr>
<td>5</td>
<td>237</td>
<td>14.7%</td>
<td>14.7%</td>
</tr>
<tr>
<td>6</td>
<td>236</td>
<td>14.7%</td>
<td>14.7%</td>
</tr>
<tr>
<td>7</td>
<td>235</td>
<td>14.7%</td>
<td>14.7%</td>
</tr>
<tr>
<td>8</td>
<td>234</td>
<td>14.7%</td>
<td>14.7%</td>
</tr>
<tr>
<td>9</td>
<td>233</td>
<td>14.7%</td>
<td>14.7%</td>
</tr>
<tr>
<td>10</td>
<td>232</td>
<td>14.7%</td>
<td>14.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know]...
- [Item legitimate skip/NA]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:**

16252 100.0% 100.0%

--------
**Bytm33d**
StUDENT.PUB Rec. 4/5
--------
Pos. 71-72
Format: R2

# graduate math courses taken (math)

---------
**Source:** ELS:2002 Teacher Questionnaire

### Codes

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or more</td>
<td>5</td>
<td>7817</td>
<td>48.1%</td>
</tr>
<tr>
<td>7-9</td>
<td>4</td>
<td>2003</td>
<td>12.3%</td>
</tr>
<tr>
<td>4-6</td>
<td>3</td>
<td>1193</td>
<td>7.3%</td>
</tr>
<tr>
<td>1-3</td>
<td>2</td>
<td>653</td>
<td>4.0%</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>128</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:**

16252 100.0% 100.0%

---------
**Bytm33c**
StUDENT.PUB Rec. 4/5
--------
Pos. 73-74
Format: R2

# undergraduate math courses taken (math)

---------
**Source:** ELS:2002 Teacher Questionnaire

### Codes

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PWTD</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>4.0%</td>
</tr>
<tr>
<td>4-6</td>
<td>3</td>
<td>1193</td>
<td>7.3%</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>

**RESERVE CODES:**

- [Don't know]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALS:**

16252 100.0% 100.0%

---------
**Bytm33a**
StUDENT.PUB Rec. 4/5
--------
Pos. 77-78
Format: R2

# graduate math courses taken (math)

---------
**Source:** ELS:2002 Teacher Questionnaire

### Codes

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>614</td>
<td>3.8%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>2</td>
<td>1262</td>
<td>7.8%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>3</td>
<td>3246</td>
<td>20.3%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>4</td>
<td>3912</td>
<td>24.2%</td>
</tr>
<tr>
<td>Every day</td>
<td>5</td>
<td>2639</td>
<td>16.2%</td>
</tr>
<tr>
<td>6</td>
<td>1287</td>
<td>7.9%</td>
<td>10.7%</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

BYTM31B STUDENT.PUB Rec. 4/5
Pos. 79-80 Format: N2
How often use Web sites to plan lessons (math)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE IN 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)
b. 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTPT</th>
</tr>
</thead>
<tbody>
<tr>
<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>26.6%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>3853</td>
<td>23.7%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>1597</td>
<td>9.8%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>477</td>
<td>2.9%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>124</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent] -4
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 16252 100.0% 100.0%

------

BYTM35C STUDENT.PUB Rec. 4/5
Pos. 81-82 Format: N2
How often use model lesson plans from Internet (math)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE IN 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)
c. 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>3567</td>
<td>18.9%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>2940</td>
<td>24.2%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>2849</td>
<td>12.6%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>481</td>
<td>3.0%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>90</td>
<td>0.5%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>17</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent] -4
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 16252 100.0% 100.0%

------

BYTM39C STUDENT.PUB Rec. 4/5
Pos. 83-84 Format: N2
How often use Internet for research on teaching (math)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE IN 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)
d. 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTPT</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>1913</td>
<td>11.9%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>489</td>
<td>3.0%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>110</td>
<td>0.7%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>23</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent] -4
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 16252 100.0% 100.0%

------

BYTM43C STUDENT.PUB Rec. 4/5
Pos. 85-86 Format: N2
How often take professional development courses via Internet (math)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE IN 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>1188</td>
<td>68.8%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>239</td>
<td>13.5%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>156</td>
<td>8.9%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>124</td>
<td>7.1%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>41</td>
<td>2.3%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>27</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent] -4
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 16252 100.0% 100.0%

------

BYTM47C STUDENT.PUB Rec. 4/5
Pos. 87-88 Format: N2
How often use Internet for colleague discussions (math)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE IN 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)
f. Participate in discussions via the Internet with colleagues?
Note: This is one of a series of items, a through n.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>1323</td>
<td>74.5%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>1616</td>
<td>9.9%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>962</td>
<td>5.5%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>343</td>
<td>2.0%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>255</td>
<td>1.5%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>90</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent] -4
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 16252 100.0% 100.0%

------

BYTM51C STUDENT.PUB Rec. 4/5
Pos. 89-90 Format: N2
How often download instructional software from Internet (math)

35. How often do you use a computer at home or in school to
(MARK ONE RESPONSE IN 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)
g. Download instructional software from the Internet to use in class?
Note: This is one of a series of items, a through n.

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WTPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>7420</td>
<td>45.7%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>3921</td>
<td>24.1%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>1586</td>
<td>10.3%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>196</td>
<td>1.2%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>48</td>
<td>0.3%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>9</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent] -4
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 16252 100.0% 100.0%

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

**Appendix G:**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never.</td>
<td>1717</td>
<td>43.4%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>2571</td>
<td>22.0%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>1480</td>
<td>9.1%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>449</td>
<td>2.8%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>769</td>
<td>1.2%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>81</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] | -4 | 3013 | 18.5% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing] | -9 | 171 | 1.1% |

**TOTALS:** 16252 100.0% 100.0%

---

<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>1382</td>
<td>8.5%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>1053</td>
<td>6.5%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>1405</td>
<td>8.4%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>2311</td>
<td>13.0%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>6486</td>
<td>39.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] | -4 | 3013 | 18.5% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing] | -9 | 171 | 1.1% |

**TOTALS:** 16252 100.0% 100.0%

---

<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>6833</td>
<td>42.0%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>2</td>
<td>3767</td>
<td>23.2%</td>
</tr>
<tr>
<td>Between once a week and once a month</td>
<td>3</td>
<td>1545</td>
<td>9.3%</td>
</tr>
<tr>
<td>A few times a week</td>
<td>4</td>
<td>441</td>
<td>2.7%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>5</td>
<td>176</td>
<td>1.1%</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
<td>70</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent] | -4 | 3013 | 18.5% |
- [Survey component legitimate skip/NA] | -8 | 171 | 1.1% |
- [Missing] | -9 | 171 | 1.1% |

**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)

(No; Yes)

Never

Less than once a month

Between once a week and once a month

Almost every day

Every day

[RESERVE CODES]

[Survey component legitimate skip/NA]

[MISSING]

TOTALS:

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

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

38. In the last 3 years, have you received training in these
areas from any source?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

a. Basic computer training

b. Software applications

c. Use of the Internet

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

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

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

b. Software applications

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

Applies to: All teachers.

Source: ELS:2002 Teacher Questionnaire

Note: This is one of a series of items, a through f.
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

BYTM38D

STUDENT.PUB Rec. 4/5
Pos. 115-116
Format: R2

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 ..................................... 1 5688 32.0% 42.6%
No ...................................... 0 7133 43.9% 53.2%

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
Pos. 121-122
Format: R2

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
Pos. 123-124
Format: R2

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?

Yes, school year only (GO TO QUESTION 41)
Yes, summer 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
Pos. 125-126
Format: R2

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
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)

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

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

a. Student's enthusiasm or perseverance
b. Student's intellectual ability
c. Teacher's attention to the unique interests and abilities of the student

---

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

G-313
### Appendix G:

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

<table>
<thead>
<tr>
<th>BYTM44E</th>
<th>STUDENT.PUB Rec. 4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos.</td>
<td>139-140</td>
</tr>
<tr>
<td>Format</td>
<td>N2</td>
</tr>
</tbody>
</table>

**Importance of teaching methods to student success (math)**

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

44. When students are successful in achieving intended goals or objectives, is it 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)**
  - a. Teacher’s use of effective methods of teaching
    - Note: This is one of a series of items, a through f.

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

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>BYTM45B</th>
<th>STUDENT.PUB Rec. 4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos.</td>
<td>145-146</td>
</tr>
<tr>
<td>Format</td>
<td>N2</td>
</tr>
</tbody>
</table>

**People must be born with math ability (math)**

45. How much do you agree or disagree with the following statements? (Mark 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>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **(Strongly agree; Agree; Disagree; Strongly disagree)**
  - b. 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, intended only for math teachers.

Apply to: All math teachers.

Source: ELS:2002 Teacher Questionnaire

<table>
<thead>
<tr>
<th>BYTM47</th>
<th>STUDENT.PUB Rec. 4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos.</td>
<td>147-152</td>
</tr>
<tr>
<td>Format</td>
<td>N6</td>
</tr>
</tbody>
</table>

**Date teacher questionnaire completed (math)**

47. Date survey completed:

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

Apply to: All teachers.

Source: ELS:2002 Teacher Questionnaire

---

ByDateYear
Base-Year to First Follow-up Electronic Codebook

Appendix G:

Number of full-time teachers categorical

<table>
<thead>
<tr>
<th>Total number of certified teachers. Continuous on the restricted file; categorical on public use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 0-10</td>
</tr>
<tr>
<td>2 11-20</td>
</tr>
<tr>
<td>3 21-30</td>
</tr>
<tr>
<td>4 21-35</td>
</tr>
<tr>
<td>5 46-60</td>
</tr>
<tr>
<td>6 60+</td>
</tr>
</tbody>
</table>

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

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10 teachers</td>
<td>1</td>
<td>408</td>
<td>2.5%</td>
</tr>
<tr>
<td>11-20 teachers</td>
<td>2</td>
<td>831</td>
<td>5.1%</td>
</tr>
<tr>
<td>21-30 teachers</td>
<td>3</td>
<td>1312</td>
<td>8.1%</td>
</tr>
<tr>
<td>31-45 teachers</td>
<td>4</td>
<td>1932</td>
<td>11.3%</td>
</tr>
<tr>
<td>46-60 teachers</td>
<td>5</td>
<td>2184</td>
<td>13.4%</td>
</tr>
<tr>
<td>More than 60 teachers</td>
<td>6</td>
<td>8689</td>
<td>53.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-8 171 1.1% (MISS)
-9 825 5.1% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYFTTP

<table>
<thead>
<tr>
<th>Total number of certified teachers. Continuous on the restricted file; categorical on public use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 0-10</td>
</tr>
<tr>
<td>2 11-20</td>
</tr>
<tr>
<td>3 21-30</td>
</tr>
<tr>
<td>4 21-35</td>
</tr>
<tr>
<td>5 46-60</td>
</tr>
<tr>
<td>6 60+</td>
</tr>
</tbody>
</table>

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

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10 teachers</td>
<td>1</td>
<td>408</td>
<td>2.5%</td>
</tr>
<tr>
<td>11-20 teachers</td>
<td>2</td>
<td>831</td>
<td>5.1%</td>
</tr>
<tr>
<td>21-30 teachers</td>
<td>3</td>
<td>1312</td>
<td>8.1%</td>
</tr>
<tr>
<td>31-45 teachers</td>
<td>4</td>
<td>1932</td>
<td>11.3%</td>
</tr>
<tr>
<td>46-60 teachers</td>
<td>5</td>
<td>2184</td>
<td>13.4%</td>
</tr>
<tr>
<td>More than 60 teachers</td>
<td>6</td>
<td>8689</td>
<td>53.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-8 171 1.1% (MISS)
-9 825 5.1% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYSCMDFG

<table>
<thead>
<tr>
<th>Number of full-time teachers categorical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 0-10 teachers</td>
</tr>
<tr>
<td>2 11-20 teachers</td>
</tr>
<tr>
<td>3 21-30 teachers</td>
</tr>
<tr>
<td>4 21-35 teachers</td>
</tr>
<tr>
<td>5 46-60 teachers</td>
</tr>
<tr>
<td>6 60+ teachers</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-8 171 1.1% (MISS)
-9 825 5.1% (MISS)

TOTALS: 16252 100.0% 100.0%

---

BYADMSTA

<table>
<thead>
<tr>
<th>School year administrator questionnaire status</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 no admin quex completed</td>
</tr>
<tr>
<td>1 full admin quex completed</td>
</tr>
<tr>
<td>2 admin quex completed</td>
</tr>
</tbody>
</table>

SAS Code:
/!
* BYADMSTA indicates whether the respondent completed a full admin quex, an abbreviated admin quex, or if they didn't complete a quex at all. Values are assigned to BYADMSTA accordingly /!
-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 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...
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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

F1FTTP STUDENT.PUB Rec. 4/5
Pos. 165-166 Format: N2

F1 Number of full-time teachers categorical

Total number of certified teachers. Continuous on the restricted file; categorical on public use:
1 0-10
2 11-20
3 21-30
4 21-35
5 46-60
6 61-75
7 76-100
8 101-150
9 More than 150

Note: F1FTTP includes expanded categories beyond BYFTTP categories.
Value 6 from BYFTTP maps to values 6-9 in F1FTTP.
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 teachers............................</td>
<td>1</td>
<td>185</td>
<td>1.1%</td>
</tr>
<tr>
<td>11-20 teachers..........................</td>
<td>2</td>
<td>628</td>
<td>3.9%</td>
</tr>
<tr>
<td>21-30 teachers..........................</td>
<td>3</td>
<td>591</td>
<td>3.6%</td>
</tr>
<tr>
<td>31-45 teachers..........................</td>
<td>4</td>
<td>1717</td>
<td>10.6%</td>
</tr>
<tr>
<td>46-60 teachers..........................</td>
<td>5</td>
<td>1550</td>
<td>9.5%</td>
</tr>
<tr>
<td>61-75 teachers..........................</td>
<td>6</td>
<td>1451</td>
<td>8.9%</td>
</tr>
<tr>
<td>76-100 teachers.........................</td>
<td>7</td>
<td>2187</td>
<td>13.5%</td>
</tr>
<tr>
<td>101-150 teachers........................</td>
<td>8</td>
<td>2114</td>
<td>13.0%</td>
</tr>
<tr>
<td>More than 150 teachers..................</td>
<td>9</td>
<td>765</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-4 Nonrespondent...................... 565 3.5% [MISS]
-8 Survey component legitimate skip/NA 3825 23.5% [MISS]
-9 Missing............................. 274 1.7% [MISS]

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

**BT Administrator Questionnaire**

**Survey component legitimate skip/NA**
-8       171     1.1%   (MISS)

**Partial interview-breakoff**
-7       1829    11.3%   (MISS)

**Nonrespondent**
-4        174     1.1%   (MISS)

**RESERVE CODES:**
-2        2442    15.0%    13.5%

**PER-**

**WGTD**

**Notes:**
-9: “Missing” is filled for questions that are not answered when the student was present but was not able to answer the question
-7: “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.
-6: “Out of range” represents questionnaire respondents who reported values that are out of range.
-5: “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.
-3: “Out of range” represents questionnaire respondents who reported values that are out of range.
-2: “Refused” represents respondents who indicated that they refused to answer the question.
-1: “Don’t know” represents respondents who indicated that they didn’t know the answer to the question.

**Way of teaching students with different abilities**

1. How would you describe the crime level in the neighborhood(s) in which your students live? (MARK ONE RESPONSE)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester system</td>
<td>1</td>
<td>10746</td>
<td>66.1%</td>
</tr>
<tr>
<td>Trimester system</td>
<td>2</td>
<td>5752</td>
<td>35.3%</td>
</tr>
<tr>
<td>Quarter system</td>
<td>3</td>
<td>10746</td>
<td>66.1%</td>
</tr>
</tbody>
</table>

### Appendix H:

**Type of academic calendar**

6. What kind of academic calendar does your school have? (MARK ONE RESPONSE)

Applies to: All respondents.

Applies to: All respondents.

**Note:** This question contained a footnote with the following text:

-9: “Missing” is filled for questions that are not answered when the student was present but was not able to answer the question
-8: “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.
-7: “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.
-6: “Out of range” represents questionnaire respondents who reported values that are out of range.
-5: “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.
-3: “Out of range” represents questionnaire respondents who reported values that are out of range.
-2: “Refused” represents respondents who indicated that they refused to answer the question.
-1: “Don’t know” represents respondents who indicated that they didn’t know the answer to the question.

**Way of teaching students with different abilities**

2. 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 motivations (do not include Special Education students when considering your answer)? (MARK ONE RESPONSE)

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated courses/open with prerequisites</td>
<td>2</td>
<td>2442</td>
<td>15.0%</td>
</tr>
<tr>
<td>Differentiated courses and grouping</td>
<td>3</td>
<td>2660</td>
<td>16.4%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>346</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
-4        174     1.1%   (MISS)
-3        123     0.8%   (MISS)
-2        317     1.5%   (MISS)
-1        158     1.0%   (MISS)

**TOTALES:**
16252 100.0% 100.0%
# 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.

## RESERVE CODES:

- 35-126, 61, 5065, 19.4174

## CODES AND FREQUENCIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 periods</td>
<td>210</td>
<td>1.3%</td>
<td>0.9%</td>
</tr>
<tr>
<td>4 periods</td>
<td>4137</td>
<td>26.7%</td>
<td>29.8%</td>
</tr>
<tr>
<td>5 periods</td>
<td>104</td>
<td>1.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>6 periods</td>
<td>3576</td>
<td>22.0%</td>
<td>24.7%</td>
</tr>
<tr>
<td>7 periods</td>
<td>4283</td>
<td>26.4%</td>
<td>25.0%</td>
</tr>
<tr>
<td>8 periods</td>
<td>2463</td>
<td>15.2%</td>
<td>14.4%</td>
</tr>
<tr>
<td>9 periods</td>
<td>616</td>
<td>3.8%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

## Totals

<table>
<thead>
<tr>
<th>Freq.</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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.

## RESERVE CODES:

- [0-100, 37, 4233/33, 0.0218]

## CODES AND FREQUENCIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[25-126, 61, 5065, 19.4174]</td>
<td>15836</td>
<td>97.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Totals

<table>
<thead>
<tr>
<th>Freq.</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

10. What is a typical full academic class load for 10th grade students in your school per semester or term?  
Note: This school level variable is replicated on the student file for all BY eligible sample members.

## RESERVE CODES:

- [0-100, 8, 9613/8, 1075]

## CODES AND FREQUENCIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[25-126, 61, 5065, 19.4174]</td>
<td>8502</td>
<td>52.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Totals

<table>
<thead>
<tr>
<th>Freq.</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

11. Is this school coeducational?  
(MARK ONE RESPONSE)

- Yes
- No

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

## RESERVE CODES:

- [0-50, 8, 9613/8, 1075]

## CODES AND FREQUENCIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3500</td>
<td>21.5%</td>
<td>21.5%</td>
<td></td>
</tr>
</tbody>
</table>

## Totals

<table>
<thead>
<tr>
<th>Freq.</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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.  
School sponsored community service  
Note: This is one in a series of items, a through i.

## RESERVE CODES:

- [0-100, 8, 9613/8, 1075]

## CODES AND FREQUENCIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[25-126, 61, 5065, 19.4174]</td>
<td>9854</td>
<td>60.6%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Totals

<table>
<thead>
<tr>
<th>Freq.</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

13. Work study

## RESERVE CODES:

- [0-100, 8, 9613/8, 1075]

## CODES AND FREQUENCIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[25-126, 61, 5065, 19.4174]</td>
<td>3500</td>
<td>21.5%</td>
<td>21.5%</td>
</tr>
</tbody>
</table>

## Totals

<table>
<thead>
<tr>
<th>Freq.</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

14. 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.  
Work Study  
Note: This is one in a series of items, a through i.

## RESERVE CODES:

- [0-50, 8, 9613/8, 1075]

## CODES AND FREQUENCIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[25-126, 61, 5065, 19.4174]</td>
<td>8502</td>
<td>52.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Totals

<table>
<thead>
<tr>
<th>Freq.</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

No, it is an all-male school.

Yes.

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

## RESERVE CODES:

- [0-50, 8, 9613/8, 1075]

## CODES AND FREQUENCIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[25-126, 61, 5065, 19.4174]</td>
<td>8502</td>
<td>52.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Totals

<table>
<thead>
<tr>
<th>Freq.</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

--------
BYA12C STUDENT.PUB Rec. 4/5
--------
**% 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.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has academic counseling program.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100,79.2907/29.5161</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</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] -9 147 2.1% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYA12D STUDENT.PUB Rec. 4/5
--------
**% 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.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has vocational counseling program.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100,47.7715/34.8784</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</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] -9 472 2.9% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYA12E STUDENT.PUB Rec. 4/5
--------
**% 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.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has a dropout prevention program.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100,19.6327/28.6173</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</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 2.2% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYA12F STUDENT.PUB Rec. 4/5
--------
**% 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.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has a gang prevention program.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100,23.3594/33.6417</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Item legitimate skip/NA] -3 9861 61.3% (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] -9 384 2.4% (MISS)

TOTALS: 16252 100.0% 100.0%

--------
BYA12G STUDENT.PUB Rec. 4/5
--------
**% 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.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

Applies to: Respondents whose school has an alcohol/drug prevention program.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100,43.6878/37.7868</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

Applies to: Respondents whose school has an AIDS education program.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100,42.6911/32.8695</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</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%

G-320
% in crisis 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.

Crisis prevention

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100]</td>
<td>4010</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

When parents notified of absences

11. When students are absent without an excuse, are parents notified? (MARK ONE RESPONSE)

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100]</td>
<td>4010</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

% 10th graders in general high school 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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100]</td>
<td>4010</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

% 10th graders in other specialized programs

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.)

Other specialized high school program (such as fine art)

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100]</td>
<td>4010</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

% 10th graders in voc/tech/business 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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER</th>
<th>WTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100]</td>
<td>4010</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
### 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.)

- **Special education (with Individualized Education Plan (IEP))**
- **Remedial math**
- **English as a second language**

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

---

#### 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.)

- **Alternative program**
- **Remedial reading**
- **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

---

#### 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.)

- **English as a second language**
- **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

---

#### 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**
- **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

---

#### 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: Reserve Codes

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQUENCY</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100, 2599/0, 9929</td>
<td>c</td>
<td>15011</td>
<td>92.4%</td>
</tr>
<tr>
<td>0-100, 1, 9354/6, 2028</td>
<td>c</td>
<td>12772</td>
<td>78.6%</td>
</tr>
<tr>
<td>0-100, 3, 6684/8, 1098</td>
<td>c</td>
<td>12986</td>
<td>79.9%</td>
</tr>
<tr>
<td>0-100, 5, 845/9, 4679</td>
<td>c</td>
<td>12844</td>
<td>79.0%</td>
</tr>
</tbody>
</table>

---

## Note

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

After school/summer outreach
Note: This is one in a series of items, a through x.
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>0-100</td>
<td>3,8127/9,0333</td>
<td>c</td>
<td>12735</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent</td>
<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>
</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>1243</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

15. Do students in your school engage in each of the following activities during their high school years?
(MARK ONE RESPONSE ON EACH LINE)

Yes, all students do this............... 3 2140 12.2% 14.9%
No, some students do this............... 2 7503 46.2% 59.0%
No, students do not do this............. 1 4048 24.9% 26.1%

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>Nonrespondent</td>
<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>
</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>1243</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

TOTALES: 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

**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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered on site</td>
<td>1</td>
<td>5999</td>
</tr>
<tr>
<td>Offered at area vocational school</td>
<td>2</td>
<td>1201</td>
</tr>
</tbody>
</table>

**Total:** 16252

#### BYA17D

**STUDENT.PUB Rec. 4/5**  
Pos. 261-262  
Format: N2

**Health care 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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered at area vocational school</td>
<td>2</td>
<td>3957</td>
</tr>
<tr>
<td>Offered on site</td>
<td>3</td>
<td>2950</td>
</tr>
</tbody>
</table>

**Total:** 16252

---

### Marketing/distribution 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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered at area vocational school</td>
<td>2</td>
<td>1201</td>
</tr>
<tr>
<td>Offered on site</td>
<td>3</td>
<td>3141</td>
</tr>
</tbody>
</table>

**Total:** 16252

#### BYA17E

**STUDENT.PUB Rec. 4/5**  
Pos. 263-264  
Format: N2

**Public/protective service 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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered at area vocational school</td>
<td>2</td>
<td>1947</td>
</tr>
<tr>
<td>Offered on site</td>
<td>3</td>
<td>7006</td>
</tr>
</tbody>
</table>

**Total:** 16252

---

#### BYA17F

**STUDENT.PUB Rec. 4/5**  
Pos. 259-260  
Format: N2

**d. Health care**

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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered at area vocational school</td>
<td>2</td>
<td>1829</td>
</tr>
<tr>
<td>Offered on site</td>
<td>3</td>
<td>174</td>
</tr>
</tbody>
</table>

**Total:** 16252

---

### G-324
### 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)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Frequencies</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6254</td>
<td>38.5%</td>
<td>64.7%</td>
</tr>
<tr>
<td>2</td>
<td>2245</td>
<td>13.8%</td>
<td>21.6%</td>
</tr>
<tr>
<td>3</td>
<td>1687</td>
<td>10.4%</td>
<td>13.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Multiple responses
- Partial interview-breakoff
- Survey component legitimate skip/NA
- Missing

**TOTALS:**

16252 100.0% 100.0%

### Trade/industry/transportation 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)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Frequencies</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1480</td>
<td>9.1%</td>
<td>14.6%</td>
</tr>
<tr>
<td>2</td>
<td>1827</td>
<td>11.3%</td>
<td>19.3%</td>
</tr>
<tr>
<td>3</td>
<td>7007</td>
<td>43.1%</td>
<td>65.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA
- Nonrespondent
- Multiple responses
- 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

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. Communication technology

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>offered on site</td>
<td>1</td>
<td>4788</td>
</tr>
<tr>
<td>offered at area vocational school</td>
<td>2</td>
<td>1704</td>
</tr>
<tr>
<td>not offered</td>
<td>3</td>
<td>3807</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[item legitimate skip/NA]</td>
<td>-3</td>
<td>3211</td>
</tr>
<tr>
<td>[nonrespondent]</td>
<td>-4</td>
<td>174</td>
</tr>
<tr>
<td>multiple response</td>
<td>-6</td>
<td>419</td>
</tr>
<tr>
<td>[partial interview-breakoff]</td>
<td>-7</td>
<td>1829</td>
</tr>
<tr>
<td>survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
</tr>
<tr>
<td>missing</td>
<td>-9</td>
<td>463</td>
</tr>
<tr>
<td>totals:</td>
<td>---</td>
<td>16252</td>
</tr>
</tbody>
</table>

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)

k. Computer technology

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>offered on site</td>
<td>1</td>
<td>3369</td>
</tr>
<tr>
<td>offered at area vocational school</td>
<td>2</td>
<td>2367</td>
</tr>
<tr>
<td>not offered</td>
<td>3</td>
<td>3632</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[item legitimate skip/NA]</td>
<td>-3</td>
<td>3211</td>
</tr>
<tr>
<td>[nonrespondent]</td>
<td>-4</td>
<td>174</td>
</tr>
<tr>
<td>multiple response</td>
<td>-6</td>
<td>62</td>
</tr>
<tr>
<td>[partial interview-breakoff]</td>
<td>-7</td>
<td>1829</td>
</tr>
<tr>
<td>survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
</tr>
<tr>
<td>missing</td>
<td>-9</td>
<td>937</td>
</tr>
<tr>
<td>totals:</td>
<td>---</td>
<td>16252</td>
</tr>
</tbody>
</table>

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)

l. Other technology

Applies to: Respondents whose school has voc-tech programs or services.

Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>offered on site</td>
<td>1</td>
<td>3369</td>
</tr>
<tr>
<td>offered at area vocational school</td>
<td>2</td>
<td>3367</td>
</tr>
<tr>
<td>not offered</td>
<td>3</td>
<td>3869</td>
</tr>
<tr>
<td>Reserve Codes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[item legitimate skip/NA]</td>
<td>-3</td>
<td>3211</td>
</tr>
<tr>
<td>[nonrespondent]</td>
<td>-4</td>
<td>174</td>
</tr>
<tr>
<td>multiple response</td>
<td>-6</td>
<td>44</td>
</tr>
<tr>
<td>[partial interview-breakoff]</td>
<td>-7</td>
<td>1829</td>
</tr>
<tr>
<td>survey component legitimate skip/NA</td>
<td>-8</td>
<td>171</td>
</tr>
<tr>
<td>missing</td>
<td>-9</td>
<td>410</td>
</tr>
<tr>
<td>totals:</td>
<td>---</td>
<td>16252</td>
</tr>
</tbody>
</table>

G-326
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)

(1) Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered

n. Child care and 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

---

### BVA17O

**Student.Pub Rec. 4/5**

**Pos. 281-284**

**Format: N2**

**Child care/education 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)

(1) Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered

n. Child care and 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

---

### BVA17P

**Student.Pub Rec. 4/5**

**Pos. 285-286**

**Format: N2**

**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)

(1) Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered

p. Other occupational program

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

---

### BVA17Q

**Student.Pub Rec. 4/5**

**Pos. 283-284**

**Format: N2**

**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)

(1) Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered

o. Personal and other services (e.g., cosmetology, fashion design)

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

---

### BVA17R

**Student.Pub Rec. 4/5**

**Pos. 285-286**

**Format: N2**

**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)

(1) Offered on site at your school; Offered off site at an area/ regional vocational school; Not Offered

q. Family and consumer sciences 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

---

### G-327

Base-Year to First Follow-up Electronic Codebook

Appendix G:

---
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: Offered off site at an area/ regional vocational school: Not Offered

**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)

- (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

---

### BYA18B

**STUDENT.PUB Rec. 4/5**

**Pos. 293-294**

**Format:** N2

**Internships offered to 10th graders**

19. 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)

- (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
### Community service 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.

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

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

**School-based enterprise 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.

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

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

**Baseball offered to males**

19. Which of the following extracurricular sports are offered for male students and/or female students?

**Applies 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.

**Softball offered to males**

19. Which of the following extracurricular sports are offered for male students and/or female students?

**Applies 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.

---

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>-3</td>
<td>350</td>
<td>2.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>12809</td>
<td>78.8%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td>Yes</td>
<td>1</td>
<td>12809</td>
</tr>
<tr>
<td>No.</td>
<td>-3</td>
<td>350</td>
<td>2.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>12809</td>
<td>78.8%</td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td>Yes</td>
<td>1</td>
<td>12809</td>
</tr>
</tbody>
</table>
19. Which of the following extracurricular sports are offered for male students and/or female students?
(MARK ALL THAT APPLY IN EACH COLUMN)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>1080</td>
<td>6.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>12479</td>
<td>76.4%</td>
</tr>
</tbody>
</table>

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

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>208</td>
<td>1.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>13420</td>
<td>82.6%</td>
</tr>
</tbody>
</table>

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

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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>176</td>
<td>2.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>13183</td>
<td>81.2%</td>
</tr>
</tbody>
</table>

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

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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>2486</td>
<td>15.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>11142</td>
<td>68.6%</td>
</tr>
</tbody>
</table>

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

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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>350</td>
<td>2.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>174</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

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

#### BYA19EB

<table>
<thead>
<tr>
<th>STUDENT.PUB Rec. 4/5</th>
<th>Pos. 321-322</th>
<th>Format: N2</th>
</tr>
</thead>
</table>
| 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)

f. Soccer  
BYA19EA Males  
BYA19EB 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  
Note: This is one in a series of items, a through t.

<table>
<thead>
<tr>
<th>Codes</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CODES</td>
<td>FREQ</td>
</tr>
<tr>
<td></td>
<td>PER-</td>
<td>WGTD</td>
</tr>
<tr>
<td>No.................................</td>
<td>0</td>
<td>2773</td>
</tr>
<tr>
<td>Yes..................................</td>
<td>1</td>
<td>10766</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA] -3 193 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%

#### BYA19FA

<table>
<thead>
<tr>
<th>STUDENT.PUB Rec. 4/5</th>
<th>Pos. 323-324</th>
<th>Format: N2</th>
</tr>
</thead>
</table>
| Swim team 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)

f. Swim team  
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  
Note: This is one in a series of items, a through t.

<table>
<thead>
<tr>
<th>Codes</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CODES</td>
<td>FREQ</td>
</tr>
<tr>
<td></td>
<td>PER-</td>
<td>WGTD</td>
</tr>
<tr>
<td>No.................................</td>
<td>0</td>
<td>5574</td>
</tr>
<tr>
<td>Yes..................................</td>
<td>1</td>
<td>8054</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Item legitimate skip/NA] -3 150 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%

#### BYA19GB

<table>
<thead>
<tr>
<th>STUDENT.PUB Rec. 4/5</th>
<th>Pos. 325-326</th>
<th>Format: N2</th>
</tr>
</thead>
</table>
| Ice hockey 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)

g. Ice hockey  
BYA19GA Males  
BYA19GB 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  
Note: This is one in a series of items, a through t.

<table>
<thead>
<tr>
<th>Codes</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CODES</td>
<td>FREQ</td>
</tr>
<tr>
<td></td>
<td>PER-</td>
<td>WGTD</td>
</tr>
<tr>
<td>No.................................</td>
<td>0</td>
<td>11403</td>
</tr>
<tr>
<td>Yes..................................</td>
<td>1</td>
<td>2255</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%

#### BYA19HA

<table>
<thead>
<tr>
<th>STUDENT.PUB Rec. 4/5</th>
<th>Pos. 327-328</th>
<th>Format: N2</th>
</tr>
</thead>
</table>
| Field hockey 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)

h. Field hockey  
BYA19HA Males  
BYA19HB 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  
Note: This is one in a series of items, a through t.

<table>
<thead>
<tr>
<th>Codes</th>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CODES</td>
<td>FREQ</td>
</tr>
<tr>
<td></td>
<td>PER-</td>
<td>WGTD</td>
</tr>
<tr>
<td>No.................................</td>
<td>0</td>
<td>1624 81.9%</td>
</tr>
<tr>
<td>Yes..................................</td>
<td>1</td>
<td>312</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%

---

**By Year:**

- **G-331**
### Base-Year to First Follow-up Electronic Codebook

**BYA19HB**

**Field hockey 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)

- 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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

**BYA19HA**

**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)

- Volleyball

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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

**BYA19JB**

**Lacrosse 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)

- Lacrosse

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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

**BYA19KB**

**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)

- Tennis

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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

**BYA19JA**

**Field hockey 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)

- 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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

**BYA19JA**

**Volleyball offered to females**

19. Which of the following extracurricular sports are offered for female students?

- Volleyball

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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

**BYA19JB**

**Lacrosse offered to females**

19. Which of the following extracurricular sports are offered for female students?

- Lacrosse

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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

**BYA19KB**

**Tennis offered to females**

19. Which of the following extracurricular sports are offered for female students?

- Tennis

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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER.</th>
<th>MWTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Applies to:** All respondents.

**Source:** ELS:2002 School Administrator Questionnaire

---

**BYA19IA**

**Bye**

---

**BYA19IA**

**Bye**

---

**BYA19A**

**Bye**

---

**BYA19B**

**Bye**

---

**BYA19A**

**Bye**

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

### BYA192B

**STUDENT.PUB Rec. 4/5**  
Pos. 345-346  
Format: N2

Tennis offered to females

<table>
<thead>
<tr>
<th>19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>k. Tennis</td>
</tr>
</tbody>
</table>

BYA192A Males  
BYA192B 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

### CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>89.8%</td>
<td></td>
</tr>
</tbody>
</table>

### RESERVE CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11696</td>
<td>72.0%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1932</td>
<td>11.9%</td>
<td></td>
</tr>
</tbody>
</table>

### BYA193

**STUDENT.PUB Rec. 4/5**  
Pos. 347-348  
Format: N2

Cross-country offered to males

<table>
<thead>
<tr>
<th>19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>l. Cross-country</td>
</tr>
</tbody>
</table>

BYA193A Males  
BYA193B 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

### CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87.3%</td>
<td></td>
</tr>
</tbody>
</table>

### RESERVE CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12462</td>
<td>76.7%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1097</td>
<td>6.7%</td>
<td></td>
</tr>
</tbody>
</table>

### BYA194

**STUDENT.PUB Rec. 4/5**  
Pos. 349-350  
Format: N2

Golf offered to males

<table>
<thead>
<tr>
<th>19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>m. Golf</td>
</tr>
</tbody>
</table>

BYA194A Males  
BYA194B 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

### CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87.3%</td>
<td></td>
</tr>
</tbody>
</table>

### RESERVE CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11727</td>
<td>72.6%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1901</td>
<td>11.7%</td>
<td></td>
</tr>
</tbody>
</table>

### BYA195

**STUDENT.PUB Rec. 4/5**  
Pos. 351-352  
Format: N2

Track offered to males

<table>
<thead>
<tr>
<th>19. Which of the following extracurricular sports are offered for male students and/or female students? (MARK ALL THAT APPLY IN EACH COLUMN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>m. Track</td>
</tr>
</tbody>
</table>

BYA195A Males  
BYA195B 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

### CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87.3%</td>
<td></td>
</tr>
</tbody>
</table>

### RESERVE CODES

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12565</td>
<td>77.3%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1063</td>
<td>6.5%</td>
<td></td>
</tr>
</tbody>
</table>
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)

a. Golf
b. Wrestling

c. Gymnastics

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.

Appplies 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>-3</td>
<td>174</td>
<td>1.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>-4</td>
<td>171</td>
<td>1.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>-7</td>
<td>1829</td>
<td>11.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>-8</td>
<td>126</td>
<td>0.8%</td>
<td>MISS</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

19. Which of the following extracurricular sports are offered for male students and/or female students?  
(MARK ALL THAT APPLY IN EACH COLUMN)

q. 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.

Appplies 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>-3</td>
<td>174</td>
<td>1.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>-4</td>
<td>171</td>
<td>1.1%</td>
<td>MISS</td>
</tr>
<tr>
<td>-7</td>
<td>1829</td>
<td>11.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>-8</td>
<td>126</td>
<td>0.8%</td>
<td>MISS</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---
Cheerleading 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)

   q. Cheerleading

   BYA19QA Males
   BYA19QF Females

<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>1120</td>
<td>6.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>12439</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   [Item legitimate skip/NA] -3
   [Nonrespondent] -4
   [Partial interview-breakoff] -7
   [Survey component legitimate skip/NA] -8
   [Missing] -9

   TOTALS:
   16252 100.0% 100.0%

Appplies to: All respondents. Source: ELS:2002 School Administrator Questionnaire

Drill team 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)

   r. Pompon (pompon), drill team

   BYA19RA Males
   BYA19RB Females

<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>12144</td>
<td>74.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1484</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   [Item legitimate skip/NA] -3
   [Nonrespondent] -4
   [Partial interview-breakoff] -7
   [Survey component legitimate skip/NA] -8
   [Missing] -9

   TOTALS:
   16252 100.0% 100.0%

Appplies to: All respondents. Source: ELS:2002 School Administrator Questionnaire

Drill team 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)

   s. Other

   BYA19SA Males
   BYA19SB Females

<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>11058</td>
<td>68.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2501</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   [Item legitimate skip/NA] -3
   [Nonrespondent] -4
   [Partial interview-breakoff] -7
   [Survey component legitimate skip/NA] -8
   [Missing] -9

   TOTALS:
   16252 100.0% 100.0%

Appplies to: All respondents. Source: ELS:2002 School Administrator Questionnaire

Sports 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)

   t. No sports are offered

   BYA19TA Males
   BYA19TB Females

<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>13504</td>
<td>83.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>101</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   [Item legitimate skip/NA] -3
   [Nonrespondent] -4
   [Partial interview-breakoff] -7
   [Survey component legitimate skip/NA] -8
   [Missing] -9

   TOTALS:
   16252 100.0% 100.0%

Appplies to: All respondents. Source: ELS:2002 School Administrator Questionnaire

Sports not 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)

   u. Other

   BYA19UA Males
   BYA19UB Females

<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>13504</td>
<td>83.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>101</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

   RESERVE CODES:
   [Item legitimate skip/NA] -3
   [Nonrespondent] -4
   [Partial interview-breakoff] -7
   [Survey component legitimate skip/NA] -8
   [Missing] -9

   TOTALS:
   16252 100.0% 100.0%

Appplies to: All respondents. Source: ELS:2002 School Administrator Questionnaire

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

G-335
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYA19B STUDENT.PUB Rec. 4/5 Pos. 381-382 Format: N2

No sports 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)

<table>
<thead>
<tr>
<th>Sports offered to females</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>159</td>
<td>4.1%</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>182</td>
<td>0.9%</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>126</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

RESERVE CODES:

| 0-64,4.1475/8.3909 | c | 15263 93.3% 100.0% |

RESERVE CODES:

| (Nonrespondent) | -4 | 174 1.1% (MISS) |
| Survey component legitimate skip/NA | -8 | 171 1.1% (MISS) |
| Missing         | -9 | 126 0.8% (MISS) |

TOTALES: 16252 100.0% 100.0%

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

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

% 10th graders are LEP or non-English proficient

20. What percentage of the current 10th grade students is Limited English Proficient (LEP) or Non-English proficient?

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

BYA20 STUDENT.PUB Rec. 4/5 Pos. 383-385 Format: N3

BYA21 STUDENT.PUB Rec. 4/5 Pos. 386-387 Format: N2

# of part-time teachers

22. How many teachers work full-time and how many work part-time in your school? (If you share a teacher with another school, please count that teacher as part-time.)

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

Apply to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Bya21b STUDENT.PUB Rec. 4/5 Pos. 388-389 Format: N2

# of full-time math 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.)

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

BYA23A STUDENT.PUB Rec. 4/5 Pos. 388-389 Format: N2

# of full-time science 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.)

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

Apply to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

BYA23B STUDENT.PUB Rec. 4/5 Pos. 389-391 Format: N2

# of full-time art 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.)

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

Apply to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

BYA23C STUDENT.PUB Rec. 4/5 Pos. 392-393 Format: N2

G-336
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.)

\[
\text{# of Full-time in this subject area:}
\]

**Music**

Note: This is one in a series of items, a through 1.

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

### # of full-time music teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per</th>
<th>Mwt</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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:**

**Social science/Social studies**

Note: This is one in a series of items, a through 1.

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

### # of full-time social sciences teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per</th>
<th>Mwt</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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 1.

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

### # of full-time foreign language teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per</th>
<th>Mwt</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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:**

**Vocational-technical education**

Note: This is one in a series of items, a through 1.

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

### # of full-time vocational education teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per</th>
<th>Mwt</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# of 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.)

<table>
<thead>
<tr>
<th>Survey component legitimate skip/NA</th>
<th>-8</th>
<th></th>
<th>171</th>
<th>1.1%</th>
<th>(MISS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent...............</td>
<td>-4</td>
<td></td>
<td>174</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

# of Full-time in this subject area:

Physical education

Note: This is one in a series of items, a through 1.

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

---

# of 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.)

<table>
<thead>
<tr>
<th>Survey component legitimate skip/NA</th>
<th>-8</th>
<th></th>
<th>171</th>
<th>1.1%</th>
<th>(MISS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent...............</td>
<td>-4</td>
<td></td>
<td>174</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

# of Full-time in this subject area:

Guidance counseling

Note: This is one in a series of items, a through 1.

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

---

# 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.)

<table>
<thead>
<tr>
<th>Survey component legitimate skip/NA</th>
<th>-8</th>
<th></th>
<th>171</th>
<th>1.1%</th>
<th>(MISS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent...............</td>
<td>-4</td>
<td></td>
<td>174</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
</tbody>
</table>

# of Full-time in this subject area:

Special education

Note: This is one in a series of items, a through 1.

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

---

# of full-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

---

# of full-time teachers 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

---

# of part-time teachers 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 Part-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

---

Appendix G:

Base-Year to First Follow-up Electronic Codebook

---

G-338
Applies to: All respondents.

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

26. What are the lowest and highest annual salaries currently paid to full-time teachers on your school’s payroll?  

Lowest salary paid to full-time teachers

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

26. What are the lowest and highest annual salaries currently paid to full-time teachers on your school’s payroll?  

Highest salary paid to full-time teachers

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

27. Does your school currently use any of these forms of teacher evaluation?  

Yes: 13587 83.6% 99.8%

No: 1584 78.5% 0.2%

27. Does your school currently use any of these forms of teacher evaluation?  

Yes: 12142 67.9% 85.5%

No: 11042 67.9% 85.5%

27. Does your school currently use any of these forms of teacher evaluation?  

Yes: 1584 78.5% 0.2%

No: 78 0.5% 0.2%
### Appendix G: Base-Year to First Follow-up Electronic Codebook

---

#### BYA28A

**Question:**
28. Which of the following kinds of recognition are given to good teachers in your school?

**Source:** ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

#### BYA28B

**Question:**
28. Which of the following kinds of recognition are given to good teachers in your school?

**Source:** ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

#### BYA28C

**Question:**
28. Which of the following kinds of recognition are given to good teachers in your school?

**Source:** ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

#### BYA28D

**Question:**
28. Which of the following kinds of recognition are given to good teachers in your school?

**Source:** ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MTOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>13462</td>
<td>82.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>342</td>
<td>2.1%</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  1.2% (MISS)
(Missing)......................-9 274  1.7% (MISS)

TOTALS:                      14352 100.0% 100.0%

---

G-341
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYA3

**STUDENT.PUB Rec. 4/5**  
Pos. 456-457  
Format: R2

**Main source of content standards**

30. What is the main source of these content standards?  
(MARK ONE RESPONSE)

<table>
<thead>
<tr>
<th>State</th>
<th>District or Diocese</th>
<th>Department head</th>
<th>Principal</th>
<th>Teachers</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

#### BYA3AA

**STUDENT.PUB Rec. 4/5**  
Pos. 462-463  
Format: R2

**Minimum competency test given in grade?**

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)

<table>
<thead>
<tr>
<th>School does not have this grade</th>
<th>Competency test is not given in this grade</th>
<th>Competency test is given in this grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AB</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This is one in a series of items, a through f. If the competency test is given, answer 33AB through 33AE. If not, skip to question 33BA.

**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

#### BYA3AAB

**STUDENT.PUB Rec. 4/5**  
Pos. 465-466  
Format: R2

**Math 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.  
(IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE)

<table>
<thead>
<tr>
<th>Grade 7 competency test</th>
<th>Subject areas covered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AB</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AC</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AD</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AE</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Questions BYA3AB through BYA3AE refer to grade 7.

Applies to: Respondents whose school requires passing test to graduate.  
Source: ELS:2002 School Administrator Questionnaire

#### BYA3AA

**STUDENT.PUB Rec. 4/5**  
Pos. 462-463  
Format: R2

**Minimum competency test given in grade?**

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)

<table>
<thead>
<tr>
<th>School does not have this grade</th>
<th>Competency test is not given in this grade</th>
<th>Competency test is given in this grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AB</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BYA3AE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This is one in a series of items, a through f. If the competency test is given, answer 33AB through 33AE. If not, skip to question 33BA.

**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
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)

<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>167</td>
<td>1.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>147</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -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 7.

Source: ELS:2002 School Administrator Questionnaire

---

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)

<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>205</td>
<td>1.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>109</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

Note: This is one in a series of items, a through f. If the competency test is given, answer 33BB through 33BE. 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 gives competency test in grade 7.

Source: ELS:2002 School Administrator Questionnaire

---

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)

a. Grade 8

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>403</td>
<td>3.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>1120</td>
<td>8.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

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

---

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)

a. Grade 8

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>School does not have 8th grade</td>
<td>0</td>
<td>8041</td>
<td>49.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>1120</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Item legitimate skip/NA] -3
- [Nonrespondent] -4
- [Partial interview-breakoff] -7
- [Survey component legitimate skip/NA] -8
- [Missing] -9

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

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

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)

BYA33BB This grade's test covers math
BYA33BC This grade's test covers science
BYA33BE This grade's test covers English
BYA33BD This grade's test covers history/social studies

Note: Questions BYA33BB through BYA33BE refer to grade 8.

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 8.

Source: ELS:2002 School Administrator Questionnaire

---

BYA33BB STUDENT.PUB Rec. 4/5
---
Pos. 474-475
Format: R2

Math is on grade 8 competency test

---

CODES FREQ CENT PCT
---
---

No. 0 78 0.5% 6.9%
Yes. 1 967 6.0% 93.1%

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)

TOTALES: 16252 100.0% 100.0%

---

BYA33BC STUDENT.PUB Rec. 4/5
---
Pos. 476-477
Format: R2

Science is on grade 8 competency test

---

CODES FREQ CENT PCT
---
---

No. 0 18 0.0% 0.6%
Yes. 1 949 6.0% 94.4%

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)

TOTALES: 16252 100.0% 100.0%

---

BYA33BE STUDENT.PUB Rec. 4/5
---
Pos. 480-481
Format: R2

English is on grade 8 competency test

---

CODES FREQ CENT PCT
---
---

No. 0 64 0.4% 5.6%
Yes. 1 981 6.0% 94.4%

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)

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

ByA33CA

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.

**School does not have 9th grade**

Yes

No

**B YA33CB**

Science is on grade 9 competency test

**BYA33CC**

English is on grade 9 competency test

**BYA33CD**

Math is on grade 9 competency test
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYA33CE

**STUDENT.PUB Rec. 4/5**  
**Pos. 490-491**  
**Format: R2**

**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  
- **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

<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>1812</td>
<td>11.1%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>1269</td>
<td>8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Yes**..................................... | 3 | 5993 | 36.6% | 80.3% |
- **No**...................................... | 2 | 3764 | 23.2% | 65.4% |

#### BYA33DB

**STUDENT.PUB Rec. 4/5**  
**Pos. 492-493**  
**Format: R2**

**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  
- **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

<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>689</td>
<td>4.2%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>5166</td>
<td>31.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Yes**..................................... | -3 | 7419 | 45.6% | 88.1% |
- **No**...................................... | -4 | 174 | 1.1% | 19.7% |

#### BYA33DA

**STUDENT.PUB Rec. 4/5**  
**Pos. 492-493**  
**Format: R2**

**Minimum competency test given in grade 10**

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)*

- **BYA33DB** This grade’s test covers math  
- **BYA33DC** This grade’s test covers science  
- **BYA33DD** This grade’s test covers English  
- **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 requires passing test to graduate.**

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>No...</td>
<td>0</td>
<td>1451</td>
<td>8.9%</td>
</tr>
<tr>
<td>Yes...</td>
<td>3</td>
<td>5993</td>
<td>36.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Yes**..................................... | -3 | 7419 | 45.6% | 88.1% |
- **No**...................................... | -4 | 174 | 1.1% | 19.7% |

#### BYA33DC

**STUDENT.PUB Rec. 4/5**  
**Pos. 494-495**  
**Format: R2**

**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  
- **BYA33DC** This grade’s test covers science  
- **BYA33DD** This grade’s test covers English  
- **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

<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>1269</td>
<td>8%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>5166</td>
<td>31.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **Yes**..................................... | -3 | 7419 | 45.6% | 88.1% |
- **No**...................................... | -4 | 174 | 1.1% | 19.7% |
### BYA33DD

**Survey component legitimate skip/NA**
-8        171     1.1%   (MISS)

**Partial interview-breakoff**
-7       1829    11.3%   (MISS)

**Nonrespondent**
-4        174     1.1%   (MISS)

**Item legitimate skip/NA**
-3       7419    45.6%   (MISS)

**RESERVE CODES:**

- **Yes**: 1        1899    11.7%    31.5%
- **No**: 0         920     5.7%    68.5%

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>920</td>
<td>5.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1899</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 School Administrator Questionnaire

Applies to: Respondents whose school gives competency test in grade 10.

---

### Partial interview-breakoff

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.

**BYA33DB**
This grade's test covers math

**BYA33DC**
This grade's test covers science

**BYA33DE**
This grade's test covers history/social studies

Note: Questions BYA33DE through BYA33DE refer to grade 10.

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

**Partial interview-breakoff**
-7       1829    11.3%   (MISS)

**Nonrespondent**
-4        174     1.1%   (MISS)

**Item legitimate skip/NA**
-3       8669    53.3%   (MISS)

**RESERVE CODES:**

- **Yes**: 3        4148    25.5%    69.9%
- **No**: 2         886     5.5%    37.0%
- **School does not have 11th grade**: 1         195     1.2%     3.1%

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>886</td>
<td>5.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>4148</td>
<td>25.5%</td>
</tr>
<tr>
<td>School does not have 11th grade</td>
<td>1</td>
<td>195</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 School Administrator Questionnaire

Applies to: Respondents whose school gives competency test in grade 10.

---

### 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.

**BYA33DE**
This grade's test covers math

**BYA33DC**
This grade's test covers science

**BYA33DD**
This grade's test covers English

**BYA33DE**
This grade's test covers history/social studies

Note: Questions BYA33DE through BYA33DE refer to grade 10.

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

**Survey component legitimate skip/NA**
-8        171     1.1%   (MISS)

**Partial interview-breakoff**
-7       1829    11.3%   (MISS)

**Nonrespondent**
-4        174     1.1%   (MISS)

**Item legitimate skip/NA**
-3       5968    36.7%   (MISS)

**RESERVE CODES:**

- **Yes**: 2        1346    8.3%    91.7%
- **No**: 2         2506    15.4%    84.6%
- **School does not have 11th grade**: 1         195     1.2%     3.1%

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>886</td>
<td>5.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>4148</td>
<td>25.5%</td>
</tr>
<tr>
<td>School does not have 11th grade</td>
<td>1</td>
<td>195</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 School Administrator Questionnaire

Applies to: Respondents whose school gives competency test in grade 10.

---

### 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.

**BYA33DE**
This grade's test covers math

**BYA33DC**
This grade's test covers science

**BYA33DD**
This grade's test covers English

**BYA33DE**
This grade's test covers history/social studies

Note: Questions BYA33DE through BYA33DE refer to grade 11.

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

**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       1448    8.9%   (MISS)

**RESERVE CODES:**

- **Yes**: 1        195     1.2%    31.5%
- **No**: 2         2506    15.4%    84.6%
- **School does not have 11th grade**: 1         195     1.2%     3.1%

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>886</td>
<td>5.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>195</td>
<td>1.2%</td>
</tr>
<tr>
<td>School does not have 11th grade</td>
<td>1</td>
<td>195</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 School Administrator Questionnaire

Applies to: Respondents whose school gives competency test in grade 11.

---

### Appendix G:

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

---

**BYA33EC**

**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 )

BYA33EC This grade's test covers math
BYA33EC This grade's test covers science
BYA33EC This grade's test covers English
BYA33EC This grade's test covers history/social studies

Note: Questions BYA33EC 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

**CODES** | **FREQ** | **CENT** | **PCT**
--- | --- | --- | ---
No | 0 | 2051 | 12.6% 55.1%
Yes | 1 | 1996 | 12.3% 44.9%

---

**RESERVE CODES:**

Yes | 1 | 1996 | 12.3% 44.9%
No | 0 | 2051 | 12.6% 44.9%

---

**SOURCE:** ELS:2002 School Administrator Questionnaire

Applies to: Respondents whose school gives competency test in grade 11.

**CODES** | **FREQ** | **CENT** | **PCT**
--- | --- | --- | ---
No | 0 | 1719 | 10.6% 47.1%
Yes | 1 | 2328 | 14.3% 52.9%

---

**NOTE:** This is one in a series of items, a through f. If the competency 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.

 Applies to: Respondents whose school gives competency test in grade 11.

Source: ELS:2002 School Administrator Questionnaire

**CODES** | **FREQ** | **CENT** | **PCT**
--- | --- | --- | ---
No | 0 | 8669 | 53.3% 41.2%
Yes | 1 | 1744 | 10.7% 18.8%

---

**RESERVE CODES:**

[Item legitimate skip/NA] | -3 | 8669 | 53.3% 41.2%
[Nonrespondent] | -4 | 1744 | 10.7% 18.8%
[Partial interview-breakoff] | -7 | 1744 | 10.7% 18.8%
[Survey component legitimate skip/NA] | -8 | 1744 | 10.7% 18.8%
[Missing] | -9 | 1744 | 10.7% 18.8%

---

**TOTALS:**

16252 100.0% 100.0%

---

**BYA33ED**

**STUDENT.PUB Rec. 4/5**

**Pos. 508-509**

**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, MARK ALL THAT APPLY ON EACH LINE )

BYA33EC This grade's test covers math
BYA33EC This grade's test covers science
BYA33EC This grade's test covers English
BYA33EE This grade's test covers history/social studies

Note: Questions BYA33EC 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

**CODES** | **FREQ** | **CENT** | **PCT**
--- | --- | --- | ---
No | 0 | 3631 | 22.3% 90.9%
Yes | 1 | 416 | 2.6% 9.1%

---

**RESERVE CODES:**

[Item legitimate skip/NA] | -3 | 8669 | 53.3% 41.2%
[Nonrespondent] | -4 | 1744 | 10.7% 18.8%
[Partial interview-breakoff] | -7 | 1744 | 10.7% 18.8%
[Survey component legitimate skip/NA] | -8 | 1744 | 10.7% 18.8%
[Missing] | -9 | 1744 | 10.7% 18.8%

---

**TOTALS:**

16252 100.0% 100.0%

---

**BYA33EE**

**STUDENT.PUB Rec. 4/5**

**Pos. 512-513**

**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.

 Applies to: Respondents whose school gives competency test in grade 11.

Source: ELS:2002 School Administrator Questionnaire

**CODES** | **FREQ** | **CENT** | **PCT**
--- | --- | --- | ---
No | 0 | 1719 | 10.6% 47.1%
Yes | 1 | 2328 | 14.3% 52.9%

---

**RESERVE CODES:**

[Item legitimate skip/NA] | -3 | 8669 | 53.3% 41.2%
[Nonrespondent] | -4 | 1744 | 10.7% 18.8%
[Partial interview-breakoff] | -7 | 1744 | 10.7% 18.8%
[Survey component legitimate skip/NA] | -8 | 1744 | 10.7% 18.8%
[Missing] | -9 | 1744 | 10.7% 18.8%

---

**TOTALS:**

16252 100.0% 100.0%

---

**BYA33FA**

**STUDENT.PUB Rec. 4/5**

**Pos. 506-507**

**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 )

School does not have 12th grade
School does not have 12th grade

Note: This is one in a series of items, a through f. If the competency 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 )

School does not have this grade; Competency test is not given in this grade

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

**CODES** | **FREQ** | **CENT** | **PCT**
--- | --- | --- | ---
No | 1 | 352 | 2.2% 5.3%
Yes | 2 | 3671 | 22.6% 61.9%

---

**RESERVE CODES:**

[Item legitimate skip/NA] | -3 | 5968 | 36.7% 33.1%
[Nonrespondent] | -4 | 174 | 1.1% 4.3%
[Partial interview-breakoff] | -7 | 1744 | 10.7% 18.8%
[Survey component legitimate skip/NA] | -8 | 1744 | 10.7% 18.8%
[Missing] | -9 | 1744 | 10.7% 18.8%

---

**TOTALS:**

16252 100.0% 100.0%
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)

BYA33FB This grade's test covers math
BYA33FC This grade's test covers science
BYA33FE This grade's test covers English
BYA33FF This grade's test covers history/social studies

Note: Questions BYA33FB through BYA33FE refer to grade 12.

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 12.
Source: ELS:2002 School Administrator Questionnaire

---

RESERVE CODES:

No......................................     0        1894    11.7%    94.6%
Yes.....................................     1        1566    9.8%    5.4%

---

Science is on grade 12 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)

BYA33FB This grade's test covers math
BYA33FC This grade's test covers science
BYA33FE This grade's test covers English
BYA33FF This grade's test covers history/social studies

Note: Questions BYA33FB through BYA33FE refer to grade 12.

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 12.
Source: ELS:2002 School Administrator Questionnaire

---

RESERVE CODES:

No......................................     0        1281     7.9%    67.9%
Yes.....................................     1        1546    9.8%    32.1%

---

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

**BYA44A**

Competency test is state requirement

34. Is competency testing a state, district, or school requirement? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>7733</td>
<td>47.6%</td>
<td>97.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>4213</td>
<td>25.9%</td>
<td>52.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Option available, but not required (MISS) 2 815 5.0% 11.2%

**TOTALS:** 16252 100.0% 100.0%

Applies to: Respondents whose school requires passing test to graduate.

Source: ELS:2002 School Administrator Questionnaire

**BYA44B**

Competency test is district requirement

34. Is competency testing a state, district, or school requirement? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>398</td>
<td>2.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>7625</td>
<td>46.9%</td>
<td>95.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA (MISS) -3 5968 36.7% (MISS)
- Nonrespondent (MISS) -4 174 1.1% (MISS)
- Partial interview-breakoff (MISS) -7 1829 11.3% (MISS)
- Survey component legitimate skip/NA (MISS) -8 171 1.1% (MISS)
- Missing (MISS) -9 52 0.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

Applies to: Respondents whose school requires passing test to graduate.

Source: ELS:2002 School Administrator Questionnaire

**BYA44C**

Competency test is school requirement

34. Is competency testing a state, district, or school requirement? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>625</td>
<td>3.8%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>174</td>
<td>1.1%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA (MISS) -3 5968 36.7% (MISS)
- Nonrespondent (MISS) -4 174 1.1% (MISS)
- Partial interview-breakoff (MISS) -7 1829 11.3% (MISS)
- Survey component legitimate skip/NA (MISS) -8 171 1.1% (MISS)
- Missing (MISS) -9 52 0.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%

Applies to: Respondents whose school requires passing test to graduate.

Source: ELS:2002 School Administrator Questionnaire

**BYA36**

36. In the most recent test administration, what percentage of students taking the competency test failed (or were found to be below an acceptable level of proficiency in) any or all subject areas on their first attempt? (If your school has competency tests at multiple grade levels, report for the test given to the highest grade.)

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>7625</td>
<td>46.9%</td>
<td>95.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>398</td>
<td>2.4%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

Applies to: Respondents whose school requires passing test to graduate.

Source: ELS:2002 School Administrator Questionnaire

**BYA35**

35. Is the competency testing program tied to explicit content standards or curriculum frameworks?

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7625</td>
<td>46.9%</td>
<td>95.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA (MISS) -3 5968 36.7% (MISS)
- Nonrespondent (MISS) -4 174 1.1% (MISS)
- Partial interview-breakoff (MISS) -7 1829 11.3% (MISS)
- Survey component legitimate skip/NA (MISS) -8 171 1.1% (MISS)
- Missing (MISS) -9 77 0.5% (MISS)

**TOTALS:** 16252 100.0% 100.0%

Applies to: Respondents whose school requires passing test to graduate.

Source: ELS:2002 School Administrator Questionnaire

**BYA37**

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? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option not available</td>
<td>1 272 1.7% 3.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option available, but not required</td>
<td>2 815 5.0% 11.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA (MISS) -3 5968 36.7% (MISS)
- Nonrespondent (MISS) -4 174 1.1% (MISS)
- Partial interview-breakoff (MISS) -7 1829 11.3% (MISS)
- Survey component legitimate skip/NA (MISS) -8 171 1.1% (MISS)
- Missing (MISS) -9 170 1.0% (MISS)

**TOTALS:** 16252 100.0% 100.0%

Applies to: Respondents whose school requires passing test to graduate.

Source: ELS:2002 School Administrator Questionnaire

G-350
Take remedial class if fail competency test

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?

a. Completing a general competency test preparation class required; This option is required of student who fails the test.

b. Taking remedial or repeat classes in deficient subject areas required of the students?

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

Applies to: Respondents whose school requires passing test to graduate.

Format: N2

---

BYA73B

STUDENT.PUB Rec. 4/5

Pos. 535-536

---

G-351

Appendix G:

Base-Year to First Follow-up Electronic Codebook
### Control access to buildings 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**
- **(Yes; No)**

a. Control access to school grounds during school hours (e.g., locked or monitored gates)

b. Control access to school buildings during school hours (e.g., locked or monitored doors)

c. Require students to pass through metal detectors each day

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

**Applies to: Respondents whose school requires passing test to graduate.**

**Applies to: Respondents whose school requires passing test to graduate.**

---

#### 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**
- **(Yes; No)**

a. Control access to school buildings during school hours (e.g., locked or monitored doors)

b. Control access to school grounds during school hours (e.g., locked or monitored gates)

c. Require students to pass through metal detectors each day

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

---

#### Control access to buildings during school hours

- **Yes**
- **No**

**RESERVE CODES:**

- **Required**
- **Option not available**
- **Option available, but not required**
- **Multiple response**
- **Survey component legitimate skip/NA**
- **Missing**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>1</td>
<td>3665</td>
<td>22.6%</td>
</tr>
<tr>
<td>Option available, but not required</td>
<td>2</td>
<td>3719</td>
<td>22.9%</td>
</tr>
<tr>
<td>Option not available</td>
<td>-3</td>
<td>5968</td>
<td>36.7%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>19</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-7</td>
<td>1829</td>
<td>11.3%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>16252</td>
<td>100.0%</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**
- **(Yes; No)**

a. Control access to school grounds during school hours (e.g., locked or monitored gates)

b. Control access to school buildings during school hours (e.g., locked or monitored doors)

c. Require students to pass through metal detectors each day

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

---

#### Control access to buildings during school hours

- **Yes**
- **No**

**RESERVE CODES:**

- **Required**
- **Option not available**
- **Option available, but not required**
- **Multiple response**
- **Survey component legitimate skip/NA**
- **Missing**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>1</td>
<td>5959</td>
<td>36.7%</td>
</tr>
<tr>
<td>Option available, but not required</td>
<td>3</td>
<td>19</td>
<td>0.1%</td>
</tr>
<tr>
<td>Option not available</td>
<td>-3</td>
<td>5968</td>
<td>36.7%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Multiple response]</td>
<td>-6</td>
<td>19</td>
<td>0.1%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-7</td>
<td>1829</td>
<td>11.3%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>16252</td>
<td>100.0%</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**
- **(Yes; No)**

a. Control access to school grounds during school hours (e.g., locked or monitored gates)

b. Control access to school buildings during school hours (e.g., locked or monitored doors)

c. Require students to pass through metal detectors each day

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

---

#### Control access to buildings during school hours

- **Yes**
- **No**

**RESERVE CODES:**

- **Required**
- **Option not available**
- **Option available, but not required**
- **Multiple response**
- **Survey component legitimate skip/NA**
- **Missing**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>1</td>
<td>350</td>
<td>2.2%</td>
</tr>
<tr>
<td>Option available, but not required</td>
<td>0</td>
<td>13705</td>
<td>84.3%</td>
</tr>
<tr>
<td>Option not available</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-7</td>
<td>1829</td>
<td>11.3%</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>53</td>
<td>0.3%</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>16252</td>
<td>100.0%</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**
- **(Yes; No)**

a. Control access to school grounds during school hours (e.g., locked or monitored gates)

b. Control access to school buildings during school hours (e.g., locked or monitored doors)

c. Require students to pass through metal detectors each day

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

---

#### Control access to buildings during school hours

- **Yes**
- **No**

**RESERVE CODES:**

- **Required**
- **Option not available**
- **Option available, but not required**
- **Multiple response**
- **Survey component legitimate skip/NA**
- **Missing**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>MWT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>1</td>
<td>1409</td>
<td>8.7%</td>
</tr>
<tr>
<td>Option available, but not required</td>
<td>0</td>
<td>12522</td>
<td>77.0%</td>
</tr>
<tr>
<td>Option not available</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-7</td>
<td>1829</td>
<td>11.3%</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>147</td>
<td>0.9%</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>16252</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

### BYA38E STUDENT.PUB Rec. 4/5
**Pos:** 553-554  |  **Format:** N2

Close campus for students during lunch

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>WTDD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>4678</td>
<td>26.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>9685</td>
<td>56.4%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- **[Nonrespondent]**: -4, 174 (1.1% MISS)
- **Partial interview-breakoff**: -7, 829 (11.3% MISS)
- **Survey component legitimate skip/NA**: -8, 171 (1.1% MISS)
- **Missing**: -9, 115 (0.7% MISS)

**TOTALS:**

16252 100.0% 100.0%

### BYA38F STUDENT.PUB Rec. 4/5
**Pos:** 555-556  |  **Format:** N2

Random dog sniffs to check for drugs

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>WTDD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>7978</td>
<td>49.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2077</td>
<td>12.6%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- **[Nonrespondent]**: -4, 174 (1.1% MISS)
- **Partial interview-breakoff**: -7, 829 (11.3% MISS)
- **Survey component legitimate skip/NA**: -8, 171 (1.1% MISS)
- **Missing**: -9, 23 (0.1% MISS)

**TOTALS:**

16252 100.0% 100.0%

### BYA38G STUDENT.PUB Rec. 4/5
**Pos:** 557-558  |  **Format:** N2

Random sweeps for contraband

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>WTDD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>10673</td>
<td>64.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2487</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- **[Nonrespondent]**: -4, 174 (1.1% MISS)
- **Partial interview-breakoff**: -7, 829 (11.3% MISS)
- **Survey component legitimate skip/NA**: -8, 171 (1.1% MISS)
- **Missing**: -9, 188 (1.2% MISS)

**TOTALS:**

16252 100.0% 100.0%

### BYA38H STUDENT.PUB Rec. 4/5
**Pos:** 559-560  |  **Format:** N2

Require drug testing for any students

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>WTDD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>11749</td>
<td>72.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2213</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- **[Nonrespondent]**: -4, 174 (1.1% MISS)
- **Partial interview-breakoff**: -7, 829 (11.3% MISS)
- **Survey component legitimate skip/NA**: -8, 171 (1.1% MISS)
- **Missing**: -9, 116 (0.7% MISS)

**TOTALS:**

16252 100.0% 100.0%

### BYA38I STUDENT.PUB Rec. 4/5
**Pos:** 561-562  |  **Format:** N2

Require students to wear uniforms

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>WTDD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>11800</td>
<td>72.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2217</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- **[Nonrespondent]**: -4, 174 (1.1% MISS)
- **Partial interview-breakoff**: -7, 829 (11.3% MISS)
- **Survey component legitimate skip/NA**: -8, 171 (1.1% MISS)
- **Missing**: -9, 61 (0.4% MISS)

**TOTALS:**

16252 100.0% 100.0%

### BYA38J STUDENT.PUB Rec. 4/5
**Pos:** 563-564  |  **Format:** N2

Enforce strict dress code

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>WTDD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>6041</td>
<td>37.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2761</td>
<td>17.0%</td>
</tr>
</tbody>
</table>

**REVIEW CODES:**

- **[Nonrespondent]**: -4, 174 (1.1% MISS)
- **Partial interview-breakoff**: -7, 829 (11.3% MISS)
- **Survey component legitimate skip/NA**: -8, 171 (1.1% MISS)
- **Missing**: -9, 174 (1.1% MISS)

**TOTALS:**

16252 100.0% 100.0%

---

G-353
Appendix G: Base-Year to First Follow-up Electronic Codebook

----------
BYA38E
STUDENT.PUB Rec. 4/5
Pos. 565-566
Format: N2
----------
Require clear book bags/ban book bags

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 RESPONDER 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.

Source: ELS:2002 School Administrator Questionnaire

----------
BYA38E
STUDENT.PUB Rec. 4/5
Pos. 567-568
Format: N2
----------

Require students to wear badges/picture ID

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 RESPONDER ON EACH LINE)

(Yes; No)

1. Require students to wear badges or picture IDs

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

----------
BYA35H
STUDENT.PUB Rec. 4/5
Pos. 569-569
Format: N2
----------

Require faculty/staff to wear badges/picture ID

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 RESPONDER 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.

Source: ELS:2002 School Administrator Questionnaire

----------
BYA36H
STUDENT.PUB Rec. 4/5
Pos. 571-572
Format: N2
----------
Use security cameras to monitor school

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 RESPONDER ON EACH LINE]

(Yes; No)

c. Use one or more security cameras to monitor the school

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

----------
BYA36O
STUDENT.PUB Rec. 4/5
Pos. 573-574
Format: N2
----------
Telephones in most classrooms

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 RESPONDER ON EACH LINE]

(Yes; No)

m. Provide telephones in most classrooms

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

----------
BYA36P
STUDENT.PUB Rec. 4/5
Pos. 575-576
Format: N2
----------
Emergency call button in classrooms

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 RESPONDER ON EACH LINE]

(Yes; No)

p. Provide an emergency alarm or call button in most classrooms

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
### BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK

#### BYA33A

**STUDENT.PUB Rec. 4/5**  
Pos. 577-578  
Format: N2

**Process to get parent input on discipline policies**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>{Missing}</td>
<td>0</td>
<td>6200</td>
<td>38.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>781</td>
<td>47.9%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent</td>
<td>0</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>
</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>97</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

**Totals:**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Applications to All respondents.**

**Source:** ELS:2002 School Administrator Questionnaire

**Notes:**

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

#### BYA33B

**STUDENT.PUB Rec. 4/5**  
Pos. 579-580  
Format: N2

**Training parents to deal with problem behavior**

**Applications to All respondents.**

**Source:** ELS:2002 School Administrator Questionnaire

**Notes:**

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

#### BYA33C

**STUDENT.PUB Rec. 4/5**  
Pos. 581-582  
Format: N2

**Program involves parents in school discipline**

**Applications 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>No</td>
<td>0</td>
<td>11954</td>
<td>73.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1987</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

**Reserve Codes:**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent</td>
<td>0</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>
</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>97</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

**Totals:**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### BYA43A

**STUDENT.PUB Rec. 4/5**  
Pos. 583-584  
Format: N2

**Use paid security at any time during school hours**

**Applications to All respondents.**

**Source:** ELS:2002 School Administrator Questionnaire

**Notes:**

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

#### BYA43B

**STUDENT.PUB Rec. 4/5**  
Pos. 585-586  
Format: N2

**Use paid security as students arrive or leave**

**Applications to All respondents.**

**Source:** ELS:2002 School Administrator Questionnaire

**Notes:**

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

#### BYA43C

**STUDENT.PUB Rec. 4/5**  
Pos. 587-588  
Format: N2

**Use paid security at school activities**

**Applications to All respondents.**

**Source:** ELS:2002 School Administrator Questionnaire

**Notes:**

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

### BYA40D

**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 time?

- **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</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>10202</td>
<td>62.8%</td>
</tr>
<tr>
<td>1</td>
<td>1748</td>
<td>23.1%</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent</td>
<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>
</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>128</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**TOTALS:**

<table>
<thead>
<tr>
<th></th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### BYA40B

**Source:** ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

41. In your school, do teachers have access to each of the following for instructional use?

- **Yes**
- **No**

**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>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>133</td>
<td>0.8%</td>
</tr>
<tr>
<td>1</td>
<td>13847</td>
<td>85.2%</td>
<td>98.9%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent</td>
<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>
</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>101</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

**TOTALS:**

<table>
<thead>
<tr>
<th></th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### BYA41C

**Source:** ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

41. In your school, do teachers have access to each of the following for instructional use?

- **Yes**
- **No**

**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>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>505</td>
<td>3.1%</td>
</tr>
<tr>
<td>1</td>
<td>13847</td>
<td>85.2%</td>
<td>98.9%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent</td>
<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>
</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>101</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

**TOTALS:**

<table>
<thead>
<tr>
<th></th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### BYA41D

**Source:** ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

41. In your school, do teachers have access to each of the following for instructional use?

- **Yes**
- **No**

**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>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>801</td>
<td>4.9%</td>
</tr>
<tr>
<td>1</td>
<td>13847</td>
<td>85.2%</td>
<td>98.9%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrespondent</td>
<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>
</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>132</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**TOTALS:**

<table>
<thead>
<tr>
<th></th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### BYA41E

**Source:** ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

41. In your school, do teachers have access to each of the following for instructional use?

- **Yes**
- **No**

**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>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>221</td>
<td>1.3%</td>
</tr>
<tr>
<td>1</td>
<td>13847</td>
<td>85.2%</td>
<td>98.9%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:

<table>
<thead>
<tr>
<th></th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>-9</td>
<td>101</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

**TOTALS:**

<table>
<thead>
<tr>
<th></th>
<th>PERCENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Teachers have access to video production studio

41. In your school, do teachers have access to each of the following for instructional use?  
(MARK ONE RESPONSE ON EACH LINE)  
- e. Video production studio

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

<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>7677</td>
<td>47.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6125</td>
<td>37.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- [Nonrespondent]  
- [Partial interview-breakoff]  
- [Survey component legitimate skip/NA]  
- [Missing]  

**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?  
(MARK ONE RESPONSE ON EACH LINE)  
- h. Digital camera  
- 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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<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>7677</td>
<td>47.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6125</td>
<td>37.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- [Nonrespondent]  
- [Partial interview-breakoff]  
- [Survey component legitimate skip/NA]  
- [Missing]  

**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?  
(MARK ONE RESPONSE ON EACH LINE)  
- f. Satellite TV hook-up  
- 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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<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>8593</td>
<td>52.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5299</td>
<td>32.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- [Nonrespondent]  
- [Partial interview-breakoff]  
- [Survey component legitimate skip/NA]  
- [Missing]  

**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?  
(MARK ONE RESPONSE ON EACH LINE)  
- g. Videoconferencing equipment  
- 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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<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>8794</td>
<td>54.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5093</td>
<td>31.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- [Nonrespondent]  
- [Partial interview-breakoff]  
- [Survey component legitimate skip/NA]  
- [Missing]  

**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?  
- i. Scanner for images or text

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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<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>7677</td>
<td>47.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6125</td>
<td>37.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
- [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

---

**BYA41E**

**STUDENT.PUB Rec. 4/5**

**Pos. 613-614**

**Format: ZZ**

Teachers have access to laptop computer

41. In your school, do teachers have access to each of the following for instructional use?

- [ ] Laptop computer
- [ ] 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

---

**RESERVE CODES:**

- Missing: -9
- Survey component legitimate skip/NA: -8
- Nonrespondent: -4

---

**CODES**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3452</td>
<td>21.2%</td>
<td>20.9%</td>
</tr>
<tr>
<td>10522</td>
<td>64.7%</td>
<td>79.1%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252

100.0%

---

**BYA41L**

**STUDENT.PUB Rec. 4/5**

**Pos. 615-616**

**Format: ZZ**

Teachers have access to Internet

41. In your school, do teachers have access to each of the following for instructional use?

- [ ] Internet
- [ ] 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

---

**RESERVE CODES:**

- Missing: -9
- Survey component legitimate skip/NA: -8
- Nonrespondent: -4

---

**CODES**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>0.5%</td>
<td>0.3%</td>
</tr>
<tr>
<td>13724</td>
<td>85.7%</td>
<td>99.7%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252

100.0%

---

**BYA41M**

**STUDENT.PUB Rec. 4/5**

**Pos. 617-618**

**Format: ZZ**

Teachers have access to computer printer

41. In your school, do teachers have access to each of the following for instructional use?

- [ ] Computer printer
- [ ] 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

---

**RESERVE CODES:**

- Missing: -9
- Survey component legitimate skip/NA: -8

---

**CODES**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>0.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>13933</td>
<td>85.5%</td>
<td>99.3%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252

100.0%

---

**BYA42A**

**STUDENT.PUB Rec. 4/5**

**Pos. 619-620**

**Format: ZZ**

Teachers use computers as instructional tools

42. Does your school use computers in the following ways?

- [ ] 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)
- [ ] Teachers use computers to design and manage their instruction, such as lesson plans and links with state standards

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

---

**RESERVE CODES:**

- Missing: -9
- Survey component legitimate skip/NA: -8

---

**CODES**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>13601</td>
<td>80.4%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252

100.0%

---

**BYA42B**

**STUDENT.PUB Rec. 4/5**

**Pos. 621-622**

**Format: ZZ**

Teachers use computers to plan lessons

42. Does your school use computers in the following ways?

- [ ] Teachers use computers to design and manage their instruction, such as lesson plans and links with state standards
- [ ] 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

---

**RESERVE CODES:**

- Missing: -9
- Survey component legitimate skip/NA: -8

---

**CODES**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1420</td>
<td>8.7%</td>
<td>8.6%</td>
</tr>
<tr>
<td>12473</td>
<td>76.7%</td>
<td>91.4%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252

100.0%

---

**BYA42C**

**STUDENT.PUB Rec. 4/5**

**Pos. 623-624**

**Format: ZZ**

Teachers use computers for professional development courses

42. Does your school use computers in the following ways?

- [ ] Teachers use computers to take professional development courses

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

---

**RESERVE CODES:**

- Missing: -9
- Survey component legitimate skip/NA: -8

---

**CODES**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>7339</td>
<td>45.2%</td>
<td>49.6%</td>
</tr>
<tr>
<td>1677</td>
<td>39.0%</td>
<td>50.4%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252

100.0%
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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>13058</td>
<td>80.3</td>
</tr>
</tbody>
</table>

RESERVE CODES:

No......................................     0        980     6.0%     6.0%
-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD
Applies to: All respondents.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>12838</td>
<td>79.0</td>
</tr>
</tbody>
</table>

RESERVE CODES:

No......................................     0        980     6.0%     6.0%
-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD
Applies to: All respondents.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>10223</td>
<td>62.9</td>
</tr>
</tbody>
</table>

RESERVE CODES:

No......................................     0        980     6.0%     6.0%
-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD
Applies to: All respondents.
Note: This school level variable is replicated on the student file for all BY eligible sample members.

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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>8997</td>
<td>55.4</td>
</tr>
</tbody>
</table>

RESERVE CODES:

No......................................     0        980     6.0%     6.0%
-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### BYA42J

**Administrative staff use computers for administrative purposes**

42. Does your school use computers in the following ways?  
(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</td>
<td>13742</td>
<td>84.6%</td>
<td>99.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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

#### BYA42M

**School offers students distance learning courses**

42. Does your school use computers in the following ways?  
(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>Yes</td>
<td>4786</td>
<td>29.4%</td>
<td>39.4%</td>
</tr>
</tbody>
</table>

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

#### BYA42N

**Administrative staff use computers to communicate with colleagues**

42. Does your school use computers in the following ways?  
(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>Yes</td>
<td>12709</td>
<td>78.2%</td>
<td>64.2%</td>
</tr>
</tbody>
</table>

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

#### BYA42P

**Administrative staff use computers to communicate with parents**

42. Does your school use computers in the following ways?  
(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>Yes</td>
<td>12709</td>
<td>78.2%</td>
<td>64.2%</td>
</tr>
</tbody>
</table>

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

#### BYA43A

**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)  

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12709</td>
<td>78.2%</td>
<td>64.2%</td>
</tr>
</tbody>
</table>

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

-----
BYA43B

Teacher training on use of Internet

43. Does either your school or your district offer the following types of formal training for teachers?

Yes: No

MARK ONE RESPONSE ON EACH LINE

a. Internet and World Wide Web

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

----------

CODES

PER-         WGTD
FREQ      CENT      PCT
-----  -----  -----  ------  ------

No : 0  1412  77.4%   92.8%
Yes : 1  12574  62.6%   77.2%

RESERVE CODES:

-8 Survey component legitimate skip/NA
-7 Partial interview-breakoff
-4 Nonrespondent

TOTA L S: 16252 100.0% 100.0%

----------

BYA43C

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?

Yes: No

MARK ONE RESPONSE ON EACH LINE

a. Computer literacy

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

----------

CODES

PER-         WGTD
FREQ      CENT      PCT
-----  -----  -----  ------  ------

No : 0  3289  20.2%   20.8%
Yes : 1  10662  65.6%   79.2%

RESERVE CODES:

-8 Survey component legitimate skip/NA
-7 Partial interview-breakoff
-4 Nonrespondent

TOTA L S: 16252 100.0% 100.0%

----------

BYA43D

Teacher training on integrating computer into class

43. Does either your school or your district offer the following types of formal training for teachers?

Yes: No

MARK ONE RESPONSE ON EACH LINE

d. Computer use in classroom

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

----------

CODES

PER-         WGTD
FREQ      CENT      PCT
-----  -----  -----  ------  ------

No : 0  1625  10.0%   8.8%
Yes : 1  12346  76.0%  91.2%

RESERVE CODES:

-8 Survey component legitimate skip/NA
-7 Partial interview-breakoff
-4 Nonrespondent

TOTA L S: 16252 100.0% 100.0%

----------

BYA43E

Teacher training on basic computer literacy

43. Does either your school or your district offer the following types of formal training for teachers?

Yes: No

MARK ONE RESPONSE ON EACH LINE

e. Basic computer literacy

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

----------

CODES

PER-         WGTD
FREQ      CENT      PCT
-----  -----  -----  ------  ------

No : 0  111  0.7%   0.6%
Yes : 1  12367  78.9%  99.4%

RESERVE CODES:

-4 Survey component legitimate skip/NA
-7 Partial interview-breakoff
-8 Missing

TOTA L S: 16252 100.0% 100.0%

----------

BYA44A

Computers in administrative offices

44. Please indicate whether computers are located in the following locations in your school.

Yes: No

MARK ONE RESPONSE ON EACH LINE

a. In administrative offices

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

----------

CODES

PER-         WGTD
FREQ      CENT      PCT
-----  -----  -----  ------  ------

No : 0  3387  20.8%  24.7%
Yes : 1  10693  65.8%  75.3%

RESERVE CODES:

-8 Survey component legitimate skip/NA
-7 Partial interview-breakoff
-4 Nonrespondent

TOTA L S: 16252 100.0% 100.0%

----------

BYA44B

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

b. In teacher work rooms

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

----------

CODES

PER-         WGTD
FREQ      CENT      PCT
-----  -----  -----  ------  ------

No : 0  12346  76.0%  91.2%
Yes : 1  12346  76.0%  91.2%

RESERVE CODES:

-8 Survey component legitimate skip/NA
-7 Partial interview-breakoff
-4 Nonrespondent

TOTA L S: 16252 100.0% 100.0%

----------

G-361
### Appendix G:
Base-Year to First Follow-up Electronic Codebook

#### BYA44C

**Student Data File Rec. 4/5**

**Pos:** 661-664

**Format:** N2

**Computers in classrooms**

44. Please indicate whether computers are located in the following locations in your school.

(MARK ONE RESPONSE ON EACH LINE)

- **a.** In classrooms
- **b.** Establishing policies and priorities for grouping students into classes
- **c.** Hiring and firing teachers
- **d.** In the library media center
- **e.** In separate computer lab(s) (outside the library media center)

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.

Apply to: All respondents.

#### Source: ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13441</td>
<td>82.7%</td>
<td>96.5%</td>
</tr>
<tr>
<td>0</td>
<td>379</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- No nonrespondent..................................................8
- Survey component legitimate skip/NA..........................8
- Partial interview-breakoff........................................7

**TOTALS:**

16252 100.0% 100.0%

#### BYA44D

**Student Data File Rec. 4/5**

**Pos:** 663-664

**Format:** N2

**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)

- **a.** In classrooms
- **b.** Establishing policies and priorities for grouping students into classes
- **c.** Hiring and firing teachers
- **d.** In the library media center

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.

Apply to: All respondents.

#### Source: ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13602</td>
<td>82.7%</td>
<td>96.5%</td>
</tr>
<tr>
<td>0</td>
<td>358</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- No nonrespondent..................................................8
- Survey component legitimate skip/NA..........................8
- Partial interview-breakoff........................................7

**TOTALS:**

16252 100.0% 100.0%

#### BYA44E

**Student Data File Rec. 4/5**

**Pos:** 665-666

**Format:** N2

**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)

- **a.** In separate computer lab(s) (outside the library media center)
- **b.** Establishing policies and priorities for grouping students into classes
- **c.** Hiring and firing teachers

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.

Apply to: All respondents.

#### Source: ELS:2002 School Administrator Questionnaire

**Applies to:** All respondents.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13559</td>
<td>82.7%</td>
<td>96.5%</td>
</tr>
<tr>
<td>0</td>
<td>313</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- No nonrespondent..................................................8
- Survey component legitimate skip/NA..........................8
- Partial interview-breakoff........................................7

**TOTALS:**

16252 100.0% 100.0%
### Principal's influence on course offerings

46. How much influence do you as a principal have on the following?  
(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence</td>
<td>0</td>
<td>86</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Major influence</td>
<td>3</td>
<td>9116</td>
<td>56.1%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Major influence</td>
<td>3</td>
<td>8868</td>
<td>14.8%</td>
<td>21.4%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>1629</td>
<td>11.3%</td>
<td>11.3%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>845</td>
<td>5.2%</td>
<td>5.2%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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.

### Principal's influence on instructional materials

46. How much influence do you as a principal have on the following?  
(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence</td>
<td>0</td>
<td>1061</td>
<td>6.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Major influence</td>
<td>3</td>
<td>3512</td>
<td>21.6%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Major influence</td>
<td>3</td>
<td>8700</td>
<td>53.5%</td>
<td>53.5%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>1629</td>
<td>11.3%</td>
<td>11.3%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>805</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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.

### Principal's influence on curricular guidelines

46. How much influence do you as a principal have on the following?  
(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence</td>
<td>0</td>
<td>590</td>
<td>3.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Some influence</td>
<td>2</td>
<td>6986</td>
<td>43.0%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Major influence</td>
<td>3</td>
<td>5672</td>
<td>34.9%</td>
<td>34.9%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>1629</td>
<td>11.3%</td>
<td>11.3%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>830</td>
<td>5.1%</td>
<td>5.1%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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.

### Principal's influence on grading and evaluation

46. How much influence do you as a principal have on the following?  
(MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Code</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence</td>
<td>0</td>
<td>524</td>
<td>3.2%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Some influence</td>
<td>2</td>
<td>6956</td>
<td>42.8%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Major influence</td>
<td>3</td>
<td>5786</td>
<td>35.6%</td>
<td>40.1%</td>
</tr>
<tr>
<td>[Nonrespondent]</td>
<td>-4</td>
<td>174</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Partial interview-breakoff]</td>
<td>-7</td>
<td>1629</td>
<td>11.3%</td>
<td>11.3%</td>
</tr>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td>-9</td>
<td>812</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

ByA47A

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

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

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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)

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

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

Applies to: All respondents.

Source: ELS:2002 School Administrator Questionnaire

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. Teachers’ association or union

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
Principal evaluated on school environment

48. How much influence do you feel each of the following factors has on your superiors evaluate your performance?  (MARK ONE RESPONSE ON EACH LINE)

b. A good disciplinary environment in the school

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

---

Base-Year to First Follow-up Electronic Codebook

Appendix G:
### 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**
- **Format**: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-C</th>
<th>WGT-</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence on evaluation</td>
<td>436</td>
<td>2.7%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Minor influence on evaluation</td>
<td>5250</td>
<td>32.3%</td>
<td>45.6%</td>
</tr>
<tr>
<td>Great deal of influence on evaluation</td>
<td>7434</td>
<td>45.7%</td>
<td>57.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] | 17 | 1.1% | (MISS) |
- [Partial interview-breakoff] | 1829 | 11.3% | (MISS) |
- [Survey component legitimate skip/NA] | 960 | 6.1% | (MISS) |
- [Missing] | 945 | 5.9% | (MISS) |

**TOTALS:**
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**
- **Format**: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-C</th>
<th>WGT-</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>12016</td>
<td>73.9%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>616</td>
<td>3.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>5296</td>
<td>32.8%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] | 174 | 1.1% | (MISS) |
- [Partial interview-breakoff] | 1829 | 11.3% | (MISS) |
- [Survey component legitimate skip/NA] | 960 | 6.1% | (MISS) |
- [Missing] | 945 | 5.9% | (MISS) |

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

---

### 50. How often tardiness a problem at school

**Mark one response on each line**

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-C</th>
<th>WGT-</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>12016</td>
<td>73.9%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>616</td>
<td>3.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>5296</td>
<td>32.8%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] | 174 | 1.1% | (MISS) |
- [Partial interview-breakoff] | 1829 | 11.3% | (MISS) |
- [Survey component legitimate skip/NA] | 960 | 6.1% | (MISS) |
- [Missing] | 945 | 5.9% | (MISS) |

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

---

### 51. How often absenteeism a problem at school

**Mark one response on each line**

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-C</th>
<th>WGT-</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>12016</td>
<td>73.9%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>616</td>
<td>3.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>5296</td>
<td>32.8%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] | 174 | 1.1% | (MISS) |
- [Partial interview-breakoff] | 1829 | 11.3% | (MISS) |
- [Survey component legitimate skip/NA] | 960 | 6.1% | (MISS) |
- [Missing] | 945 | 5.9% | (MISS) |

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

---

### 52. How often class cutting a problem at school

**Mark one response on each line**

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-C</th>
<th>WGT-</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>12016</td>
<td>73.9%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>616</td>
<td>3.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>5296</td>
<td>32.8%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] | 174 | 1.1% | (MISS) |
- [Partial interview-breakoff] | 1829 | 11.3% | (MISS) |
- [Survey component legitimate skip/NA] | 960 | 6.1% | (MISS) |
- [Missing] | 945 | 5.9% | (MISS) |

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

**How often physical conflicts a problem at school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>190</td>
<td>1.2%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>1468</td>
<td>9.0%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>2435</td>
<td>15.6%</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>8268</td>
<td>53.9%</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>789</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- [Nonrespondent] -9 174 1.1% (MISS)
- Partial interview-breakoff -7 1829 11.3% (MISS)
- Survey component legitimate skip/NA -8 171 1.1% (MISS)
- [Missing] -9 709 4.4% (MISS)

**TOTALS:**
16252 100.0% 100.0%

**How often robbery/theft a problem at school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>21</td>
<td>0.1%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>716</td>
<td>4.4%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>2406</td>
<td>14.8%</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>9946</td>
<td>61.2%</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>280</td>
<td>1.7%</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] -9 709 4.4% (MISS)

**TOTALS:**
16252 100.0% 100.0%

**How often vandalism a problem at school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>200</td>
<td>1.2%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>508</td>
<td>3.1%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>1140</td>
<td>7.0%</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>9600</td>
<td>59.6%</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>1818</td>
<td>11.2%</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] -9 709 4.4% (MISS)

**TOTALS:**
16252 100.0% 100.0%

---

**How often use of alcohol a problem at school**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>200</td>
<td>1.2%</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>508</td>
<td>3.1%</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>1140</td>
<td>7.0%</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>9600</td>
<td>59.6%</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>1818</td>
<td>11.2%</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] -9 709 4.4% (MISS)

**TOTALS:**
16252 100.0% 100.0%
### Appendix G:

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

#### OTHERS

<table>
<thead>
<tr>
<th>Source: ELS:2002 School Administrator Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies to: All respondents.</td>
</tr>
</tbody>
</table>

**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)

(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.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>242</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>591</td>
<td>6.8%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>2267</td>
<td>26.3%</td>
<td></td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>6705</td>
<td>80.6%</td>
<td></td>
</tr>
<tr>
<td>Never happens</td>
<td>1474</td>
<td>17.5%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: 5
- Survey component legitimate skip/NA: 0
- Partial interview-breakoff: 0

#### OTHERS

<table>
<thead>
<tr>
<th>Source: ELS:2002 School Administrator Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies to: All respondents.</td>
</tr>
</tbody>
</table>

**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)

(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.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>277</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>466</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>1032</td>
<td>12.3%</td>
<td></td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>9270</td>
<td>114.5%</td>
<td></td>
</tr>
<tr>
<td>Never happens</td>
<td>2008</td>
<td>24.2%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: 4
- Survey component legitimate skip/NA: 0
- Partial interview-breakoff: 0

#### OTHERS

<table>
<thead>
<tr>
<th>Source: ELS:2002 School Administrator Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies to: All respondents.</td>
</tr>
</tbody>
</table>

**How often possession 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?

(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.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>174</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>1629</td>
<td>19.7%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>1032</td>
<td>12.3%</td>
<td></td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>615</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>Never happens</td>
<td>876</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: 4
- Survey component legitimate skip/NA: 0
- Partial interview-breakoff: 0

### OTHERS

<table>
<thead>
<tr>
<th>Source: ELS:2002 School Administrator Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies to: All respondents.</td>
</tr>
</tbody>
</table>

**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)

(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.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>22</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>40</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>166</td>
<td>2.0%</td>
<td></td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>706</td>
<td>8.5%</td>
<td></td>
</tr>
<tr>
<td>Never happens</td>
<td>5116</td>
<td>62.6%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: 4
- Survey component legitimate skip/NA: 0
- Partial interview-breakoff: 0

<table>
<thead>
<tr>
<th>Source: ELS:2002 School Administrator Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies to: All respondents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>174</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>1629</td>
<td>19.7%</td>
<td></td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>1032</td>
<td>12.3%</td>
<td></td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>876</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Never happens</td>
<td>768</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
How often physical abuse of teachers 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)
   n. 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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>2529</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>10702</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent | -4 | 174 | 1.1% |
- Multiple responses | -6 | 12 | 0.1% |
- Partial interview-breakoff | -7 | 1829 | 11.3% |
- Survey component legitimate skip/NA | -8 | 782 | 4.8% |
- Missing | -9 | | |

TOTALS:
16252 100.0% 100.0%

How often student bullying 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)
   m. Student bullying
   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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>299</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>453</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>2562</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>8514</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>10702</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent | -4 | 174 | 1.1% |
- Partial interview-breakoff | -7 | 1829 | 11.3% |
- Survey component legitimate skip/NA | -8 | 782 | 4.8% |
- Missing | -9 | | |

TOTALS:
16252 100.0% 100.0%

How often student verbal abuse of teachers 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)
   o. Student verbal 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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>105</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>2</td>
<td>832</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>3</td>
<td>2159</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>4</td>
<td>8514</td>
</tr>
<tr>
<td>Never happens</td>
<td>5</td>
<td>10702</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Nonrespondent | -4 | 174 | 1.1% |
- Partial interview-breakoff | -7 | 1829 | 11.3% |
- Survey component legitimate skip/NA | -8 | 782 | 4.8% |
- Missing | -9 | | |

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

---

**BYA49P**

**STUDENT.PUB Rec. 4/5**

Pos. 731-732

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?
   (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

```
--------
PER-      WGTD
CODES    FREQ    CENT     PCT
--------
Happens daily ........................................... 1 48 0.3% 0.3%
Happens at least once a week ......................... 2 141 0.9% 1.3%
Happens at least once a month .......................... 3 322 2.0% 2.8%
Happens on occasion ..................................... 4 4514 27.8% 36.1%
Never happens ............................................. 5 8121 51.2% 53.5%
RESERVE CODES:
   [Nonrespondent] ..................................... -4 174 1.1% (MISS)
   [Partial interview-breakof] ......................... -7 1829 11.3% (MISS)
   [Survey component legitimate skip/NA] ............ -8 171 1.1% (MISS)
   [Missing] ............................................. -9 732 4.5% (MISS)

TOTALES: 16252 100.0% 100.0%
```

---

**BYA49R**

**STUDENT.PUB Rec. 4/5**

Pos. 733-734

Format: R2

How often student 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?
   (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)
   q. Student acts of disrespect for 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

```
--------
PER-      WGTD
CODES    FREQ    CENT     PCT
--------
Happens daily ........................................... 1 453 2.8% 3.8%
Happens at least once a week ......................... 2 1377 8.5% 11.1%
Happens at least once a month .......................... 3 1860 11.4% 16.3%
Happens on occasion ..................................... 4 8958 55.1% 65.8%
Never happens ............................................. 5 702 4.3% 5.1%
RESERVE CODES:
   [Nonrespondent] ..................................... -4 174 1.1% (MISS)
   [Partial interview-breakof] ......................... -7 1829 11.3% (MISS)
   [Survey component legitimate skip/NA] ............ -8 171 1.1% (MISS)
   [Missing] ............................................. -9 709 4.4% (MISS)

TOTALES: 16252 100.0% 100.0%
```

---

**BYA49S**

**STUDENT.PUB Rec. 4/5**

Pos. 737-738

Format: R2

How often cult/extremist group activities 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)
   q. Gang activities
   s. Undesirable cult or extremist group activities
   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

```
--------
PER-      WGTD
CODES    FREQ    CENT     PCT
--------
Happens daily ........................................... 1 68 0.4% 0.6%
Happens at least once a week ......................... 2 175 1.1% 1.6%
Happens at least once a month .......................... 3 341 2.1% 3.1%
Happens on occasion ..................................... 4 4708 29.0% 40.8%
Never happens ............................................. 5 8077 49.7% 54.0%
RESERVE CODES:
   [Nonrespondent] ..................................... -4 174 1.1% (MISS)
   [Partial interview-breakof] ......................... -7 1829 11.3% (MISS)
   [Survey component legitimate skip/NA] ............ -8 171 1.1% (MISS)
   [Missing] ............................................. -9 709 4.4% (MISS)

TOTALES: 16252 100.0% 100.0%
```

---

**BYA49T**

**STUDENT.PUB Rec. 4/5**

Pos. 735-736

Format: R2

How often gang activity 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)
   q. Gang activities
   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

```
--------
PER-      WGTD
CODES    FREQ    CENT     PCT
--------
Happens daily ........................................... 1 24 0.1% 0.4%
Happens at least once a week ......................... 2 33 0.2% 0.3%
Happens at least once a month .......................... 3 2413 16.1% 23.3%
Never happens ............................................. 5 10594 65.2% 76.0%
RESERVE CODES:
   [Nonrespondent] ..................................... -4 174 1.1% (MISS)
   [Partial interview-breakof] ......................... -7 1829 11.3% (MISS)
   [Survey component legitimate skip/NA] ............ -8 171 1.1% (MISS)
   [Missing] ............................................. -9 814 5.0% (MISS)

TOTALES: 16252 100.0% 100.0%
```
Learning hindered by poor condition of buildings

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)

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

Learning hindered by poor heating/air/light

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?
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

Learning hindered by poor science labs

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?
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

Learning hindered by poor fine arts facilities

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?
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

Learning hindered by poor technology

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
e. inadequate computer 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.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

Learning hindered by poor instructional materials

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
f. inadequate instructional materials?
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

Learning hindered by poor extracurricular activities

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
g. inadequate extracurricular activities?
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

Learning hindered by poor student behavior

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
h. inadequate student behavior?
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

Learning hindered by poor administrative support

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
i. inadequate administrative support?
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

Learning hindered by poor teamwork

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
j. inadequate teamwork?
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

Learning hindered by poor collaboration

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
k. inadequate collaboration?
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
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYA55E
STUDENT.PUB Rec. 4/5
Pos. 747-748
Format: R2

Learning hindered by lack of space

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
(Note at all; Very little; To some extent; A lot)

f. lack of instructional space (e.g., classrooms)?

Note: 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>FREQ</th>
<th>PER</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-----</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Nonrespondent</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>171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>873</td>
<td>5.4%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>14252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

---

BYA56F
STUDENT.PUB Rec. 4/5
Pos. 749-750
Format: R2

Learning hindered by poor library

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
(Note at all; Very little; To some extent; A lot)

g. lack of instructional material in the library?

Note: 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>FREQ</th>
<th>PER</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-----</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>174</td>
<td>0.9%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>1829</td>
<td>6.4%</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>
<tr>
<td>Missing</td>
<td>-9</td>
<td>873</td>
<td>5.4%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>14252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

---

BYA55G
STUDENT.PUB Rec. 4/5
Pos. 751-753
Format: R2

Learning hindered by lack of texts/supplies

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
(Note at all; Very little; To some extent; A lot)
h. lack of text books and basic supplies?

Note: 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>FREQ</th>
<th>PER</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-----</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>174</td>
<td>0.9%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Partial interview-breakoff</td>
<td>-7</td>
<td>1829</td>
<td>6.4%</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>
<tr>
<td>Missing</td>
<td>-9</td>
<td>873</td>
<td>5.4%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>14252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

---

BYA55H
STUDENT.PUB Rec. 4/5
Pos. 753-754
Format: R2

Learning hindered by too few computers

50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)
(Note at all; Very little; To some extent; A lot)
h. not enough computers for instruction?

Note: 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>FREQ</th>
<th>PER</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-----</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Nonrespondent</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>171</td>
<td>1.1%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>873</td>
<td>5.4%</td>
<td>(MISS)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>14252</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

---

G-372
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)
   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.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

51. 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. 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.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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 discipline and 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.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

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; Somewhat accurate - 3; 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.

Applies to: All respondents.
Source: ELS:2002 School Administrator Questionnaire
Applies to: All respondents.

51. Indicate how much each of the characteristics listed below describes your school’s climate.

a. Teaching quality is high
b. Teachers at this school press students to achieve academically
   Note: This 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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

   CODES    FREQ    PER-CENT    WTD-PCT
   ----------    -------    ----------    -------
Not accurate at all .................................. 1  25  25.0%  25.0%
Between not all and somewhat accurate ................. 2  479  29.5%  31.9%
Somewhat accurate ................................... 3  2327  44.3%  44.3%
Between somewhat and very accurate .................... 4  5959  36.7%  49.4%
Very accurate ........................................ 5  4473  27.5%  28.3%

RESERVE CODES:
   [Nonrespondent] .................................... -4  174  1.1% (MISS)
   [Partial interview-breakoff] ...................... -7  1629  11.3% (MISS)
   [Survey component legitimate skip/NA] ............ -8  171  1.1% (MISS)
   [Partial interview-breakoff] ...................... -9  815  5.0% (MISS)

TOTALS: 16252 100.0% 100.0%

---

51. Indicate how much each of the characteristics listed below describes your school’s climate.

a. Teacher morale is high
b. Teachers at this school press students to achieve academically
c. Teacher morale is high

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

   CODES    FREQ    PER-CENT    WTD-PCT
   ----------    -------    ----------    -------
Not accurate at all .................................. 1  39  0.2%  0.2%
Between not all and somewhat accurate ................. 2  515  3.1%  3.1%
Somewhat accurate ................................... 3  2504  15.4%  18.6%
Between somewhat and very accurate .................... 4  4264  26.1%  38.6%
Very accurate ........................................ 5  6013  37.0%  43.8%

RESERVE CODES:
   [Nonrespondent] .................................... -4  174  1.1% (MISS)
   [Partial interview-breakoff] ...................... -7  1629  11.3% (MISS)
   [Survey component legitimate skip/NA] ............ -8  171  1.1% (MISS)
   [Partial interview-breakoff] ...................... -9  741  4.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

51. Indicate how much each of the characteristics listed below describes your school’s climate.

a. Students are expected to do homework
d. Students place a high priority on learning
   Note: This 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.

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

   CODES    FREQ    PER-CENT    WTD-PCT
   ----------    -------    ----------    -------
Not accurate at all .................................. 1  25  25.0%  25.0%
Between not all and somewhat accurate ................. 2  479  29.5%  31.9%
Somewhat accurate ................................... 3  2327  44.3%  44.3%
Between somewhat and very accurate .................... 4  5959  36.7%  49.4%
 Very accurate ....................................... 5  4473  27.5%  28.3%

RESERVE CODES:
   [Nonrespondent] .................................... -4  174  1.1% (MISS)
   [Survey component legitimate skip/NA] ............ -9  741  4.6% (MISS)

TOTALS: 16252 100.0% 100.0%

---

51. Indicate how much each of the characteristics listed below describes your school’s climate.

a. Students are expected to do homework
c. Teacher morale is high
d. Students place a high priority on learning

Apply to: All respondents.
Source: ELS:2002 School Administrator Questionnaire

   CODES    FREQ    PER-CENT    WTD-PCT
   ----------    -------    ----------    -------
Not accurate at all .................................. 1  39  0.2%  0.2%
Between not all and somewhat accurate ................. 2  515  3.1%  3.1%
Somewhat accurate ................................... 3  2504  15.4%  18.6%
Between somewhat and very accurate .................... 4  4264  26.1%  38.6%
Very accurate ........................................ 5  6013  37.0%  43.8%

RESERVE CODES:
   [Nonrespondent] .................................... -4  174  1.1% (MISS)
   [Survey component legitimate skip/NA] ............ -9  741  4.6% (MISS)

TOTALS: 16252 100.0% 100.0%
PI Administrator Questionnaire

---

**3.** What kind of academic calendar does your high school have?

(MARK ONE RESPONSE)

- Semester system
- Block schedule (such as 4 x 4 or A/B)
- Other

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

---

**4.** Are any of the following types of courses offered through block scheduling at your school? (Yes; No)

- Academic courses
- Other

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

- Academic courses
  - Yes .....................................
  - No ......................................

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

**# of minutes in block for academic courses**

(MARK ONE RESPONSE)

- Semester system
- Block schedule
- Other

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

---

**# of days in school year for 12th graders**

(MARK ONE RESPONSE)

- Days in the school year for 12th graders

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

---

**Minutes in block for academic courses**

(MARK ONE RESPONSE)

- Academic courses
- Other

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

#### F1A04A

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Note:** For all F1 responding students attending the sampled school as of spring 2004.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>Wtdt</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### F1A04B

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>Wtdt</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6664</td>
<td>41.0%</td>
<td>51.7%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4530</td>
<td>27.9%</td>
<td>48.3%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>652</td>
<td>4.0%</td>
<td>[MISS]</td>
<td></td>
</tr>
</tbody>
</table>

### F1A04C

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>Wtdt</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6664</td>
<td>41.0%</td>
<td>51.7%</td>
</tr>
<tr>
<td>1</td>
<td>4530</td>
<td>27.9%</td>
<td>48.3%</td>
</tr>
<tr>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>-9</td>
<td>652</td>
<td>4.0%</td>
<td>[MISS]</td>
</tr>
</tbody>
</table>

#### F1A05A

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>Wtdt</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7763</td>
<td>47.8%</td>
<td>65.8%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3447</td>
<td>21.2%</td>
<td>34.2%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>652</td>
<td>4.0%</td>
<td>[MISS]</td>
<td></td>
</tr>
</tbody>
</table>

#### F1A05B

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>Wtdt</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6664</td>
<td>41.0%</td>
<td>51.7%</td>
</tr>
<tr>
<td>1</td>
<td>4530</td>
<td>27.9%</td>
<td>48.3%</td>
</tr>
<tr>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>-9</td>
<td>652</td>
<td>4.0%</td>
<td>[MISS]</td>
</tr>
</tbody>
</table>

#### F1A06A

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>Wtdt</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6664</td>
<td>41.0%</td>
<td>51.7%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4530</td>
<td>27.9%</td>
<td>48.3%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>652</td>
<td>4.0%</td>
<td>[MISS]</td>
<td></td>
</tr>
</tbody>
</table>

#### F1A06B

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>Wtdt</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7763</td>
<td>47.8%</td>
<td>65.8%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3447</td>
<td>21.2%</td>
<td>34.2%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>652</td>
<td>4.0%</td>
<td>[MISS]</td>
<td></td>
</tr>
</tbody>
</table>

#### F1A06C

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

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

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Per-Cnt</th>
<th>Wtdt</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6664</td>
<td>41.0%</td>
<td>51.7%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4530</td>
<td>27.9%</td>
<td>48.3%</td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td>[MISS]</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>652</td>
<td>4.0%</td>
<td>[MISS]</td>
<td></td>
</tr>
</tbody>
</table>
### 5. Which of the following describe admission practices for students in your school? (MARK ONE RESPONSE ON EACH LINE)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

#### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>540</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Survey component legitimate skip/NA} -8 3825 23.5% (MISS)
- {Missing} -9 30 0.2% (MISS)

**TOTALS:**

- 16252 100.0% 100.0%

---

**Applies to:** All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

### 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.

#### Influence of department head on selecting 12th grader's courses

<table>
<thead>
<tr>
<th>No.</th>
<th>Yes</th>
<th>Moderate</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

#### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>638</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Survey component legitimate skip/NA} -8 3825 23.5% (MISS)
- {Missing} -9 30 0.2% (MISS)

**TOTALS:**

- 16252 100.0% 100.0%

---

**Applies to:** All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

### Influence of teachers on selecting 12th grader's courses

#### Influence of teachers on selecting 12th grader's courses

<table>
<thead>
<tr>
<th>No.</th>
<th>Yes</th>
<th>Moderate</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

#### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>638</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Survey component legitimate skip/NA} -8 3825 23.5% (MISS)
- {Missing} -9 30 0.2% (MISS)

**TOTALS:**

- 16252 100.0% 100.0%

---

**Applies to:** All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

### Influence of department head on selecting 12th grader's courses

#### Influence of department head on selecting 12th grader's courses

<table>
<thead>
<tr>
<th>No.</th>
<th>Yes</th>
<th>Moderate</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

#### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>638</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Survey component legitimate skip/NA} -8 3825 23.5% (MISS)
- {Missing} -9 30 0.2% (MISS)

**TOTALS:**

- 16252 100.0% 100.0%

---

**Applies to:** All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

### Influence of teachers on selecting 12th grader's courses

#### Influence of teachers on selecting 12th grader's courses

<table>
<thead>
<tr>
<th>No.</th>
<th>Yes</th>
<th>Moderate</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

#### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>638</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Survey component legitimate skip/NA} -8 3825 23.5% (MISS)
- {Missing} -9 30 0.2% (MISS)

**TOTALS:**

- 16252 100.0% 100.0%

---

**Applies to:** All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

### Influence of department head on selecting 12th grader's courses

#### Influence of department head on selecting 12th grader's courses

<table>
<thead>
<tr>
<th>No.</th>
<th>Yes</th>
<th>Moderate</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

#### CODES FREQ CENT PCT

<table>
<thead>
<tr>
<th>PER-</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>638</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- {Survey component legitimate skip/NA} -8 3825 23.5% (MISS)
- {Missing} -9 30 0.2% (MISS)

**TOTALS:**

- 16252 100.0% 100.0%

---

**Applies to:** All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

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

---

**G-377**
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**FLAG6C**

**STUDENT.PUB Rec. 4/5**

Pos. 813-814

Format: R2

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)

(Home; A little; Moderate; A lot)

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 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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>101</td>
<td>1.9%</td>
</tr>
<tr>
<td>A little</td>
<td>1077</td>
<td>6.6%</td>
</tr>
<tr>
<td>Moderate</td>
<td>4298</td>
<td>26.4%</td>
</tr>
<tr>
<td>A lot</td>
<td>5546</td>
<td>34.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] -4
(Multiple response) -6
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 14552 100.0% 100.0%

---

**FLAG6D**

**STUDENT.PUB Rec. 4/5**

Pos. 815-816

Format: R2

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)

(Home; A little; Moderate; A lot)

d. Coaches

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 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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>101</td>
<td>1.9%</td>
</tr>
<tr>
<td>A little</td>
<td>3986</td>
<td>24.5%</td>
</tr>
<tr>
<td>Moderate</td>
<td>1576</td>
<td>9.8%</td>
</tr>
<tr>
<td>A lot</td>
<td>387</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] -4
(Multiple response) -6
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 14552 100.0% 100.0%

---

**FLAG6E**

**STUDENT.PUB Rec. 4/5**

Pos. 817-818

Format: R2

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)

(Home; A little; Moderate; A lot)

e. Parents

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 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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>101</td>
<td>1.9%</td>
</tr>
<tr>
<td>A little</td>
<td>2757</td>
<td>17.0%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3644</td>
<td>22.4%</td>
</tr>
<tr>
<td>A lot</td>
<td>4267</td>
<td>26.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] -4
(Multiple response) -6
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 14552 100.0% 100.0%

---

**FLAG6F**

**STUDENT.PUB Rec. 4/5**

Pos. 819-820

Format: R2

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)

f. Student preferences

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 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>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>101</td>
<td>1.9%</td>
</tr>
<tr>
<td>A little</td>
<td>911</td>
<td>5.6%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3055</td>
<td>18.4%</td>
</tr>
<tr>
<td>A lot</td>
<td>7033</td>
<td>43.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

[Nonrespondent] -4
(Multiple response) -6
(Survey component legitimate skip/NA) -8
(Missing) -9

TOTALS: 14552 100.0% 100.0%

---
### Influence of student's grades 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.

**Format:** N2

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Applies to:** All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>NMTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A little</td>
<td>2</td>
<td>1914</td>
<td>11.8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>5565</td>
<td>33.8%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>3388</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4 565 3.0% (MISS)
- Multiple response: -6 43 0.3% (MISS)
- Survey component legitimate skip/NA: -8 3825 23.5% (MISS)
- Missing: -9 759 4.7% (MISS)

**TOTALS:** 16252 100.0% 100.0%

### Influence of student attendance 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.

**Format:** N2

**Source:** ELS:2002 First Follow-up School Administrator Questionnaire

**Applies to:** All respondents.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>NMTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A little</td>
<td>2</td>
<td>3205</td>
<td>19.7%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>4490</td>
<td>27.0%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>1948</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4 565 3.0% (MISS)
- Multiple response: -6 27 0.2% (MISS)
- Survey component legitimate skip/NA: -8 3825 23.5% (MISS)
- Missing: -9 698 4.3% (MISS)

**TOTALS:** 16252 100.0% 100.0%
### Appendix G: Base-Year to First Follow-up School Administrator Questionnaire

#### TOTALS:

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>-9</td>
<td>238</td>
<td>1.5%</td>
</tr>
<tr>
<td>{Nonrespondent}</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years</td>
<td>7</td>
<td>834</td>
<td>5.2%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>6</td>
<td>726</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Source:
ELS:2002 First Follow-up School Administrator Questionnaire 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.

### 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>3496</td>
<td>22.7%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>3209</td>
<td>19.7%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>2405</td>
<td>14.9%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>1561</td>
<td>9.6%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Source:
ELS:2002 First Follow-up School Administrator Questionnaire 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.

### 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>3496</td>
<td>22.7%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>3209</td>
<td>19.7%</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>2405</td>
<td>14.9%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>1561</td>
<td>9.6%</td>
</tr>
<tr>
<td><strong>RESERVE CODES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Source:
ELS:2002 First Follow-up School Administrator Questionnaire 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.
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)

(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)

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. Values of 7 (4 years) have been collapsed into values of 6 (At least 3 years).

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

Years of history/social studies coursework required to graduate

----------
<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</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>1144</td>
<td>7.3%</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 | -4 | 565 | 3.5% | [MISS] |
| Multiple responses | -6 | 89 | 0.6% | [MISS] |
| Survey component legitimate skip/NA | -8 | 3825 | 23.5% | [MISS] |
| Missing | -9 | 153 | 0.9% | [MISS] |

TOTALS: 16252 100.0% 100.0%

----------
<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</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>32.3%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>At least 1 year but less than 2</td>
<td>4</td>
<td>1599</td>
<td>9.8%</td>
</tr>
<tr>
<td>At least 2 years but less than 3</td>
<td>5</td>
<td>2999</td>
<td>18.5%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>6</td>
<td>704</td>
<td>4.3%</td>
</tr>
<tr>
<td>4 years</td>
<td>7</td>
<td>116</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Nonrespondent | -4 | 565 | 3.5% | [MISS] |
| Multiple responses | -6 | 13 | 0.1% | [MISS] |
| Survey component legitimate skip/NA | -8 | 3825 | 23.5% | [MISS] |
| Missing | -9 | 631 | 3.9% | [MISS] |

TOTALS: 16252 100.0% 100.0%

----------
<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</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>32.3%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>At least 1 year but less than 2</td>
<td>4</td>
<td>1599</td>
<td>9.8%</td>
</tr>
<tr>
<td>At least 2 years but less than 3</td>
<td>5</td>
<td>2999</td>
<td>18.5%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>6</td>
<td>704</td>
<td>4.3%</td>
</tr>
<tr>
<td>4 years</td>
<td>7</td>
<td>116</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Nonrespondent | -4 | 565 | 3.5% | [MISS] |
| Multiple responses | -6 | 13 | 0.1% | [MISS] |
| Survey component legitimate skip/NA | -8 | 3825 | 23.5% | [MISS] |
| Missing | -9 | 631 | 3.9% | [MISS] |

TOTALS: 16252 100.0% 100.0%

----------
<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</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>32.3%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>At least 1 year but less than 2</td>
<td>4</td>
<td>1599</td>
<td>9.8%</td>
</tr>
<tr>
<td>At least 2 years but less than 3</td>
<td>5</td>
<td>2999</td>
<td>18.5%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>6</td>
<td>704</td>
<td>4.3%</td>
</tr>
<tr>
<td>4 years</td>
<td>7</td>
<td>116</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Nonrespondent | -4 | 565 | 3.5% | [MISS] |
| Multiple responses | -6 | 13 | 0.1% | [MISS] |
| Survey component legitimate skip/NA | -8 | 3825 | 23.5% | [MISS] |
| Missing | -9 | 631 | 3.9% | [MISS] |

TOTALS: 16252 100.0% 100.0%

----------
<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</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>32.3%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>At least 1 year but less than 2</td>
<td>4</td>
<td>1599</td>
<td>9.8%</td>
</tr>
<tr>
<td>At least 2 years but less than 3</td>
<td>5</td>
<td>2999</td>
<td>18.5%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>6</td>
<td>704</td>
<td>4.3%</td>
</tr>
<tr>
<td>4 years</td>
<td>7</td>
<td>116</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Nonrespondent | -4 | 565 | 3.5% | [MISS] |
| Multiple responses | -6 | 13 | 0.1% | [MISS] |
| Survey component legitimate skip/NA | -8 | 3825 | 23.5% | [MISS] |
| Missing | -9 | 631 | 3.9% | [MISS] |

TOTALS: 16252 100.0% 100.0%

----------
<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTDT</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>32.3%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>427</td>
<td>2.6%</td>
</tr>
<tr>
<td>At least 1 year but less than 2</td>
<td>4</td>
<td>1599</td>
<td>9.8%</td>
</tr>
<tr>
<td>At least 2 years but less than 3</td>
<td>5</td>
<td>2999</td>
<td>18.5%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>6</td>
<td>704</td>
<td>4.3%</td>
</tr>
<tr>
<td>4 years</td>
<td>7</td>
<td>116</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

| Nonrespondent | -4 | 565 | 3.5% | [MISS] |
| Multiple responses | -6 | 13 | 0.1% | [MISS] |
| Survey component legitimate skip/NA | -8 | 3825 | 23.5% | [MISS] |
| Missing | -9 | 631 | 3.9% | [MISS] |

TOTALS: 16252 100.0% 100.0%
### 7. What kinds of graduation credentials are conferred by or through your school?

**Applies 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Course not offered</td>
<td>1</td>
<td>53</td>
<td>0.3%</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>233</td>
<td>1.4%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>835</td>
<td>5.1%</td>
</tr>
<tr>
<td>At least 1 year but less than 2</td>
<td>4</td>
<td>5210</td>
<td>32.1%</td>
</tr>
<tr>
<td>At least 2 years but less than 3</td>
<td>5</td>
<td>3573</td>
<td>18.9%</td>
</tr>
<tr>
<td>At least 3 years but less than 4</td>
<td>6</td>
<td>501</td>
<td>3.1%</td>
</tr>
<tr>
<td>4 years</td>
<td>7</td>
<td>1488</td>
<td>10.4%</td>
</tr>
</tbody>
</table>
```

**RESERVE CODES:**
- At least 3 years but less than 4
- At least 2 years but less than 3
- At least 1 year but less than 2
- Less than 1 year
- None
- Course not offered

**TOTALS:**
- 16252
- 100.0% 100.0%

---

### 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.

**Applies 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>11206</td>
<td>69.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5217</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
```

**RESERVE CODES:**
- [Survey component legitimate skip/NA] -8
- [Survey component legitimate skip/NA] -8
- [MISS] -9

**TOTALS:**
- 16252
- 100.0% 100.0%

---

### 9. 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.

**Applies 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>1460</td>
<td>27.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>8207</td>
<td>44.4%</td>
</tr>
</tbody>
</table>
```

**RESERVE CODES:**
- [Survey component legitimate skip/NA] -8
- [MISS] -9

**TOTALS:**
- 16252
- 100.0% 100.0%

---

### 10. 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.

**Applies 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>9352</td>
<td>57.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2321</td>
<td>14.3%</td>
</tr>
</tbody>
</table>
```

**RESERVE CODES:**
- [Survey component legitimate skip/NA] -8
- [MISS] -9

**TOTALS:**
- 16252
- 100.0% 100.0%
Appendix G:

Base-Year to First Follow-up Electronic Codebook

---

FIAS0
STUDENT.PUB Rec. 4/5
--
Pos. 855-856
Format: N2

School confers certificates of attendance

8. What kinds of graduation credentials are conferred by or through your school?
(MARK ONE RESPONSE ON EACH LINE)
- Yes; No

f. Certificate of attendance
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
as of spring 2004.

---

G-383

---

FJA10
STUDENT.PUB Rec. 4/5
--
Pos. 861-862
Format: N2

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?
- Yes, at this school only (GO TO QUESTION 11)
- Yes, at an area or regional vocational school only (GO TO QUESTION 11)
- Yes, at this school and at an area or regional vocational school (GO TO QUESTION 11)

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

---

Appendix G:
### Application of Criteria for Vocational/Technical Program Enrollment

For the F1A11F data, in the Base-Year to First Follow-up electronic codebook, the table below shows the percentage of respondents who used each criterion to determine student enrollment in a vocational/technical program or school:

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>477</td>
<td>2.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>2195</td>
<td>13.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>1812</td>
<td>11.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>2653</td>
<td>16.3%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

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

### Academic Performance

For the F1A11E data, in the Base-Year to First Follow-up electronic codebook, the table below shows the percentage of respondents who used each criterion to determine student enrollment in a vocational/technical program or school:

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>2739</td>
<td>16.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>565</td>
<td>3.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>45</td>
<td>0.3%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>3825</td>
<td>23.5%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

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

### Counselor Referral

For the F1A11C data, in the Base-Year to First Follow-up electronic codebook, the table below shows the percentage of respondents who used each criterion to determine student enrollment in a vocational/technical program or school:

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>1867</td>
<td>11.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>3400</td>
<td>24.6%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>1812</td>
<td>11.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>2653</td>
<td>16.3%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

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

### Parent Request

For the F1A11D data, in the Base-Year to First Follow-up electronic codebook, the table below shows the percentage of respondents who used each criterion to determine student enrollment in a vocational/technical program or school:

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>2105</td>
<td>13.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>3994</td>
<td>24.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>1660</td>
<td>10.2%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>752</td>
<td>4.6%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

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

### Attendance Record

For the F1A11I data, in the Base-Year to First Follow-up electronic codebook, the table below shows the percentage of respondents who used each criterion to determine student enrollment in a vocational/technical program or school:

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>2483</td>
<td>15.3%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>3400</td>
<td>20.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>2667</td>
<td>11.5%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>1751</td>
<td>8.6%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

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

### Minimum GPA or Other Academic Performance Measure

For the F1A11G data, in the Base-Year to First Follow-up electronic codebook, the table below shows the percentage of respondents who used each criterion to determine student enrollment in a vocational/technical program or school:

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>2105</td>
<td>13.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>3994</td>
<td>24.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>1660</td>
<td>10.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>752</td>
<td>4.6%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

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

### Other Criteria

For the F1A11A data, in the Base-Year to First Follow-up electronic codebook, the table below shows the percentage of respondents who used each criterion to determine student enrollment in a vocational/technical program or school:

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>477</td>
<td>2.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>2195</td>
<td>13.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>1812</td>
<td>11.1%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>2653</td>
<td>16.3%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

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

### Teacher Referral

For the F1A11H data, in the Base-Year to First Follow-up electronic codebook, the table below shows the percentage of respondents who used each criterion to determine student enrollment in a vocational/technical program or school:

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>2105</td>
<td>13.0%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>3994</td>
<td>24.0%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>1660</td>
<td>10.2%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>752</td>
<td>4.6%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

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

### Other Criteria

For the F1A11I data, in the Base-Year to First Follow-up electronic codebook, the table below shows the percentage of respondents who used each criterion to determine student enrollment in a vocational/technical program or school:

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Code</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>2483</td>
<td>15.3%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>3400</td>
<td>20.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>2667</td>
<td>11.5%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>1751</td>
<td>8.6%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through i.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

FIAl1G
STUDENT.PUB Rec. 4/5
Pos. 875-876
Format: N2

Special education need 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)

- Never used
- Sometimes used
- Often used
- Always used

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

Apply to: Respondents whose students have access to a vocational/technical program.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

RESERVE CODES:

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>823</td>
<td>5.1%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>3311</td>
<td>21.3%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>2708</td>
<td>17.6%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>1861</td>
<td>11.5%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

FIAl1H
STUDENT.PUB Rec. 4/5
Pos. 877-878
Format: N2

Potential for dropout 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)

- Never used
- Sometimes used
- Often used
- Always used

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

Apply to: Respondents whose students have access to a vocational/technical program.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

RESERVE CODES:

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>-3</td>
<td>2739</td>
<td>16.3%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>-4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>Often used</td>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
</tr>
<tr>
<td>Always used</td>
<td>-9</td>
<td>855</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

FIAl1I
STUDENT.PUB Rec. 4/5
Pos. 879-880
Format: N2

Lottery/random choice 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)

- Never used
- Sometimes used
- Often used
- Always used

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

Apply to: Respondents whose students have access to a vocational/technical program.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

RESERVE CODES:

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>1</td>
<td>1655</td>
<td>1.0%</td>
</tr>
<tr>
<td>Sometimes used</td>
<td>2</td>
<td>591</td>
<td>3.6%</td>
</tr>
<tr>
<td>Often used</td>
<td>3</td>
<td>156</td>
<td>1.0%</td>
</tr>
<tr>
<td>Always used</td>
<td>4</td>
<td>700</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

FIAl1J
STUDENT.PUB Rec. 4/5
Pos. 881-882
Format: N2

# of occupational course defines vocational/technical completers

12. Indicate which of the following criteria are used to define vocational/technical completers in your school.

(MARK ONE RESPONSE ON EACH LINE)

- Yes
- No
- No vocational/technical completer definition used

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.

Apply to: Respondents whose students have access to a vocational/technical program.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

RESERVE CODES:

<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>3779</td>
<td>24.5%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>555</td>
<td>3.4%</td>
</tr>
<tr>
<td>No voc/tech completer definition used</td>
<td>3</td>
<td>3734</td>
<td>23.0%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%

FIAl1K
STUDENT.PUB Rec. 4/5
Pos. 883-884
Format: N2

Specific academic coursework defines vocational/technical completers

12. Indicate which of the following criteria are used to define vocational/technical completers in your school.

(MARK ONE RESPONSE ON EACH LINE)

- Yes
- No
- No vocational/technical completer definition used

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.

Apply to: Respondents whose students have access to a vocational/technical program.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

RESERVE CODES:

<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>1652</td>
<td>10.4%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>2854</td>
<td>17.6%</td>
</tr>
<tr>
<td>No voc/tech completer definition used</td>
<td>3</td>
<td>3734</td>
<td>23.0%</td>
</tr>
</tbody>
</table>

TOTALES: 16252 100.0% 100.0%
12. Indicate which of the following criteria are used to define vocational/technical completers in your school.

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No; Vocational/technical completer definition used)

a. District or state assessment of students' vocational/technical skills

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

---

F1A12C STUDENT.PUB Rec. 4/5

Pos. 885-886

Format: N2

District/state assessment defines vocational/technical completers

<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>2014</td>
<td>12.4% 25.5%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>2532</td>
<td>15.6% 30.3%</td>
</tr>
<tr>
<td>No voc/tech completer definition used...</td>
<td>3</td>
<td>3754</td>
<td>23.0% 44.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

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

---

F1A12D STUDENT.PUB Rec. 4/5

Pos. 887-888

Format: N2

Industry-recognized credential defines vocational/technical completers

12. Indicate which of the following criteria are used to define vocational/technical completers in your school.

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No; Vocational/technical completer definition used)

d. attainment of an industry-recognized state or national credential

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

---

F1A12C STUDENT.PUB Rec. 4/5

Pos. 885-886

Format: N2

Industry-recognized credential defines vocational/technical completers

<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>1726</td>
<td>10.6% 22.2%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>2784</td>
<td>17.1% 33.3%</td>
</tr>
<tr>
<td>No voc/tech completer definition used...</td>
<td>3</td>
<td>3754</td>
<td>23.0% 44.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

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

---

F1A13A STUDENT.PUB Rec. 4/5

Pos. 889-890

Format: N2

Vocational interest/ability assessments are available

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)

(Yes; No; Available; Not available)

a. career days or job fairs

b. job placement services

c. vocational interest or ability assessment

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

---

F1A13B STUDENT.PUB Rec. 4/5

Pos. 891-892

Format: N2

Job placement services are available

<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>1358</td>
<td>8.4% 8.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5698</td>
<td>59.7% 61.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Nonrespondent
- Survey component legitimate skip/NA
- Missing

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

---

F1A13C STUDENT.PUB Rec. 4/5

Pos. 893-894

Format: N2

Career days/job fairs are available

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)

(Yes; No; Available; Not available)

c. career days or job fairs

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

---

F1A13C STUDENT.PUB Rec. 4/5

Pos. 893-894

Format: N2

Career days/job fairs are available

<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>9698</td>
<td>59.7% 62.4%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>1358</td>
<td>8.4% 8.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Nonrespondent
- Survey component legitimate skip/NA
- Missing

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

---

F1A13C STUDENT.PUB Rec. 4/5

Pos. 893-894

Format: N2

Career days/job fairs are available

<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>5985</td>
<td>59.0% 59.0%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>1467</td>
<td>3.0% 3.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Nonrespondent
- Survey component legitimate skip/NA
- Missing

| TOTALS: | 16252 | 100.0% | 100.0% |
### Career/employment readiness workshops are available

11. 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>-8</td>
<td>-8</td>
<td>-8</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6206</td>
<td>38.2%</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>806</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

### School-arranged interviews with employers are available

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)
   - School-arranged interviews with employers
   - 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>-8</td>
<td>-8</td>
<td>-8</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6206</td>
<td>38.2%</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>806</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

### Selection of career major/pathways are available

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)
   - Selection of career major/pathways
   - 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>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>-8</td>
<td>-8</td>
<td>-8</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>6206</td>
<td>38.2%</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>806</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

**TOTALS:**

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

---

**F1A15C**

**STUDENT.PUB** Rec. 4/5

**Pos.** 907-908

**Format:** N2

Reading is on grade 12 competency test

---

15. Which of the following subjects are covered on the test?

**MARK ONE RESPONSE ON EACH LINE**

(Yes; No)

c. Reading

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.

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>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>5720</td>
<td>35.2% (MISS)</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>160</td>
<td>1.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

---

**F1A15D**

**STUDENT.PUB** Rec. 4/5

**Pos.** 909-910

**Format:** N2

Composition/writing is on grade 12 competency test

---

15. Which of the following subjects are covered on the test?

**MARK ONE RESPONSE ON EACH LINE**

(Yes; No)

a. Composition or writing

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.

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>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>5720</td>
<td>35.2% (MISS)</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>160</td>
<td>1.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

---

**F1A15E**

**STUDENT.PUB** Rec. 4/5

**Pos.** 911-912

**Format:** N2

---

**G-388**

**F1A15F**

**STUDENT.PUB** Rec. 4/5

**Pos.** 913-914

**Format:** N2

Computer skills are on grade 12 competency test

---

15. Which of the following subjects are covered on the test?

**MARK ONE RESPONSE ON EACH LINE**

(Yes; No)

c. Computer skills

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.

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>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>5720</td>
<td>35.2% (MISS)</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>160</td>
<td>1.0% (MISS)</td>
</tr>
</tbody>
</table>

**TOTALS:**

16252 100.0% 100.0%

---

**F1A15G**

**STUDENT.PUB** Rec. 4/5

**Pos.** 915-917

**Format:** N3

% fail competency test on first attempt

---

16. In the most recent test administration, what percentage of students taking the competency test failed (or were found to be below an acceptable level of proficiency in) at least one subject area on their first attempt? Round to the nearest whole percent. $a$ failed on their first attempt.

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 80 were set to 80.

Applies to: Respondents whose students must pass minimum competency test to receive high school diploma.

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>(0-80,22.1911/18.0227)</td>
<td>c</td>
<td>5106</td>
<td>31.4% 100.0%</td>
</tr>
</tbody>
</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 | 160 | 1.0% (MISS) |

**TOTALES:**

16252 100.0% 100.0%

---

**F1A15H**

**STUDENT.PUB** Rec. 4/5

**Pos.** 918-919

**Format:** N2

Retake competency test if failed

---

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)

This option is not available; This is required of students who fail the test

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.

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>Option is not available</td>
<td>1</td>
<td>30</td>
<td>0.2% 0.5%</td>
</tr>
<tr>
<td>Option is available but not required</td>
<td>2</td>
<td>293</td>
<td>1.9% 5.6%</td>
</tr>
<tr>
<td>Required upon failure</td>
<td>3</td>
<td>5338</td>
<td>32.8% 95.9%</td>
</tr>
</tbody>
</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 | 483 | 3.0% (MISS) |

**TOTALES:**

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?

- Option is available but not required
- Option is available but required
- Option is not available

Required options:

- Tutoring or individualized academic program
- Summer school
- Tutoring or academic support outside school

Required upon failure:

- Summer school
- Tutoring or individualized academic program
- Tutoring or academic support outside school

Option is required of students who fail the test.

Apply to: Respondents whose students must pass minimum competency test to receive high school diploma.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

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

---

Complete competency test preparation class if fail

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?

- Option is available but not required
- Option is available but required
- Option is not available

Required options:

- Tutoring or individualized academic program
- Summer school
- Tutoring or academic support outside school

Required upon failure:

- Summer school
- Tutoring or individualized academic program
- Tutoring or academic support outside school

Option is required of students who fail the test.

Apply to: Respondents whose students must pass minimum competency test to receive high school diploma.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

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

---

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

---

**F1A17F**

**STUDENT.PUB Rec. 4/5**

**Pos. 928-929**

Referred to alternative/continuing ed school if fail competency test

---

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)

- This option is 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
- 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 of 3 (This is required of students who fail the test) were collapsed into values of 2 (Option available/required upon failure).

Applies to: Respondents whose students must pass minimum competency test to receive high school diploma.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

**F1A18A**

**STUDENT.PUB Rec. 4/5**

**Pos. 930-932**

$12th graders in college prep/specialized academic program$

---

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. College prep, academic, or specialized academic (such as science, math or fine art) program

Note: This is one of a series of items, a through f. If a respondent marked the "Not offered" indicator (see questionnaire), then this variable was coded as -3.

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

---

**F1A18B**

**STUDENT.PUB Rec. 4/5**

**Pos. 933-935**

$12th graders in college prep/specialized academic program$

---

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

Note: This is one of a series of items, a through f. If a respondent marked the "Not offered" indicator (see questionnaire), then this variable was coded as -3.

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)

(a) went to 4-year colleges?
(b) went to 2-year colleges or vocational/technical schools?
(c) entered the labor market or the military?
(d) other (homemaker, unemployed)?

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 DATA

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

---

Base-Year to First Follow-up Electronic Codebook

Appendix G:
### 20. What percentage of 12th grade students do the following at or through your school?

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

#### a. Attend programs on college application procedures

**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 as of spring 2004.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-100 percent</td>
<td>6</td>
<td>4796</td>
<td>29.5%</td>
</tr>
<tr>
<td>50-74 percent</td>
<td>5</td>
<td>1762</td>
<td>10.8%</td>
</tr>
<tr>
<td>25-49 percent</td>
<td>4</td>
<td>1651</td>
<td>10.2%</td>
</tr>
<tr>
<td>11-24 percent</td>
<td>3</td>
<td>1212</td>
<td>7.5%</td>
</tr>
<tr>
<td>1-10 percent</td>
<td>2</td>
<td>785</td>
<td>4.8%</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>501</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

**Total:** 16,252

---

### 20. What percentage of 12th grade students do the following at or through your school?

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

#### b. Attend college fairs

**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 as of spring 2004.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-100 percent</td>
<td>6</td>
<td>1043</td>
<td>6.4%</td>
</tr>
<tr>
<td>50-74 percent</td>
<td>5</td>
<td>1221</td>
<td>7.5%</td>
</tr>
<tr>
<td>25-49 percent</td>
<td>4</td>
<td>2231</td>
<td>13.7%</td>
</tr>
<tr>
<td>11-24 percent</td>
<td>3</td>
<td>2733</td>
<td>16.8%</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>508</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

**Total:** 16,252

---

### 20. What percentage of 12th grade students do the following at or through your school?

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

#### c. Attend school SAT or ACT courses

**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 as of spring 2004.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-100 percent</td>
<td>6</td>
<td>1043</td>
<td>6.4%</td>
</tr>
<tr>
<td>50-74 percent</td>
<td>5</td>
<td>1221</td>
<td>7.5%</td>
</tr>
<tr>
<td>25-49 percent</td>
<td>4</td>
<td>2231</td>
<td>13.7%</td>
</tr>
<tr>
<td>11-24 percent</td>
<td>3</td>
<td>2733</td>
<td>16.8%</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>508</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

**Total:** 16,252
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

**F1A20E**

**Student Pub. Rec. 4/5**

Pos. 955-956

Format: N2

% of 12th graders attend meetings with college representatives

20. What percentage of 12th grade students do the following at or through your school?

(MARK ONE RESPONSE ON EACH LINE)

(High, 1-10%; 11-24%; 25-49%; 50-74%; 75-100%)

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

---

**F1A20G**

**Student Pub. Rec. 4/5**

Pos. 959-960

Format: N2

% of 12th graders participate in Upward Bound

20. What percentage of 12th grade students do the following at or through your school?

(MARK ONE RESPONSE ON EACH LINE)

(High, 1-10%; 11-24%; 25-49%; 50-74%; 75-100%)

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. Values of 5 (50-74%) and 6 (75-100%) were collapsed into values of 4 (25-100%).

Applies to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

**F1A20N**

**Student Pub. Rec. 4/5**

Pos. 961-962

Format: N2

% of 12th graders in other program for minority/disadvantaged students

20. What percentage of 12th grade students do the following at or through your school?

(MARK ONE RESPONSE ON EACH LINE)

(High, 1-10%; 11-24%; 25-49%; 50-74%; 75-100%)

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

---

**G-393**

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

**F1A21A** STUDENT.PUB Rec. 4/5  
Pos. 963-964  
Format: N2

**Vocational counseling/services/programs offered**

**21.** Which of the following programs or services are offered in your school?  
(MARK ONE RESPONSE ON EACH LINE)  

<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>12.5%</td>
</tr>
<tr>
<td>Yes...</td>
<td>5473</td>
<td>57.7%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8  
- Missing: -9  

**TOTA:** 16252 100.0% 100.0%

---

**F1A21B** STUDENT.PUB Rec. 4/5  
Pos. 965-966  
Format: N2

**Home visits by teachers offered**

**21.** Which of the following programs or services are offered in your school?  
(MARK ONE RESPONSE ON EACH LINE)  

<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>1021</td>
<td>11.8%</td>
</tr>
<tr>
<td>Yes...</td>
<td>5473</td>
<td>62.0%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8  
- Missing: -9  

**TOTA:** 16252 100.0% 100.0%

---

**F1A21C** STUDENT.PUB Rec. 4/5  
Pos. 967-968  
Format: N2

**Peer tutoring offered**

**21.** Which of the following programs or services are offered in your school?  
(MARK ONE RESPONSE ON EACH LINE)  

<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>1587</td>
<td>9.8%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>9807</td>
<td>60.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8  
- Missing: -9  

**TOTA:** 16252 100.0% 100.0%

---

**F1A21D** STUDENT.PUB Rec. 4/5  
Pos. 969-970  
Format: N2

**School-sponsored community service offered**

**21.** Which of the following programs or services are offered in your school?  
(MARK ONE RESPONSE ON EACH LINE)  

<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>2038</td>
<td>12.5%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>8256</td>
<td>57.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8  
- Missing: -9  

**TOTA:** 16252 100.0% 100.0%

---

**F1A21E** STUDENT.PUB Rec. 4/5  
Pos. 971-972  
Format: N2

**Individual/family psychological counseling offered**

**21.** Which of the following programs or services are offered in your school?  
(MARK ONE RESPONSE ON EACH LINE)  

<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>6826</td>
<td>42.0%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>8256</td>
<td>58.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8  
- Missing: -9  

**TOTA:** 16252 100.0% 100.0%

---

**F1A21F** STUDENT.PUB Rec. 4/5  
Pos. 973-974  
Format: N2

**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)  

<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>1614</td>
<td>40.7%</td>
</tr>
<tr>
<td>Yes...</td>
<td>1</td>
<td>4696</td>
<td>59.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent: -4  
- Survey component legitimate skip/NA: -8  
- Missing: -9  

**TOTA:** 16252 100.0% 100.0%

---
22. What percentage of the total student body in your school... 
   (If none, write "000.")  
   a. are Limited English Proficient (LEP) or Non-English Proficient?  
   b. are Limited English Proficient (LEP) or Non-English Proficient?  
   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. 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.  
Source: ELS:2002 First Follow-up School Administrator Questionnaire  
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 80% were set to 81%.

% of student body is LEP or non-English proficient

22. What percentage of the total student body in your school... 
   (If none, write "000.")  
   c. receive Special Education services for students with disabilities?  
   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. Values greater than 30% were set to 31%.

Applies to: All respondents.  
Source: ELS:2002 First Follow-up School Administrator Questionnaire  
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 40% were set to 40%.

% of student body receives special education services

22. What percentage of the total student body in your school... 
   (If none, write "000.")  
   d. are enrolled in an alternative program?  
   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. Values greater than 30% were set to 30%.

Applies to: All respondents.  
Source: ELS:2002 First Follow-up School Administrator Questionnaire  
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 25% were set to 25%.

% of student body in dropout prevention program

% of student body in Advanced Placement courses

22. What percentage of the total student body in your school... 
   (If none, write "000.")  
   e. are enrolled in College Board Advanced Placement (AP) courses?  
   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. Values greater than 40% were set to 40%.

Applies to: All respondents.  
Source: ELS:2002 First Follow-up School Administrator Questionnaire  
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 25% were set to 25%.

% of student body in International Baccalaureate program

22. What percentage of the total student body in your school... 
   (If none, write "000.")  
   f. are enrolled in an International Baccalaureate program (IB program)?  
   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. Values greater than 25% were set to 25%.

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

21. 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

22. On what basis are students recommended for your dropout prevention program?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   a. Absentee record
   b. Academic performance
   c. Teacher's referral
   d. Counselor's referral
   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

23. Does your school have a formal dropout prevention program?
   (Yes; No)
   (Yes: No)
   (Yes; No)
   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

24. On what basis are students recommended for your dropout prevention program?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   a. Absentee record
   b. Academic performance
   c. Teacher's referral
   d. Counselor's referral
   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

25. On what basis are students recommended for your dropout prevention program?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   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

26. On what basis are students recommended for your dropout prevention program?
   (MARK ONE RESPONSE ON EACH LINE)
   (Yes; No)
   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

---

G-396
### Appendix G: Base-Year to First Follow-up Electronic Codebook

**F1A24F**

**STUDENT.PUB Rec. 4/5**

**Pos. 1005-1006**

**Format: N2**

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)

(Yes; No)

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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>8341 51.3% MISS</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>565 3.5% MISS</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>3825 23.5% MISS</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>567 3.5% MISS</td>
</tr>
</tbody>
</table>

**TotaLs:** 16252 100.0% 100.0%

**F1A24G**

**STUDENT.PUB Rec. 4/5**

**Pos. 1007-1008**

**Format: N2**

Dropout prevention is recommended on basis of disciplinary problems

24. On what basis are students recommended for your dropout prevention program?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

g. Disciplinary problems

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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>8341 51.3% MISS</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>565 3.5% MISS</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>3825 23.5% MISS</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>567 3.5% MISS</td>
</tr>
</tbody>
</table>

**TotaLs:** 16252 100.0% 100.0%

**F1A25A**

**STUDENT.PUB Rec. 4/5**

**Pos. 1009-1010**

**Format: N2**

Dropout prevention offers special instructional programs

25. Which of the following services does your dropout prevention program offer?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>8341 51.3% MISS</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>565 3.5% MISS</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>3825 23.5% MISS</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>567 3.5% MISS</td>
</tr>
</tbody>
</table>

**TotaLs:** 16252 100.0% 100.0%

**F1A25B**

**STUDENT.PUB Rec. 4/5**

**Pos. 1011-1012**

**Format: N2**

Dropout prevention offers special vocational/technical education

25. Which of the following services does your dropout prevention program offer?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

b. Focus on vocational/technical education

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>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>8341 51.3% MISS</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>565 3.5% MISS</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>3825 23.5% MISS</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>567 3.5% MISS</td>
</tr>
</tbody>
</table>

**TotaLs:** 16252 100.0% 100.0%

**F1A25C**

**STUDENT.PUB Rec. 4/5**

**Pos. 1013-1014**

**Format: N2**

Dropout prevention offers individual/group counseling

25. Which of the following services does your dropout prevention program offer?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

c. Individual or group counseling

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>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>8341 51.3% MISS</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>565 3.5% MISS</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>3825 23.5% MISS</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>567 3.5% MISS</td>
</tr>
</tbody>
</table>

**TotaLs:** 16252 100.0% 100.0%

**F1A25D**

**STUDENT.PUB Rec. 4/5**

**Pos. 1015-1016**

**Format: N2**

Dropout prevention offers health care

25. Which of the following services does your dropout prevention program offer?

(MARK ONE RESPONSE ON EACH LINE)

(Yes; No)

d. Health care

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>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>8341 51.3% MISS</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>565 3.5% MISS</td>
</tr>
<tr>
<td>Survey component legitimate skip/NA</td>
<td>-8</td>
<td>3825 23.5% MISS</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>567 3.5% MISS</td>
</tr>
</tbody>
</table>

**TotaLs:** 16252 100.0% 100.0%

---

G-397
Appendix G:
Base-Year to First Follow-up Electronic Codebook

FIA25E
STUDENT.PUB Rec. 4/5
Pos. 1017-1018
Format: N2

Dropout prevention offers incentives for better attendance/performance

25. Which of the following services does your dropout prevention program offer? (Mark one response on each line)
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
e. 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

---

FIA25F
STUDENT.PUB Rec. 4/5
Pos. 1019-1020
Format: N2

Dropout prevention offers close monitoring of attendance/performance

25. Which of the following services does your dropout prevention program offer? (Mark one response on each line)
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
f. 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

---

FIA25G
STUDENT.PUB Rec. 4/5
Pos. 1021-1022
Format: N2

Dropout prevention offers childcare/nurseries for student's children

25. Which of the following services does your dropout prevention program offer? (Mark one response on each line)
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
g. Childcare or nurseries for children of students
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

---

FIA25H
STUDENT.PUB Rec. 4/5
Pos. 1023-1024
Format: N2

Dropout prevention offers cultural interaction

25. Which of the following services does your dropout prevention program offer? (Mark one response on each line)
(MARK ONE RESPONSE ON EACH LINE)
(Yes; No)
h. 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

---

FIA25I
STUDENT.PUB Rec. 4/5
Pos. 1025-1026
Format: N3

Dropout prevention offers anger management

25. Which of the following services does your dropout prevention program offer? (Mark one response on each line)
(MARK ONE RESPONSE ON EACH LINE)
i. Anger management
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

---

FIA25J
STUDENT.PUB Rec. 5/5
Pos. 1027-1028
Format: N3

# of part-time teachers

27. How many part-time teachers work in your school?
Part-time teachers
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 25 were set to 25.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

G-398
### # 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."

**Full-time teachers**

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>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-30]</td>
<td></td>
<td>11780</td>
<td>70.0%</td>
</tr>
<tr>
<td>[31-50]</td>
<td></td>
<td>172</td>
<td>1.1%</td>
</tr>
<tr>
<td>[51-60]</td>
<td></td>
<td>213</td>
<td>1.3%</td>
</tr>
<tr>
<td>[61-75]</td>
<td></td>
<td>342</td>
<td>2.1%</td>
</tr>
<tr>
<td>[76-100]</td>
<td></td>
<td>450</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALES:**

16252 100.0% 100.0%

---

### # of full-time teachers who left during the 2002-2003 school year

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. If none, write in "000."

**Members**

**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 F1 responding students attending the sampled school as of spring 2004.

Source: ELS:2002 First Follow-up Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 teachers</td>
<td></td>
<td>172</td>
<td>1.1%</td>
</tr>
<tr>
<td>1-5 teachers</td>
<td>2</td>
<td>243</td>
<td>2.4%</td>
</tr>
<tr>
<td>6-10 teachers</td>
<td>3</td>
<td>371</td>
<td>2.3%</td>
</tr>
<tr>
<td>11-20 teachers</td>
<td>4</td>
<td>2024</td>
<td>12.5%</td>
</tr>
<tr>
<td>21-30 teachers</td>
<td>5</td>
<td>2085</td>
<td>12.8%</td>
</tr>
<tr>
<td>31-45 teachers</td>
<td>6</td>
<td>1935</td>
<td>12.0%</td>
</tr>
<tr>
<td>46-60 teachers</td>
<td>7</td>
<td>1954</td>
<td>12.9%</td>
</tr>
<tr>
<td>61-75 teachers</td>
<td>8</td>
<td>911</td>
<td>5.6%</td>
</tr>
<tr>
<td>76-100 teachers</td>
<td>9</td>
<td>621</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALES:**

16252 100.0% 100.0%

---

### # of full-time teachers whose highest degree is Bachelor's (Public)

30. 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. If none, write in "000."

**Members**

**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 F1 responding students attending the sampled school as of spring 2004.

Source: ELS:2002 First Follow-up Administrator Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 teachers</td>
<td></td>
<td>172</td>
<td>1.1%</td>
</tr>
<tr>
<td>1-5 teachers</td>
<td>2</td>
<td>254</td>
<td>2.4%</td>
</tr>
<tr>
<td>6-10 teachers</td>
<td>3</td>
<td>371</td>
<td>2.3%</td>
</tr>
<tr>
<td>11-20 teachers</td>
<td>4</td>
<td>2024</td>
<td>12.5%</td>
</tr>
<tr>
<td>21-30 teachers</td>
<td>5</td>
<td>2085</td>
<td>12.8%</td>
</tr>
<tr>
<td>31-45 teachers</td>
<td>6</td>
<td>1935</td>
<td>12.0%</td>
</tr>
<tr>
<td>46-60 teachers</td>
<td>7</td>
<td>1954</td>
<td>12.9%</td>
</tr>
<tr>
<td>61-75 teachers</td>
<td>8</td>
<td>911</td>
<td>5.6%</td>
</tr>
<tr>
<td>76-100 teachers</td>
<td>9</td>
<td>621</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Don't know]...
- [Nonrespondent]...
- [Survey component legitimate skip/NA]...
- [Missing]...

**TOTALES:**

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

----------
F1A29DP
STUDENT.PUB Rec. 5/5
------
Pos. 15-16
Format: N2

# of full-time teachers whose highest degree is Ed.D. or PhD

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.

Members

d. Ed.D. or Ph.D.
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 F1 responding students attending the sampled school as of spring 2004. This variable is the categorical version of F1A29DP.

Source: ELS:2002 First Follow-up Administrator Questionnaire

----------
F1A29EP
STUDENT.PUB Rec. 5/5
------
Pos. 17-18
Format: N2

# of full-time teachers whose highest degree is unknown

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.

Members

ea. Don't know their degree
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 F1 responding students attending the sampled school as of spring 2004. This variable is the categorical version of F1A29EP.

Source: ELS:2002 First Follow-up Administrator Questionnaire
32. What percentage of your full-time regular teaching staff are Hispanic?  
\%.

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

a. you don't know whether Hispanic

Apply to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

for all F1 responding students attending the sampled school as of spring 2004.

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.

\%.

b. Native Hawaiian or other Pacific Islander

c. Asian

d. American Indian or Alaska Native

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

Apply to: All respondents.

Source: ELS:2002 First Follow-up School Administrator Questionnaire

Applies to: All respondents.

for all F1 responding students attending the sampled school as of spring 2004. Values greater than 20% were set to 20%.
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."

% of full-time teachers have provisional 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 state/advanced professional certificate

Note: This school level variable is replicated on the student file as of spring 2004.
Note: This is one of a series of items, a through d.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

% of full-time teachers have temporary/emergency certificate

Note: This school level variable is replicated on the student file as of spring 2004.
Note: This is one of a series of items, a through d.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

% of full-time library staff are state-certified

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
FIA37A | STUDENT.PUB Rec. 5/5  
----- | Pos. 43-65  
Format: N3

% of poor teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-35]</td>
<td>4,422</td>
<td>3.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>4,823</td>
<td>565</td>
<td>3.8%</td>
<td>MISS</td>
</tr>
<tr>
<td>Missing</td>
<td>976</td>
<td>6.0%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 10,025 100.0% 100.0%

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire as of spring 2004.

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 of spring 2004.

% of fair teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-83]</td>
<td>13,104</td>
<td>11.6%</td>
<td>MISS</td>
</tr>
<tr>
<td>11,669</td>
<td>565</td>
<td>5.0%</td>
<td>MISS</td>
</tr>
<tr>
<td>562</td>
<td>3825</td>
<td>35.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>6,669</td>
<td>976</td>
<td>6.0%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16,652 100.0% 100.0%

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire as of spring 2004.

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 of spring 2004.

% of good teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100]</td>
<td>4,400</td>
<td>3.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>4,400</td>
<td>565</td>
<td>3.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>3825</td>
<td>3825</td>
<td>35.3%</td>
<td>MISS</td>
</tr>
<tr>
<td>4,400</td>
<td>976</td>
<td>6.0%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16,652 100.0% 100.0%

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire as of spring 2004.

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 of spring 2004.

FIA37D | STUDENT.PUB Rec. 5/5  
----- | Pos. 72-74  
Format: N3

% of excellent teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-100]</td>
<td>34,142</td>
<td>25.4%</td>
<td>MISS</td>
</tr>
<tr>
<td>25,407</td>
<td>565</td>
<td>3.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>25,407</td>
<td>3825</td>
<td>23.5%</td>
<td>MISS</td>
</tr>
<tr>
<td>25,407</td>
<td>976</td>
<td>6.0%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

TOTALS: 16,652 100.0% 100.0%

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire as of spring 2004.

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 of spring 2004.

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

G-403
**Appendix G: Base-Year to First Follow-up Electronic Codebook**

**FLA38B**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td></td>
</tr>
<tr>
<td>-9</td>
<td>858</td>
<td>5.3%</td>
<td></td>
</tr>
</tbody>
</table>

**FLA38C**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td></td>
</tr>
</tbody>
</table>

38. Indicate how much each of the characteristics listed below describes your school's environment?

(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>-8</td>
<td>3825</td>
<td>23.5%</td>
<td></td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td></td>
</tr>
</tbody>
</table>

**FLA38D**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td></td>
</tr>
</tbody>
</table>

**FLA38E**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td></td>
</tr>
</tbody>
</table>

**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.

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

Appendix G:

**FLA38B**

**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)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td></td>
</tr>
</tbody>
</table>

**FLA38C**

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)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td></td>
</tr>
</tbody>
</table>

**FLA38D**

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)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>3825</td>
<td>23.5%</td>
<td></td>
</tr>
</tbody>
</table>
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”
Column labeled “Somewhat accurate”
Column labeled “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

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

f. 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 labeled “Not at all accurate”
Column labeled “Somewhat accurate”
Column labeled “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

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

h. Many teachers are negative about students

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”
Column labeled “Somewhat accurate”
Column labeled “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

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

i. 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 labeled “Not at all accurate”
Column labeled “Somewhat accurate”
Column labeled “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

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

Applies to: All respondents.
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### F1A38J

**Survey component legitimate skip/NA**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3825</td>
<td>23.5%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

**Multiple response**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>14</td>
<td>0.1%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

**Very accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>948</td>
<td>5.6%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

**Somewhat accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2402</td>
<td>14.8%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

**Not at all accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1092</td>
<td>6.2%</td>
<td>MISS</td>
</tr>
</tbody>
</table>

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

**Apply 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 for all F1 responding students attending the sampled school as of spring 2004.

---

#### F1A38K

**Students are encouraged to compete for grades**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>445</td>
<td>2.7%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

**Not at all accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1627</td>
<td>10.0%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

**Somewhat accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3524</td>
<td>21.3%</td>
<td>39.5%</td>
</tr>
</tbody>
</table>

**Very accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3301</td>
<td>20.3%</td>
<td>29.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent:
  - 4: 565 3.0% (MISS)
- Multiple response:
  - 6: 27 0.2% (MISS)
- Survey component legitimate skip/NA:
  - -8: 3825 23.5% (MISS)
- Missing:
  - -9: 803 5.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

#### F1A38L

**There is often conflict between teachers and administrators**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>445</td>
<td>2.7%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

**Not at all accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1627</td>
<td>10.0%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

**Somewhat accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3524</td>
<td>21.3%</td>
<td>39.5%</td>
</tr>
</tbody>
</table>

**Very accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3301</td>
<td>20.3%</td>
<td>29.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent:
  - 4: 565 3.0% (MISS)
- Multiple response:
  - 6: 27 0.2% (MISS)
- Survey component legitimate skip/NA:
  - -8: 3825 23.5% (MISS)
- Missing:
  - -9: 803 5.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

#### F1A38M

**Counselors/teachers encourage students to enroll in academic classes**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>445</td>
<td>2.7%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

**Not at all accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1627</td>
<td>10.0%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

**Somewhat accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3524</td>
<td>21.3%</td>
<td>39.5%</td>
</tr>
</tbody>
</table>

**Very accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3301</td>
<td>20.3%</td>
<td>29.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent:
  - 4: 565 3.0% (MISS)
- Multiple response:
  - 6: 27 0.2% (MISS)
- Survey component legitimate skip/NA:
  - -8: 3825 23.5% (MISS)
- Missing:
  - -9: 803 5.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

#### F1A38N

**Column labeled "Very accurate"**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>445</td>
<td>2.7%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

**Not at all accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1627</td>
<td>10.0%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

**Somewhat accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3524</td>
<td>21.3%</td>
<td>39.5%</td>
</tr>
</tbody>
</table>

**Very accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3301</td>
<td>20.3%</td>
<td>29.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent:
  - 4: 565 3.0% (MISS)
- Multiple response:
  - 6: 27 0.2% (MISS)
- Survey component legitimate skip/NA:
  - -8: 3825 23.5% (MISS)
- Missing:
  - -9: 803 5.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%

---

#### F1A38O

**Column between "Not at all accurate" and "Somewhat accurate"**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>445</td>
<td>2.7%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

**Not at all accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1627</td>
<td>10.0%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

**Somewhat accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3524</td>
<td>21.3%</td>
<td>39.5%</td>
</tr>
</tbody>
</table>

**Very accurate**

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MDTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3301</td>
<td>20.3%</td>
<td>29.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Nonrespondent:
  - 4: 565 3.0% (MISS)
- Multiple response:
  - 6: 27 0.2% (MISS)
- Survey component legitimate skip/NA:
  - -8: 3825 23.5% (MISS)
- Missing:
  - -9: 803 5.0% (MISS)

**TOTALES:**

16252 100.0% 100.0%
34. Indicate how much each of the characteristics listed below describe your school's environment:

<table>
<thead>
<tr>
<th>FACT</th>
<th>N</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No at all accurate</td>
<td>1</td>
<td>124</td>
<td>1.2%</td>
</tr>
<tr>
<td>Somewhat accurate</td>
<td>3</td>
<td>2454</td>
<td>15.1%</td>
</tr>
<tr>
<td>Very accurate</td>
<td>5</td>
<td>3430</td>
<td>21.3%</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>833</td>
<td>5.2%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

35. On a typical school day, what percentage of your students would you estimate...

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>N</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. are tardy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>376</td>
<td>2.4%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>640</td>
<td>3.9%</td>
</tr>
<tr>
<td>Daily</td>
<td>1</td>
<td>53</td>
<td>0.3%</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>876</td>
<td>5.4%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

36. Indicate how much each of the characteristics listed below describe your school's environment:

<table>
<thead>
<tr>
<th>FACT</th>
<th>N</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No at all accurate</td>
<td>1</td>
<td>10748</td>
<td>66.1%</td>
</tr>
<tr>
<td>Somewhat accurate</td>
<td>4</td>
<td>565</td>
<td>3.5%</td>
</tr>
<tr>
<td>Very accurate</td>
<td>8</td>
<td>3825</td>
<td>23.5%</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>876</td>
<td>5.4%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>16252</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: This is one of a series of items, a through c.
### Appendix G: Base-Year to First Follow-up Electronic Codebook

#### 40. How often vandalism a problem at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CNT</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>5</td>
<td>1748</td>
<td>10.8%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>8338</td>
<td>51.3%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>935</td>
<td>5.8%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>442</td>
<td>2.7%</td>
</tr>
<tr>
<td>Daily</td>
<td>1</td>
<td>1242</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

### RESERVE CODES:
- Nonrespondent: -4
- Multiple response: -6
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:** 16252

---

#### 41. How often illegal drugs a problem at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CNT</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>5</td>
<td>1373</td>
<td>8.4%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>7643</td>
<td>47.0%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>3</td>
<td>555</td>
<td>3.4%</td>
</tr>
<tr>
<td>Daily</td>
<td>2</td>
<td>362</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

### RESERVE CODES:
- Nonrespondent: -4
- Multiple response: -6
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:** 16252

---

#### 40. How often alcohol a problem at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CNT</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>5</td>
<td>1687</td>
<td>10.8%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>7818</td>
<td>48.1%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>935</td>
<td>5.8%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>498</td>
<td>3.1%</td>
</tr>
<tr>
<td>Daily</td>
<td>1</td>
<td>1242</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

### RESERVE CODES:
- Nonrespondent: -4
- Missing: -9

**TOTALS:** 16252

---

#### 40. How often students under the influence of drugs/alcohol at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>CNT</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>5</td>
<td>1748</td>
<td>10.8%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>8338</td>
<td>51.3%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>935</td>
<td>5.8%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>442</td>
<td>2.7%</td>
</tr>
<tr>
<td>Daily</td>
<td>1</td>
<td>1242</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

### RESERVE CODES:
- Nonrespondent: -4
- Multiple response: -6
- Survey component legitimate skip/NA: -8
- Missing: -9

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

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)  
g. 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  
Applies to: All respondents.  
Source: ELS:2002 First Follow-up School Administrator Questionnaire  

How often possession of weapons 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)  
h. Possession of weapons  
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  

How often physical 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)  
(Daily; At least once a week; At least once a month; On occasion; Never)  
i. Physical abuse of teachers  
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  

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  

G-409
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

**F1A08K**

How often student bullying a problem at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
<td>256</td>
<td>1.6%</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>2</td>
<td>2218</td>
<td>13.6%</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>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 565 3.5% (MISS)
- [Multiple response] -6 1 0.0% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing] -9 934 5.7% (MISS)

**F1A08L**

How often student acts of disrespect for teachers a problem at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
<td>209</td>
<td>1.3%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>897</td>
<td>5.5%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>1862</td>
<td>11.5%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>6017</td>
<td>37.0%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>1895</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 565 3.5% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing] -9 982 6.0% (MISS)

**F1A08M**

How often widespread disorder in classrooms a problem at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
<td>536</td>
<td>3.3%</td>
</tr>
<tr>
<td>At least once a week</td>
<td>2</td>
<td>1541</td>
<td>9.5%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>3</td>
<td>1358</td>
<td>8.2%</td>
</tr>
<tr>
<td>On occasion</td>
<td>4</td>
<td>6628</td>
<td>42.0%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>746</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 565 3.5% (MISS)
- [Multiple response] -6 17 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing] -9 856 5.3% (MISS)

**F1A08N**

How often student verbal abuse of teachers a problem at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
<td>137</td>
<td>0.8%</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>7016</td>
<td>43.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 565 3.5% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing] -9 887 5.5% (MISS)

**F1A08O**

How often student disrespect for teachers a problem at school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Cent</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
<td>137</td>
<td>0.8%</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>7016</td>
<td>43.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- [Nonrespondent] -4 565 3.5% (MISS)
- [Multiple response] -6 17 0.1% (MISS)
- [Survey component legitimate skip/NA] -8 3825 23.5% (MISS)
- [Missing] -9 887 5.5% (MISS)
Appendix G: Base-Year to First Follow-up Electronic Codebook

F1A40O STUDENT.PUB Rec. 5/5
---
Pos. 140-141 Format: R2

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)
   a. 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

---

PER-     WGTD
CODES    FREQ    CENT     PCT
-----   -----   ------   ------
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: R2

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)
   p. 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

---

PER-     WGTD
CODES    FREQ    CENT     PCT
-----   -----   ------   ------
On occasion.............................     4        1424     8.8%    15.7%
Never...................................     5        9523    58.6%    84.3%
RESERVE CODES:
{Nonrespondent}......................     -4        565     3.5%   (MISS)
{Survey component legitimate skip/NA}     -8       3825    23.5%   (MISS)
{Missing}............................     -9        915     5.6%   (MISS)
-----   ------   ------
TOTALS:                                             16252   100.0%   100.0%

---

F1A42 STUDENT.PUB Rec. 5/5
---
Pos. 144-149 Format: R6

Month and year completed interview

42. What is today’s date?
   Month
   Day
   Year
   2004

   Note: Data provided in a single (yyyy-mm-dd) format.

Applies to: All respondents.
Source: ELS:2002 First Follow-up School Administrator Questionnaire

---

PER-     WGTD
CODES    FREQ    CENT     PCT
-----   -----   ------   ------
(200402-200408).........................     c       11862    73.0%   100.0%
........................................     20040            73.0%     0.0%
........................................     20040            73.0%     0.0%
........................................     20040            73.0%     0.0%
........................................     20040            73.0%     0.0%
........................................     20040            73.0%     0.0%
........................................     20040            73.0%     0.0%
........................................     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

**BT Library Questionnaire**

---

**BYL01**

Library Media Center Questionnaire

1. How is this library media center organized? (MARK ONE RESPONSE)
   - Centralized (one area in one building)
   - Decentralized (collections or services available in more than one location on campus or in another building)

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 ELS. 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" responds 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 freshmen 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.

**RESERVE CODES:**
- Centralized in one area
- Decentralized

**CODES**

- PERCENT
- WEIGHT

**TOTALS:**

---

**BYL02**

Library's total seating capacity

2. What is the total seating capacity of the library media center? Seats

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

**RESERVE CODES:**
- [6500, 96.1503/49.3494]

---

**BYL03A**

Library has individual activity areas

3. Are the following types of areas located within this school's library media center? (MARK ONE RESPONSE ON EACH LINE)
   - Individual reading, viewing, and listening areas
   - Small group (5 persons or less) activity areas (viewing or listening)
   - Large group activity areas

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

**RESERVE CODES:**
- Nonrespondent

---

**BYL03B**

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)
   - Small group (5 persons or less) activity areas (viewing or listening)

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

**RESERVE CODES:**
- Nonrespondent

---

**BYL03C**

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)
   - Large group (more than 5 persons) activity areas (viewing or listening)

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

**RESERVE CODES:**
- Nonrespondent

---

G-412
Appendix G:
Base-Year to First Follow-up Electronic Codebook

BYL03D

---
STUDENT.PUB Rec. 5/5
Pos. 161-162
Format: N2
---

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: Yes; No)
   (Nonrespondent)..............
   (Survey component legitimate skip/NA)
   (Missing)......................
   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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1420</td>
<td>85.5</td>
<td>92.7</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>138</td>
<td>0.8% (MISS)</td>
</tr>
</tbody>
</table>

TOTALS:
16252 100.0% 100.0%

---

BYL05

---
STUDENT.PUB Rec. 5/5
Pos. 163-164
Format: N2
---

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: Yes; No)
   (Nonrespondent)..............
   (Survey component legitimate skip/NA)
   (Missing)......................
   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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>13902</td>
<td>83.0</td>
<td>92.3</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>138</td>
<td>0.8% (MISS)</td>
</tr>
</tbody>
</table>

TOTALS:
16252 100.0% 100.0%

---

BYL03F

---
STUDENT.PUB Rec. 5/5
Pos. 165-166
Format: N2
---

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: Yes; No)
   (Nonrespondent)..............
   (Survey component legitimate skip/NA)
   (Missing)......................
   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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>14865</td>
<td>91.5</td>
<td>98.1</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>82</td>
<td>0.5% (MISS)</td>
</tr>
</tbody>
</table>

TOTALS:
16252 100.0% 100.0%

---
### BYL06AB
#### STUDENT.PUB Rec. 5/5
---
**Pos. 173-174**  
**Format:** N2
---
# 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.

**Source:** ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>352</td>
<td>2.2%</td>
<td>2.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9232</td>
<td>56.8%</td>
<td>67.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3589</td>
<td>22.1%</td>
<td>28.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>146</td>
<td>0.9%</td>
<td>1.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>69</td>
<td>0.4%</td>
<td>0.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 or more</td>
<td>54</td>
<td>0.3%</td>
<td>0.3%</td>
<td></td>
<td></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%

### BYL06AC
#### STUDENT.PUB Rec. 5/5
---
**Pos. 175-176**  
**Format:** N2
---
# 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.

**Source:** ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12569</td>
<td>77.3%</td>
<td>93.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>675</td>
<td>4.2%</td>
<td>5.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>0.4%</td>
<td>0.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>0.2%</td>
<td>0.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td>0.1%</td>
<td>0.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 or more</td>
<td>91</td>
<td>0.6%</td>
<td>0.5%</td>
<td></td>
<td></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%

### BYL06BA
#### STUDENT.PUB Rec. 5/5
---
**Pos. 177-178**  
**Format:** N2
---
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.

Does your library media center staff include...

b. State-certified teachers?  
Yes  
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9662</td>
<td>59.3%</td>
<td>65.9%</td>
<td></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     1145 7.0% (MISS)

**TOTALS:**  
100.0% 100.0%

---

### BYL06BB
#### STUDENT.PUB Rec. 5/5
---
**Pos. 179-180**  
**Format:** N2
---
# 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.

**Source:** ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9662</td>
<td>59.3%</td>
<td>65.9%</td>
<td></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     1145 7.0% (MISS)

**TOTALS:**  
100.0% 100.0%

---

### BYL06BC
#### STUDENT.PUB Rec. 5/5
---
**Pos. 181-182**  
**Format:** N2
---
# 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.

**Source:** ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
<th>MTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9662</td>
<td>59.3%</td>
<td>65.9%</td>
<td></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     1145 7.0% (MISS)

**TOTALS:**  
100.0% 100.0%

---

### Source
Source: ELS:2002 Library Media Center Questionnaire
### BYL06CA
#### STUDENT.PUB Rec. 5/5
Pos. 183-184
Format: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>11176</td>
<td>68.8%</td>
<td></td>
<td>81.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>171</td>
<td>10.4%</td>
<td></td>
<td>10.4%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:
- **Nonrespondent**: -4 (MISS)
- **Survey component legitimate skip/NA**: -8 (MISS)
- **Missing**: -9 (MISS)

#### TOTALS:
- 16252 (100.0%)
- 100.0%

---

### BYL06CB
#### STUDENT.PUB Rec. 5/5
Pos. 185-186
Format: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2042</td>
<td>12.4%</td>
<td></td>
<td>12.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>446</td>
<td>2.7%</td>
<td></td>
<td>2.7%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:
- **Nonrespondent**: -4 (MISS)
- **Survey component legitimate skip/NA**: -8 (MISS)
- **Missing**: -9 (MISS)

#### TOTALS:
- 16252 (100.0%)
- 100.0%

---

### BYL06CC
#### STUDENT.PUB Rec. 5/5
Pos. 187-188
Format: N2

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>MWTD</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 sides</td>
<td>12</td>
<td>0.8%</td>
<td></td>
<td>0.6%</td>
</tr>
<tr>
<td>1 side</td>
<td>5050</td>
<td>3.1%</td>
<td></td>
<td>3.1%</td>
</tr>
<tr>
<td>2 sides</td>
<td>1549</td>
<td>9.5%</td>
<td></td>
<td>9.5%</td>
</tr>
<tr>
<td>3 sides</td>
<td>1</td>
<td>0.0%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>4 sides</td>
<td>79</td>
<td>0.5%</td>
<td></td>
<td>0.5%</td>
</tr>
</tbody>
</table>

#### RESERVE CODES:
- **Nonrespondent**: -4 (MISS)
- **Survey component legitimate skip/NA**: -8 (MISS)
- **Missing**: -9 (MISS)

#### TOTALS:
- 16252 (100.0%)
- 100.0%
### BYL06DC

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

**Format:** R2

**# 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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 aides</td>
<td>6371</td>
<td>39.2%</td>
<td>6%</td>
</tr>
<tr>
<td>1 aide</td>
<td>2381</td>
<td>14.7%</td>
<td>21.3%</td>
</tr>
<tr>
<td>2 aides</td>
<td>656</td>
<td>4.0%</td>
<td>6.1%</td>
</tr>
<tr>
<td>3 aides</td>
<td>166</td>
<td>1.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>4 aides</td>
<td>29</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>5 or more aides</td>
<td>5</td>
<td>0.3%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

* {Item legitimate skip/NA}............ -3 7362 45.3% (MISS)
* {Survey component legitimate skip/NA}............ -8 171 1.1% (MISS)
* {Missing}................................ -9 397 6.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

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

### BYL07

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

**Format:** R2

**Volunteers provide library services**

7. Do any volunteers provide services for the library media center? Yes (GO TO QUESTION 8) 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>
<td>No</td>
<td>7362</td>
<td>45.3%</td>
<td>6%</td>
</tr>
<tr>
<td>Yes</td>
<td>8617</td>
<td>53.0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

* {Nonrespondent}................................ -4 721 4.4% (MISS)
* {Survey component legitimate skip/NA}............ -8 171 1.1% (MISS)
* {Missing}................................ -9 231 1.4% (MISS)

**TOTALS:**

16252 100.0% 100.0%

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

### BYL08A

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

**Format:** R2

**# of adult library volunteers**

### BYL08B

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

**Format:** R2

**# of student library volunteers**

8. 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**

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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-40, 1.6461/1.5846]</td>
<td>6708</td>
<td>41.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**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 1290 7.9% (MISS)

**TOTALS:**

16252 100.0% 100.0%

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

### BYL09

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

**Format:** R2

**District has library media coordinator**

9. Do you have a 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>
<td>No</td>
<td>6512</td>
<td>40.1%</td>
<td>51.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>8617</td>
<td>53.0%</td>
<td>48.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

* {Nonrespondent}................................ -4 721 4.4% (MISS)
* {Survey component legitimate skip/NA}............ -8 171 1.1% (MISS)
* {Missing}................................ -9 231 1.4% (MISS)

**TOTALS:**

16252 100.0% 100.0%

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

### BYL10

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

**Format:** R2

**District library media coordinator is full-time**

10. Is this person a full-time district library media coordinator? Yes No

**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>3146</td>
<td>19.3%</td>
<td>33.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>33</td>
<td>2.0%</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

* {Nonrespondent}................................ -4 721 4.4% (MISS)
* {Survey component legitimate skip/NA}............ -8 171 1.1% (MISS)
* {Missing}................................ -9 257 1.6% (MISS)

**TOTALS:**

16252 100.0% 100.0%

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER- WGTD</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### BYL11A

#### STUDENT.PUB Rec. 5/5

**Pos. 205-206**  
**Format: N2**

<table>
<thead>
<tr>
<th>Library has telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

#### Codes, Frequencies, Per-Cent, and Weight

<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>

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

### BYL11B

#### STUDENT.PUB Rec. 5/5

**Pos. 207-208**  
**Format: N2**

<table>
<thead>
<tr>
<th>Library has had telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year or less</td>
</tr>
<tr>
<td>2 years</td>
</tr>
<tr>
<td>3 years or more</td>
</tr>
</tbody>
</table>

#### Codes, Frequencies, Per-Cent, and Weight

<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>

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

### BYL11C

#### STUDENT.PUB Rec. 5/5

**Pos. 209-210**  
**Format: N2**

<table>
<thead>
<tr>
<th>Students may use telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

#### Codes, Frequencies, Per-Cent, and Weight

<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>

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

### BYL11D

#### STUDENT.PUB Rec. 5/5

**Pos. 211-212**  
**Format: N2**

<table>
<thead>
<tr>
<th>Faculty/staff may use telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

#### Codes, Frequencies, Per-Cent, and Weight

<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>

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

### BYL11E

#### STUDENT.PUB Rec. 5/5

**Pos. 213-214**  
**Format: N2**

<table>
<thead>
<tr>
<th>Library staff may use telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

#### Codes, Frequencies, Per-Cent, and Weight

<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>

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

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

- ELS:2002 Library Media Center Questionnaire
- Applies to: Respondents whose library has a telephone.
- 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 t.
Appendix G:
Base-Year to First Follow-up Electronic Codebook

---

BYL11BE  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
Does library media center have...?
b. Fax machine

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>PER-CENT</th>
<th>WTSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Nonrespondent].............    -4     858     5.3%     5.3%
Survey component legitimate skip/NA].............    -8     326     2.0%     2.0%
[Missing]....................    -9     551     3.4%     3.4%

TOTALS: 16252 100.0% 100.0%

---

BYL11BB  STUDENT.PUB Rec. 5/5
--------
Pos. 217-218
Format: N2

Years library has had 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 II
How long?

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 fax machine.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTSD</th>
</tr>
</thead>
</table>
| 1 year or less..................    1     213     1.3%     1.3%
| 2 years..........................    2     725     4.4%     4.4%
| 3 years or more..................    3     3571    22.0%    89.6%

RESERVE CODES:
[Item legitimate skip/NA].............    -3    11009    67.7%    94.6%
[Nonrespondent].....................    -4     721     4.4%     4.4%
Survey component legitimate skip/NA].............    -8     171     1.1%     1.1%
[Missing]....................    -9     3422    21.1%    87.3%

TOTALS: 16252 100.0% 100.0%

---

BYL11BC  STUDENT.PUB Rec. 5/5
--------
Pos. 219-220
Format: N2

Students may use 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 II
Who may use it?

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 fax machine.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Item legitimate skip/NA].............    -3    11009    67.7%    94.6%
[Nonrespondent].....................    -4     721     4.4%     4.4%
Survey component legitimate skip/NA].............    -8     171     1.1%     1.1%
[Missing]....................    -9     551     3.4%     3.4%

TOTALS: 16252 100.0% 100.0%

---

BYL11BD  STUDENT.PUB Rec. 5/5
--------
Pos. 221-222
Format: N2

Faculty/staff may use 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 II
Who may use it?

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 fax machine.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[Item legitimate skip/NA].............    -3    11009    67.7%    94.6%
[Nonrespondent].....................    -4     721     4.4%     4.4%
Survey component legitimate skip/NA].............    -8     171     1.1%     1.1%
[Missing]....................    -9     551     3.4%     3.4%

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

BYL11CA
STUDENT.PUB Rec. 5/5
Pos. 225-226
Format: N2

Library has photocopier

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.

Column I

Does library media center have...?

Survey component legitimate skip/NA     -8       171     1.1%   (MISS)
Nonrespondent......................     -4        721     4.4%   (MISS)
Item legitimate skip/NA............     -3       1723    10.6%   (MISS)

RESERVE CODES:
1 year or less..........................     1         272     1.7%     2.3%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: All respondents.

BYL11CB
STUDENT.PUB Rec. 5/5
Pos. 227-228
Format: N2

Years library has had photocopier

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.

Column I

Does library media center have...?

Survey component legitimate skip/NA     -8       171     1.1%   (MISS)
Nonrespondent......................     -4        721     4.4%   (MISS)
Item legitimate skip/NA............     -3       1723    10.6%   (MISS)

RESERVE CODES:
Yes.....................................     1       11827    72.8%    88.3%
No......................................     0        1345     8.3%    11.7%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: Respondents whose library has a photocopier.

BYL11CC
STUDENT.PUB Rec. 5/5
Pos. 229-230
Format: N2

Students may use photocopier

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.

Column I

Who may use it?

Survey component legitimate skip/NA     -8       171     1.1%   (MISS)
Nonrespondent......................     -4        721     4.4%   (MISS)

RESERVE CODES:
Yes.....................................     1       11479    70.6%    87.1%
No......................................     0        1693    10.4%    12.9%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: Respondents whose library has a photocopier.

BYL11CD
STUDENT.PUB Rec. 5/5
Pos. 227-228
Format: N2

Faculty/staff may use photocopier

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.

Column I

Who may use it?

Survey component legitimate skip/NA     -8       171     1.1%   (MISS)
Nonrespondent......................     -4        721     4.4%   (MISS)

RESERVE CODES:
Yes.....................................     1       11827    72.8%    88.3%
No......................................     0        1345     8.3%    11.7%

Source: ELS:2002 Library Media Center Questionnaire
Applies to: Respondents whose library has a photocopier.
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)

Library staff may use photocopier

BYL11CE

Library has VCR

BYL11DD

Years library has had VCR

BYL11DE

Students may use VCR

BYL11DC

Students may use photocopier

BYL11DA

For all BY eligible sample members.

Note: This school level variable is replicated on the student file.

Reserve Codes:

Yes

No

COMMENTS:

Survey component legitimate skip/NA

Nonrespondent

Item legitimate skip/NA

MISS

Format: N2

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)

Library staff may use photocopier

BYL11CE

Library has VCR

BYL11DD

Years library has had VCR

BYL11DE

Students may use VCR

BYL11DC

Students may use photocopier

BYL11DA

For all BY eligible sample members.

Note: This school level variable is replicated on the student file.

Reserve Codes:

Yes

No

COMMENTS:

Survey component legitimate skip/NA

Nonrespondent

Item legitimate skip/NA

MISS

Format: N2

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)

Library staff may use photocopier

BYL11CE

Library has VCR

BYL11DD

Years library has had VCR

BYL11DE

Students may use VCR

BYL11DC

Students may use photocopier

BYL11DA

For all BY eligible sample members.

Note: This school level variable is replicated on the student file.

Reserve Codes:

Yes

No

COMMENTS:

Survey component legitimate skip/NA

Nonrespondent

Item legitimate skip/NA

MISS

Format: N2
11. The following question lists different types of equipment. For each, please indicate in Column 1 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)

11d. VCR
BYL11DD Students
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>N0</td>
<td>1</td>
<td>170</td>
<td>1.0%</td>
</tr>
<tr>
<td>N1</td>
<td>13145</td>
<td>80.9%</td>
<td>98.6%</td>
</tr>
<tr>
<td>N3</td>
<td>3</td>
<td>6395</td>
<td>39.3%</td>
</tr>
<tr>
<td>N2</td>
<td>2</td>
<td>237</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

TOTALS: 16252 100.0% 100.0%

11e. Laser disc player

Library staff may use VCR

11. The following question lists different types of equipment. For each, please indicate in Column 1 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)

11d. VCR
BYL11DD Students
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>N0</td>
<td>1</td>
<td>170</td>
<td>1.0%</td>
</tr>
<tr>
<td>N1</td>
<td>13145</td>
<td>80.9%</td>
<td>98.6%</td>
</tr>
<tr>
<td>N3</td>
<td>3</td>
<td>6395</td>
<td>39.3%</td>
</tr>
<tr>
<td>N2</td>
<td>2</td>
<td>237</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

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.

Column III
Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)

e. Laser disc player
BYL11EC Students
BYL11ED School faculty & staff
BYL11EE 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 laser disc 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>No</td>
<td>-3</td>
<td>7336</td>
<td>45.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3416</td>
<td>21.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
Yes.....................................     1        3416    21.0%    46.7%
No......................................     0        3620    22.3%    53.3%

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

Per-Code: N2

G-422
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.

Applies 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CODES</td>
<td>FREQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 year or less..........................</td>
<td>1</td>
<td>2291</td>
<td>14.1%</td>
</tr>
<tr>
<td>2 years..................................</td>
<td>2</td>
<td>1140</td>
<td>7.2%</td>
</tr>
<tr>
<td>3 years or more........................</td>
<td>3</td>
<td>933</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
- Item legitimate skip/NA
- Survey component legitimate skip/NA
- Nonrespondent
- Missing

Application: 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CODES</td>
<td>FREQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No......................................</td>
<td>0</td>
<td>148</td>
<td>0.9%</td>
</tr>
<tr>
<td>Yes.....................................</td>
<td>1</td>
<td>4386</td>
<td>27.0%</td>
</tr>
</tbody>
</table>

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

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

G-423
### 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 has electronic book reader

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>14787</td>
<td>91.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>279</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]          -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]                 -9 294 1.8% (MISS)

**TOTALES:**

| 16252 | 100.0% | 100.0% |

### BYL11GC

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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>39</td>
<td>0.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>175</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]          -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]                 -9 359 2.2% (MISS)

**TOTALES:**

| 16252 | 100.0% | 100.0% |

### BYL11GD

Applies to: Respondents whose library has an electronic book reader.

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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>203</td>
<td>1.2%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>11</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent]          -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]                 -9 359 2.2% (MISS)

**TOTALES:**

| 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. Column I
Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)
g. CD-ROM reader (stand-alone peripheral or built in drive)

Library staff may use electronic book reader

BYL11GE    STUDENT.PUB Rec. 5/5
--------    Pos. 273-274
            Format: R2

Library has CD-ROM reader

BYL11HE    STUDENT.PUB Rec. 5/5
--------    Pos. 277-286
            Format: R2

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

BYL11LA
Library staff may use electronic book reader

--------    STUDENT.PUB Rec. 5/5
            Pos. 273-274
            Format: R2

Library has CD-ROM reader

--------    STUDENT.PUB Rec. 5/5
            Pos. 277-286
            Format: R2

Base-Year to First Follow-up Electronic Codebook

BYL11HE
Years library has had CD-ROM reader

--------    STUDENT.PUB Rec. 5/5
            Pos. 277-286
            Format: R2

Base-Year to First Follow-up Electronic Codebook

BYL11LA
Library staff may use electronic book reader

--------    STUDENT.PUB Rec. 5/5
            Pos. 273-274
            Format: R2

Library has CD-ROM reader

--------    STUDENT.PUB Rec. 5/5
            Pos. 277-286
            Format: R2

Base-Year to First Follow-up Electronic Codebook

BYL11HE
Years library has had CD-ROM reader

--------    STUDENT.PUB Rec. 5/5
            Pos. 277-286
            Format: R2

Base-Year to First Follow-up Electronic Codebook
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.

Who may use it?

(MARK ALL THAT APPLY ON EACH LINE)

h. CD-ROM reader (stand-alone peripheral or built in drive)

Library Media Center Staff

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)

h. CD-ROM reader (stand-alone peripheral or built in drive)

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.

Column III
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MOTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>No....</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

TOTALES: 14252 100.0% 100.0%

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

Library 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.

Column III
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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-</th>
<th>MOTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>No....</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

TOTALES: 14252 100.0% 100.0%

Library has automated book circulation system

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)

j. Automated book circulation system

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>PER-</th>
<th>MOTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>No....</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

TOTALES: 14252 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. Column III

How long?

Applies to: Respondents who have an automated book circulation system.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year or less</td>
<td>488</td>
<td>3.0%</td>
</tr>
<tr>
<td>2 years</td>
<td>781</td>
<td>4.8%</td>
</tr>
<tr>
<td>3 years or more</td>
<td>1774</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

Applies to: Respondents who have an automated book circulation system.

Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>PERCENT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>366</td>
<td>2.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>8004</td>
<td>50.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Item legitimate skip/NA
- Nonrespondent
- Survey component legitimate skip/NA
- Missing

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

G-428
11. The following question lists different types of equipment. For each, please indicate in Column I how long 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...?
  - k. Internet access capability (e.g., dial-up connection, cable modem, ISDN, dedicated line)

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: 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Years library has had Internet access

| No.......................... | 0 | 165 | 1.0% | 0.5% |
| Yes.......................... | 1 | 15038 | 92.6% | 99.9% |

RESERVE CODES:
- (Nonrespondent)............ -4 | 721 | 4.4% | (MISS) |
- [Survey component legitimate skip/NA] -8 | 171 | 1.1% | (MISS) |
- [Missing]...................... -9 | 157 | 1.0% | (MISS) |

TOTALES: 14252 100.0% 100.0%

---

Base-Year to First Follow-up Electronic Codebook

Appendix G:
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 I
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)  
BYL11B Students  
BYL11D School faculty & staff  
BYL11K 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 Internet access capability.  
Source: ELS:2002 Library Media Center Questionnaire  

Applies to: Respondents whose library has Internet access capability.  
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.

Column I
Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)

l. Cable television  
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

Applies to: Respondents whose library has Cable television.  
Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has Cable television.  
Source: ELS:2002 Library Media Center Questionnaire
APPENDIX G: BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK

BYLL10 STUDENT.PUB Rec. 5/5  
-------  Pos. 321-322  
Format: N2

Faculty/staff may use cable 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.

Column III

Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)

Y¥ Yes
N¥ No

Applies to: Respondents whose library has cable television.
Source: ELS:2002 Library Media Center Questionnaire

PER-      WGTD
CODES   FREQ   CENT   PCT
------   -----   ------   ------
       1  10191  62.7%  95.9%

RESERVE CODES:

Yes.....................................     1       10191    62.7%    95.9%

No......................................     0         578     3.6%     4.1%

Format: N2
--------                                                        Pos. 321-322
BYLL10LD STUDENT.PUB Rec. 5/5
--------

Library has 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.

Column III

Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)

Y¥ Yes
N¥ No

Applies to: Respondents whose library has closed-circuit television.
Source: ELS:2002 Library Media Center Questionnaire

PER-      WGTD
CODES   FREQ   CENT   PCT
------   -----   ------   ------
No..............................     0       8524    52.4%    54.5%
Yes....................................     1        6405  39.4%  45.5%

RESERVE CODES:

[Nonrespondent]....................     1       578     3.6%     4.1%

[Survey component legitimate skip/NA]   -8        171     1.1%   (MISS)
[Missing]..................................    -9        8524    52.4%   (MISS)

TOTALS: 16252 100.0% 100.0%

-------  Pos. 327-328  
Format: N2

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 I
Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)
Y. Closed-circuit television
BYL1ME Students
BYL1ME School faculty & staff
BYL1ME 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>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>9.8%</td>
<td>25.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4197</td>
<td>74.9%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[item legitimate skip/NA]........... -3 8524 52.4% (MISS)
[nonrespondent]..................... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]................................ -9 849 5.2% (MISS)

TOTALS: 16252 100.0% 100.0%

-------

BYL1MD
Faculty/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.

Column I
Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)
Y. Closed-circuit television
BYL1ME Students
BYL1ME School faculty & staff
BYL1ME 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>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>3.4%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5442</td>
<td>91.4%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[item legitimate skip/NA]........... -3 8524 52.4% (MISS)
[nonrespondent]..................... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]................................ -9 849 5.2% (MISS)

TOTALS: 16252 100.0% 100.0%

-------

BYL1NA
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.

Column I
Who may use it?
(MARK ALL THAT APPLY ON EACH LINE)
Y. Video camera

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>PERCENT</th>
<th>MDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>10069</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
[nonrespondent]..................... -4 721 4.4% (MISS)
[Survey component legitimate skip/NA] -8 171 1.1% (MISS)
[Missing]................................ -9 303 1.9% (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. Column II

How long?

(MARK ONE RESPONSE ON EACH LINE)

- n. Video camera

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 video camera.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a video camera. for all BY eligible sample members.

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.

Applying to: Respondents whose library has a video camera.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a video camera. for all BY eligible sample members.

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.

Applying to: Respondents whose library has a video camera.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a video camera. for all BY eligible sample members.

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.

Applying to: Respondents whose library has a video camera.

Source: ELS:2002 Library Media Center Questionnaire

Applies to: Respondents whose library has a video camera. for all BY eligible sample members.

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.

Appendix G:

Base-Year to First Follow-up Electronic Codebook
null
### BYL10OE

**Source**: ELS:2002 Library Media Center Questionnaire  
**Applies to**: All respondents.

#### Reserve Codes

<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>34.9%</td>
<td>91.6%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>2.2%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>9843</td>
<td>60.4%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>721</td>
<td>4.4%</td>
</tr>
<tr>
<td>Missing</td>
<td>-9</td>
<td>785</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

**TOTALS**: 16,252 100.0% 100.0%

### BYL11PC

**Source**: ELS:2002 Library Media Center Questionnaire  
**Applies to**: Respondents whose library has audio equipment.

#### Reserve Codes

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>2</td>
<td>1.4%</td>
<td>2.0%</td>
</tr>
<tr>
<td>3 years or more</td>
<td>3</td>
<td>75.0%</td>
<td>98.0%</td>
</tr>
<tr>
<td>Item legitimate skip/NA</td>
<td>-3</td>
<td>1853</td>
<td>11.4%</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>-4</td>
<td>721</td>
<td>4.4%</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>694</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

**TOTALS**: 16,252 100.0% 100.0%

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

---

**BYL11PD**

**Survey component legitimate skip/NA**  -8        171     1.1%   (MISS)

**Nonrespondent**......................     -4        721     4.4%   (MISS)

**Item legitimate skip/NA**............     -3       1853    11.4%   (MISS)

**RESERVE CODES:**

| Yes | 1       12031    74.0%    94.5% |
| No  | 0         782     4.8%     5.5% |

**CODES** | **FREQ** | **CENT** | **PCT** |
--- | --- | --- | --- |
| PER- | WGTD |
| No  | 62 | 0.4% | 0.4% |
| Yes | 12751 | 78.5% | 99.6% |

**RESERVE CODES:**

- **[Item legitimate skip/NA]**  -3 1853 11.4% (MISS)
- **[Nonrespondent]**  -4 721 4.4% (MISS)
- **[Survey component legitimate skip/NA]**  -8 171 1.1% (MISS)
- **[Missing]**  -9 694 4.3% (MISS)

**TOTALES:** 16252 100.0% 100.0%

---

**BYL11PD**

Applies to: Respondents whose library has audio 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. Column III Who may use it?

- **MARK ALL THAT APPLY ON EACH LINE**
- p. Audio equipment (e.g., video cassette recorder/player, record player)

**Library staff may use audio equipment**

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
</tr>
<tr>
<td>12031</td>
<td>74.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **[Item legitimate skip/NA]**  -3 1853 11.4% (MISS)
- **[Nonrespondent]**  -4 721 4.4% (MISS)
- **[Survey component legitimate skip/NA]**  -8 171 1.1% (MISS)
- **[Missing]**  -9 694 4.3% (MISS)

**TOTALES:** 16252 100.0% 100.0%

---

**Library has videoconferencing 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. Column III How long?

- **MARK ONE RESPONSE ON EACH LINE**
- q. Videoconferencing equipment

**Library staff may use videoconferencing equipment**

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
</tr>
<tr>
<td>2846</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- **[Item legitimate skip/NA]**  -3 12253 75.4% (MISS)
- **[Nonrespondent]**  -4 721 4.4% (MISS)
- **[Survey component legitimate skip/NA]**  -8 171 1.1% (MISS)
- **[Missing]**  -9 561 3.5% (MISS)

**TOTALES:** 16252 100.0% 100.0%

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

----------
BYLL1QC STUDENT.PUB Rec. 5/5
----------
Pos. 369-370
Format: N2

Students may use 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.

Column III

Who may use it?

(MARK ALL THAT APPLY ON EACH LINE)

q. Videoconferencing equipment
BYLL1QC Students
BYLL1QC School faculty & staff
BYLL1QE 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

----------
BYLL1QE STUDENT.PUB Rec. 5/5
----------
Pos. 373-374
Format: N2

Library staff may use 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.

Column III

Who may use it?

(MARK ALL THAT APPLY ON EACH LINE)

q. Videoconferencing equipment
BYLL1QC Students
BYLL1QC School faculty & staff
BYLL1QE 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

----------
BYLL1QA STUDENT.PUB Rec. 5/5
----------
Pos. 374-375
Format: N2

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.

Column III

Does library media center have…?

(Mark Yes or No)

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

----------
BYLL1QA STUDENT.PUB Rec. 5/5
----------
Pos. 375-376
Format: N2

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.

Column III

Does library media center have…?

(Mark Yes or No)

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
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.

Who may use it?

Also, please indicate in Column III who may use the equipment.

By: [Library media center staff]
By: [School faculty & staff]
By: [Students]

Applies to: Respondents whose library has a scanner.

Source: ELS:2002 Library Media Center Questionnaire

### Codes and Frequencies

**By Year: Library Media Center Staff**

+ **No:**
  - `Yes`: 1 7392 45.5% 82.0%
  - **RESERVE CODES:**
    - [Item legitimate skip/NA]: -3 5985 16.8% [MISS]
    - [Nonrespondent]: -4 721 4.4% [MISS]
    - [Survey component legitimate skip/NA]: -8 171 1.1% [MISS]
    - [Missing]: -9 489 3.0% [MISS]
  - **TOTALS:** 16252 100.0% 100.0%

**By Year: School Faculty & Staff**

+ **No:**
  - `Yes`: 1 7392 45.5% 82.0%
  - **RESERVE CODES:**
    - [Item legitimate skip/NA]: -3 5985 16.8% [MISS]
    - [Nonrespondent]: -4 721 4.4% [MISS]
    - [Survey component legitimate skip/NA]: -8 171 1.1% [MISS]
    - [Missing]: -9 489 3.0% [MISS]
  - **TOTALS:** 16252 100.0% 100.0%

**By Year: Students**

+ **No:**
  - `Yes`: 1 7392 45.5% 82.0%
  - **RESERVE CODES:**
    - [Item legitimate skip/NA]: -3 5985 16.8% [MISS]
    - [Nonrespondent]: -4 721 4.4% [MISS]
    - [Survey component legitimate skip/NA]: -8 171 1.1% [MISS]
    - [Missing]: -9 489 3.0% [MISS]
  - **TOTALS:** 16252 100.0% 100.0%

---

By: [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.

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

By: [Library media center staff]
By: [School faculty & staff]
By: [Students]

Applies to: Respondents whose library has a scanner.

Source: ELS:2002 Library Media Center Questionnaire

### Codes and Frequencies

**By Year: Library Media Center Staff**

+ **No:**
  - `Yes`: 1 7392 45.5% 82.0%
  - **RESERVE CODES:**
    - [Item legitimate skip/NA]: -3 5985 16.8% [MISS]
    - [Nonrespondent]: -4 721 4.4% [MISS]
    - [Survey component legitimate skip/NA]: -8 171 1.1% [MISS]
    - [Missing]: -9 489 3.0% [MISS]
  - **TOTALS:** 16252 100.0% 100.0%

**By Year: School Faculty & Staff**

+ **No:**
  - `Yes`: 1 7392 45.5% 82.0%
  - **RESERVE CODES:**
    - [Item legitimate skip/NA]: -3 5985 16.8% [MISS]
    - [Nonrespondent]: -4 721 4.4% [MISS]
    - [Survey component legitimate skip/NA]: -8 171 1.1% [MISS]
    - [Missing]: -9 489 3.0% [MISS]
  - **TOTALS:** 16252 100.0% 100.0%

**By Year: Students**

+ **No:**
  - `Yes`: 1 7392 45.5% 82.0%
  - **RESERVE CODES:**
    - [Item legitimate skip/NA]: -3 5985 16.8% [MISS]
    - [Nonrespondent]: -4 721 4.4% [MISS]
    - [Survey component legitimate skip/NA]: -8 171 1.1% [MISS]
    - [Missing]: -9 489 3.0% [MISS]
  - **TOTALS:** 16252 100.0% 100.0%

---

By: [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.

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

By: [Library media center staff]
By: [School faculty & staff]
By: [Students]

Applies to: Respondents whose library has a scanner.

Source: ELS:2002 Library Media Center Questionnaire

### Codes and Frequencies

**By Year: Library Media Center Staff**

+ **No:**
  - `Yes`: 1 7392 45.5% 82.0%
  - **RESERVE CODES:**
    - [Item legitimate skip/NA]: -3 5985 16.8% [MISS]
    - [Nonrespondent]: -4 721 4.4% [MISS]
    - [Survey component legitimate skip/NA]: -8 171 1.1% [MISS]
    - [Missing]: -9 489 3.0% [MISS]
  - **TOTALS:** 16252 100.0% 100.0%

**By Year: School Faculty & Staff**

+ **No:**
  - `Yes`: 1 7392 45.5% 82.0%
  - **RESERVE CODES:**
    - [Item legitimate skip/NA]: -3 5985 16.8% [MISS]
    - [Nonrespondent]: -4 721 4.4% [MISS]
    - [Survey component legitimate skip/NA]: -8 171 1.1% [MISS]
    - [Missing]: -9 489 3.0% [MISS]
  - **TOTALS:** 16252 100.0% 100.0%

**By Year: Students**

+ **No:**
  - `Yes`: 1 7392 45.5% 82.0%
  - **RESERVE CODES:**
    - [Item legitimate skip/NA]: -3 5985 16.8% [MISS]
    - [Nonrespondent]: -4 721 4.4% [MISS]
    - [Survey component legitimate skip/NA]: -8 171 1.1% [MISS]
    - [Missing]: -9 489 3.0% [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.

Does library media center have...?
a. LCD panel or other projection device for projecting images directly from a computer
   Yes. No.
   (Mark one response on each line)

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: 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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>0</td>
<td>4383</td>
<td>27.0% 26.4%</td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>10753</td>
<td>66.2% 73.6%</td>
</tr>
</tbody>
</table>

RE又有  CUTES:

[Nonrespondent] -4  721  4.4% (MISS)
[Survey component legitimate skip/NA] -8  711  4.4% (MISS)
[Missing] -9  224  1.4% (MISS)

TOTALS: 16252 100.0% 100.0%

---

Library has LCD panel/projection device

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.

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 who have an LCD panel or projection device.

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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 year or less.</td>
<td>1</td>
<td>1388</td>
<td>8.0% 13.4%</td>
</tr>
<tr>
<td>2 years.</td>
<td>2</td>
<td>1955</td>
<td>12.0% 19.7%</td>
</tr>
<tr>
<td>3 years or more.</td>
<td>3</td>
<td>6534</td>
<td>40.2% 67.4%</td>
</tr>
</tbody>
</table>

RE又有  CUTES:

[Item legitimate skip/NA] -3  4383 27.0% (MISS)
[Nonrespondent] -4  721  4.4% (MISS)
[Survey component legitimate skip/NA] -8  711  4.4% (MISS)
[Missing] -9  1100 6.8% (MISS)

TOTALS: 16252 100.0% 100.0%

---

Years library had LCD panel/projection device

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.

Does library media center have it?
(Mark one response on each line)

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.

Apply to: Respondents who have an LCD panel or projection device.

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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>0</td>
<td>4623</td>
<td>28.4% 46.8%</td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>5780</td>
<td>35.6% 53.2%</td>
</tr>
</tbody>
</table>

RE又有  CUTES:

[Item legitimate skip/NA] -3  4383 27.0% (MISS)
[Nonrespondent] -4  721  4.4% (MISS)
[Survey component legitimate skip/NA] -8  711  4.4% (MISS)
[Missing] -9  574  3.5% (MISS)

TOTALS: 16252 100.0% 100.0%

---

Who may use it?

Also, please indicate in Column III who may use the equipment.

Who may use LCD panel/projection device for projecting images directly from a computer?
Faculty/staff may use LCD panel/projection device

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>0</td>
<td>536</td>
<td>3.3%  5.3%</td>
</tr>
<tr>
<td>Yes.</td>
<td>1</td>
<td>9867</td>
<td>60.7% 94.7%</td>
</tr>
</tbody>
</table>

RE又有  CUTES:

[Item legitimate skip/NA] -3  4383 27.0% (MISS)
[Nonrespondent] -4  721  4.4% (MISS)
[Survey component legitimate skip/NA] -8  711  4.4% (MISS)
[Missing] -9  574  3.5% (MISS)

TOTALS: 16252 100.0% 100.0%

---

Faculty/staff may use LCD panel/projection device

BYL11SD  School faculty & staff

BYL11SE  Library media center staff

BYL11SC  Students

BASE-YEAR TO FIRST FOLLOW-UP ELECTRONIC CODEBOOK

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

G-439
Appendix G: Base-Year to First Follow-up Electronic Codebook

---

**BYL11SE**  
**STUDENT.PUB Rec. 5/5**  
**Pos. 393-394**  
**Format: R2**

Library staff may use LCD panel/projection device

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)

a. LCD panel or other projection device for projecting images directly from a computer

b. BYL11SE Students

c. BYL11SD 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 who have an LCD panel or projection device.

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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes..............</td>
<td>1</td>
<td>9760</td>
<td>60.1%</td>
</tr>
<tr>
<td>No................</td>
<td>0</td>
<td>643</td>
<td>4.0%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

---

**BYL11TB**  
**STUDENT.PUB Rec. 5/5**  
**Pos. 393-398**  
**Format: R2**

Years library has had technology for disabled

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)

1. 1 year or less
2. 2 years
3. 3 years or more

(MARK ONE RESPONSE ON EACH LINE)

Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives)

(MARK ALL THAT APPLY ON EACH LINE)

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 who have technology for those disabled.

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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes..............</td>
<td>1</td>
<td>589</td>
<td>3.6%</td>
</tr>
<tr>
<td>No................</td>
<td>0</td>
<td>370</td>
<td>2.3%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

---

**BYL11TE**  
**STUDENT.PUB Rec. 5/5**  
**Pos. 393-400**  
**Format: R2**

Students may use technology for disabled

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)

1. Library media center staff
2. School faculty & staff
3. Students

(MARK ONE RESPONSE ON EACH LINE)

Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives)

(MARK ONE RESPONSE ON EACH LINE)

Years library has had technology for disabled

(MARK ONE RESPONSE ON EACH LINE)

(MARK ALL THAT APPLY ON EACH LINE)

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 who have technology for those disabled.

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>PER-</td>
<td>WGTD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes..............</td>
<td>1</td>
<td>2482</td>
<td>15.3%</td>
</tr>
<tr>
<td>No................</td>
<td>0</td>
<td>197</td>
<td>1.2%</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
Faculty/staff may use technology for disabled

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)

- Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives)
- Other libraries’ online catalogs available
- Online catalog available

Applies to: Respondents who have technology for those disabled.
Source: ELS:2002 Library Media Center Questionnaire

Library staff may use technology for disabled

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)

- Technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives)
- Other libraries’ online catalogs available
- Online catalog available

Applies to: Respondents who have technology for those disabled.
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 ALL THAT APPLY ON EACH LINE)

- Online catalog
- Internet access

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

More information on Base-Year to First Follow-up Electronic Codebook can be found in Appendix G.
### 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)*

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.........................</td>
<td>16587</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.........................</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent].............. -4 | 721 | 4.4% |
- [Survey component legitimate skip/NA] -8 | 171 | 1.1% |
- [Missing].................... -9 | 250 | 1.5% |

**TOTALS:**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>16587</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### 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)*

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes.........................</td>
<td>10238</td>
<td>63.0%</td>
<td>69.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes.........................</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent].............. -4 | 721 | 4.4% |
- [Survey component legitimate skip/NA] -8 | 171 | 1.1% |
- [Missing].................... -9 | 249 | 1.5% |

**TOTALS:**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>16587</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### General articles/new databases available

12. Are the following electronic services and software available in your school’s library media center?

*(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>Yes.........................</td>
<td>13967</td>
<td>85.9%</td>
<td>93.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes.........................</td>
<td>1</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent].............. -4 | 721 | 4.4% |
- [Survey component legitimate skip/NA] -8 | 171 | 1.1% |
- [Missing].................... -9 | 166 | 1.0% |

**TOTALS:**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>16587</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### 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)*

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes.........................</td>
<td>13967</td>
<td>85.9%</td>
<td>93.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes.........................</td>
<td>1</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Nonrespondent].............. -4 | 721 | 4.4% |
- [Survey component legitimate skip/NA] -8 | 171 | 1.1% |
- [Missing].................... -9 | 166 | 1.0% |

**TOTALS:**

<table>
<thead>
<tr>
<th>FREQ</th>
<th>PER-CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>16587</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

12. Are the following electronic services and software available in your school's library media center? (MARK ONE RESPONSE ON EACH LINE)

Yes
No
Nonrespondent
Missing

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

--------- STUDENT.PUB Rec. 5/5 Pos. 423-424 Format: R2
BYL12J
---------

Educational software available

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
No
Nonrespondent
Missing

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.

Applies to: All respondents.

Source: ELS:2002 Library Media Center Questionnaire

--------- STUDENT.PUB Rec. 5/5 Pos. 425-426 Format: R2
BYL13
---------

Library has multimedia production facility

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
b. Interlibrary loan program with other high schools in the state
c. Interlibrary loan program with public libraries in the area

Yes
No
Nonrespondent
Missing

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.

Applies to: All respondents.

Source: ELS:2002 Library Media Center Questionnaire

--------- STUDENT.PUB Rec. 5/5 Pos. 427-428 Format: R2
BYL14A
---------

Has interlibrary loan program with area high schools

--------- STUDENT.PUB Rec. 5/5 Pos. 429-430 Format: R2
BYL14B
---------

Has interlibrary loan program with high schools in state

--------- STUDENT.PUB Rec. 5/5 Pos. 431-432 Format: R2
BYL14C
---------

Has interlibrary loan program with public libraries

--------- STUDENT.PUB Rec. 5/5 Pos. 433-434 Format: R2
BYL14D
---------

Has interlibrary loan program with the state library
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYL14E STUDENT.PUB Rec. 5/5
Pos. 435-436
Format: H2

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

<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>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>25.3%</td>
<td>29.5%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Nonrespondent: -4 721 4.4% (MISS)
- Survey component legitimate skip/NA: -8 171 1.1% (MISS)
- Missing: -9 212 1.3% (MISS)

TOTALES: 16252 100.0% 100.0%

BYL14F STUDENT.PUB Rec. 5/5
Pos. 437-438
Format: H2

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)
   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

<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>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>14.1%</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- Nonrespondent: -4 721 4.4% (MISS)
- Survey component legitimate skip/NA: -8 171 1.1% (MISS)
- Missing: -9 1582 9.7% (MISS)

TOTALES: 16252 100.0% 100.0%

2001 holdings-books

BYL14A STUDENT.PUB Rec. 5/5
Pos. 441-442
Format: H2

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

Apply to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 8,000: 1 2488 15.3% 12.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8,000-15,999: 2 5796 36.8% 36.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16,000-23,999: 3 4447 27.4% 31.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24,000 or more: 4 2260 13.9% 16.8%</td>
<td></td>
<td></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: -9 189 1.2% (MISS)

TOTALES: 16252 100.0% 100.0%

2001 holdings-video

BYL14B STUDENT.PUB Rec. 5/5
Pos. 443-444
Format: H2

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

Apply to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 250: 1 6346 39.0% 41.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>250-999: 2 5813 35.8% 34.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,000-1,749: 3 2043 12.6% 13.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,750 or more: 4 516 3.2% 4.7%</td>
<td></td>
<td></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: -9 642 4.0% (MISS)

TOTALES: 16252 100.0% 100.0%

2001 holdings-cd

BYL15 STUDENT.PUB Rec. 5/5
Pos. 439-440
Format: H2

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

<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>61.4%</td>
<td>63.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>38.6%</td>
<td>36.1%</td>
</tr>
</tbody>
</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)

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

#### BYL17

**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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>METD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3964</td>
<td>24.4%</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

#### BYL18

**# 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>METD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 or more</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. What are the scheduled periods/set times when students may use the library media center independently?

(MARK ONE RESPONSE)

- Anytime (SKIP TO QUESTION 22)
- During scheduled periods/set times (GO TO QUESTION 21)

Yes.....................................     1        4017    24.7%    91.5%

No......................................     0         1514     9.3%     17.9%

Total spent on computer hardware 2000-2001 school year

BYL19

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-</th>
<th>WOTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>1</td>
<td>2431</td>
</tr>
<tr>
<td>$1-$2,499</td>
<td>2</td>
<td>4128</td>
</tr>
<tr>
<td>$2,500-$4,999</td>
<td>3</td>
<td>2426</td>
</tr>
<tr>
<td>$5,000-$9,999</td>
<td>4</td>
<td>2154</td>
</tr>
<tr>
<td>$10,000 or more</td>
<td>5</td>
<td>3385</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Nonrespondent]......... -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]............... -9 636 3.9% (MISS)

TOTALS: 16252 100.0% 100.0%

20. When may students use the library media center independently?

(MARK ONE RESPONSE)

Anytime (SKIP TO QUESTION 22)

No......................................     0         900     5.5%    32.5%

Yes.....................................     1        3574    22.0%    82.1%

Applies to: All respondents.

Source: ELS: 2002 Library Media Center Questionnaire

BYL20

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-</th>
<th>WOTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>2631</td>
</tr>
<tr>
<td>$1-$2,499</td>
<td>2</td>
<td>4128</td>
</tr>
<tr>
<td>$2,500-$4,999</td>
<td>3</td>
<td>2426</td>
</tr>
<tr>
<td>$5,000-$9,999</td>
<td>4</td>
<td>2154</td>
</tr>
<tr>
<td>$10,000 or more</td>
<td>5</td>
<td>3385</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Nonrespondent]......... -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]............... -9 636 3.9% (MISS)

TOTALS: 16252 100.0% 100.0%

21. What are the scheduled periods/set times when students may use the library media center independently?

(MARK ALL THAT APPLY)

- Before or after school
- During lunch break
- During set times throughout the day
- Between classes or during recess

Yes.....................................     1        4017    24.7%    91.5%

No......................................     0         1514     9.3%     17.9%

Applies to: All respondents.

Source: ELS: 2002 Library Media Center Questionnaire

BYL21

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-</th>
<th>WOTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>2631</td>
</tr>
<tr>
<td>$1-$2,499</td>
<td>2</td>
<td>4128</td>
</tr>
<tr>
<td>$2,500-$4,999</td>
<td>3</td>
<td>2426</td>
</tr>
<tr>
<td>$5,000-$9,999</td>
<td>4</td>
<td>2154</td>
</tr>
<tr>
<td>$10,000 or more</td>
<td>5</td>
<td>3385</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Nonrespondent]......... -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]............... -9 636 3.9% (MISS)

TOTALS: 16252 100.0% 100.0%

21. What are the scheduled periods/set times when students may use the library media center independently?

(MARK ALL THAT APPLY)

- Before or after school
- During lunch break
- During set times throughout the day
- Between classes or during recess

Yes.....................................     1        4017    24.7%    91.5%

No......................................     0         1514     9.3%     17.9%

Applies to: All respondents.

Source: ELS: 2002 Library Media Center Questionnaire

BYL21A

<table>
<thead>
<tr>
<th>CODES</th>
<th>PER-</th>
<th>WOTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>2631</td>
</tr>
<tr>
<td>$1-$2,499</td>
<td>2</td>
<td>4128</td>
</tr>
<tr>
<td>$2,500-$4,999</td>
<td>3</td>
<td>2426</td>
</tr>
<tr>
<td>$5,000-$9,999</td>
<td>4</td>
<td>2154</td>
</tr>
<tr>
<td>$10,000 or more</td>
<td>5</td>
<td>3385</td>
</tr>
</tbody>
</table>

RESERVE CODES:

- [Nonrespondent]......... -4 721 4.4% (MISS)
- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing]............... -9 636 3.9% (MISS)

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

Appendix G:

---

**BYL21D**

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

**Pos.** 463-464

**Format:** N2

Students may use library on own between class/recess

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

---

**BYL21E**

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

**Pos.** 465-466

**Format:** N2

Students may use library on own at other time

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

---

**BYL22B**

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

**Pos.** 469-470

**Format:** N2

How often library used for one class only

22. During a typical week of school, how many times is this library
media center used by the following kinds of school groups for
library related activities? Include activities occurring during
school and non-school hours.

One class only

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 BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

---

**BYL22C**

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

**Pos.** 471-472

**Format:** N2

How often library used for small groups

22. During a typical week of school, how many times is this library
media center used by the following kinds of school groups for
library related activities? Include activities occurring during
school and non-school hours.

Small groups (less than a full class) times

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 BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

---

**BYL23**

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

**Pos.** 473-474

**Format:** N2

How often library used for non-library activities

23. During a typical week of school, how many times is this library
media center used by groups for non-library related activities?

Include activities occurring during school and non-school hours.

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 BY eligible sample members.

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

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

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.)

<table>
<thead>
<tr>
<th>Fewer than 100</th>
<th>100 - 249</th>
<th>250 - 499</th>
<th>500 - 999</th>
<th>1,000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

---

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.)

<table>
<thead>
<tr>
<th>0-600</th>
<th>600-999</th>
<th>1,000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>d</td>
<td>e</td>
</tr>
</tbody>
</table>

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

---

26. What is the maximum number of books that a student may take out of the library media center at a time?

<table>
<thead>
<tr>
<th>0 books</th>
<th>1-2 books</th>
<th>3-5 books</th>
<th>6 or more books</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>g</td>
<td>h</td>
<td>i</td>
</tr>
</tbody>
</table>

Varies by grade level

No maximum

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

---

27. What other materials may students take out of the library media center?

MARK ALL THAT APPLY

- Computer hardware
- Computer software (includes CD-ROM)
- AV equipment
- AV materials
- Periodicals
- Reference material
- None of the above
- Survey component legitimate skip/NA
- Missing

Students may take out reference material

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

---

27. What other materials may students take out of the library media center?

MARK ALL THAT APPLY

- Computer hardware
- Computer software (includes CD-ROM)
- AV equipment
- AV materials
- Reference material
- Periodicals
- None of the above
- Survey component legitimate skip/NA
- Missing

Students may take out periodicals

Applies to: All respondents.
Source: ELS:2002 Library Media Center Questionnaire

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

**2002 Library Media Center Questionnaire**

**27. What other materials may students take out of the library media center? (MARK ALL THAT APPLY)**

**BYL27C**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[None of the above]</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>137</td>
<td>0.8% (MISS)</td>
</tr>
<tr>
<td><strong>TOTA:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Library Media Center Questionnaire

**Applies to:** All respondents.

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

### Students may take out AV equipment

**BYL27D**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[None of the above]</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>137</td>
<td>0.8% (MISS)</td>
</tr>
<tr>
<td><strong>TOTA:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Library Media Center Questionnaire

**Applies to:** All respondents.

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

### Students may take out computer software

**BYL27E**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[None of the above]</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>137</td>
<td>0.8% (MISS)</td>
</tr>
<tr>
<td><strong>TOTA:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Library Media Center Questionnaire

**Applies to:** All respondents.

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

### Students may take out computer hardware

**BYL27F**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER-CNT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[None of the above]</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>137</td>
<td>0.8% (MISS)</td>
</tr>
<tr>
<td><strong>TOTA:</strong></td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** ELS:2002 Library Media Center Questionnaire

**Applies to:** All respondents.

**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

G-450
### Base-Year to First Follow-up Electronic Codebook

#### Appendix G:

**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)

<table>
<thead>
<tr>
<th>BYL31A</th>
<th>Acceptable use policy for the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYL31B</td>
<td>Copyright policy</td>
</tr>
<tr>
<td>BYL31C</td>
<td>Materials selection policy</td>
</tr>
<tr>
<td>BYL31D</td>
<td>None of the above</td>
</tr>
</tbody>
</table>

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

---

**School-board has copyright policy**

31. Does this school have any of the following school board-approved policies? (MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>BYL31A</th>
<th>Acceptable use policy for the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYL31B</td>
<td>Copyright policy</td>
</tr>
<tr>
<td>BYL31C</td>
<td>Materials selection policy</td>
</tr>
<tr>
<td>BYL31D</td>
<td>None of the above</td>
</tr>
</tbody>
</table>

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

---

**School-board has materials selection policy**

31. Does this school have any of the following school board-approved policies? (MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>BYL31A</th>
<th>Acceptable use policy for the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYL31B</td>
<td>Copyright policy</td>
</tr>
<tr>
<td>BYL31C</td>
<td>Materials selection policy</td>
</tr>
<tr>
<td>BYL31D</td>
<td>None of the above</td>
</tr>
</tbody>
</table>

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

---

**School-board has none of these policies**

31. Does this school have any of the following school board-approved policies? (MARK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>BYL31A</th>
<th>Acceptable use policy for the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYL31B</td>
<td>Copyright policy</td>
</tr>
<tr>
<td>BYL31C</td>
<td>Materials selection policy</td>
</tr>
<tr>
<td>BYL31D</td>
<td>None of the above</td>
</tr>
</tbody>
</table>

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

---

**School has library policy/procedure manual**

32. Does this school have a policy and procedures manual for the library media center?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

---

**Library questionnaire respondent's title**

<table>
<thead>
<tr>
<th>Principal or other school administrator</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

---

**BYL35 STUDENT.PUB Rec. 5/5**
**Pos. 517-522 Format: B6**

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>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>{200200-200209}</td>
<td>15360</td>
<td>94.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>{Survey component legitimate skip/NA}</td>
<td>171</td>
<td>1.1%</td>
<td>[MISS]</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>16252</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### BT Facilities Checklist

**BTF01A**

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

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

**METHODOLOGY:**

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**

a. Trash on the floors

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

b. Trash on the floors

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

**RESERVE CODES:**

-9: "Missing" is filled for questions that are not answered when 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.

-6: "Multiple response" represents hard copy questionnaire respondents who reported values that are out of range.

-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).

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

### TOTALS: 16252

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>15589</td>
<td>95.9%</td>
<td>97.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-8: "Survey component legitimate skip/NA"  
-9: "Missing" (MISS)

**TOTALS:** 16252

---

### BTF01B

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

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

**METHODOLOGY:**

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**

a. Trash overflowing from trashcans

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

b. Trash overflowing from trashcans

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

**RESERVE CODES:**

-9: "Missing" is filled for questions that are not answered when 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.

-6: "Multiple response" represents hard copy questionnaire respondents who reported values that are out of range.

-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).

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

### TOTALS: 16252

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>15589</td>
<td>95.9%</td>
<td>97.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-8: "Survey component legitimate skip/NA"  
-9: "Missing" (MISS)

**TOTALS:** 16252

---

### BTF01C

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

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

**METHODOLOGY:**

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**

a. Broken lights in hallway

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

b. Broken lights in hallway

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

### TOTALS: 16252

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>15589</td>
<td>95.9%</td>
<td>97.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-8: "Survey component legitimate skip/NA"  
-9: "Missing" (MISS)

**TOTALS:** 16252

---

### BTF01D

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

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

**METHODOLOGY:**

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**

a. Graffiti on the lockers

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

b. Graffiti on the lockers

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

### TOTALS: 16252

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>15589</td>
<td>95.9%</td>
<td>97.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-8: "Survey component legitimate skip/NA"  
-9: "Missing" (MISS)

**TOTALS:** 16252

---

### BTF01E

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

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

**METHODOLOGY:**

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**

a. Graffiti on hallway walls/doors/ceiling

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

b. Graffiti on hallway walls/doors/ceiling

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

### TOTALS: 16252

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>15589</td>
<td>95.9%</td>
<td>97.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-8: "Survey component legitimate skip/NA"  
-9: "Missing" (MISS)

**TOTALS:** 16252

---

### BTF01F

**Source:** ELS:2002 Facilities Checklist  
**Applies to:** All Schools.

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

**METHODOLOGY:**

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**

a. Graffiti on lockers in hallway

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

b. Graffiti on lockers in hallway

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

### TOTALS: 16252

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>15589</td>
<td>95.9%</td>
<td>97.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

-8: "Survey component legitimate skip/NA"  
-9: "Missing" (MISS)

**TOTALS:** 16252

---

### Appendix G:

Base-Year to First Follow-up Electronic Codebook

---

**G-453**
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.

   (MARK ONE RESPONSE ON EACH LINE)
   (Yes, observed; No, did not observe)

   Visible fire or emergency alarms

   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 Schools.

   Source: ELS:2002 Facilities Checklist

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

   (MARK ONE RESPONSE ON EACH LINE)
   (Yes, observed; No, did not observe)

   observe the hallway(s). For each item listed, indicate whether you observed it or not.

   Visible exit exit signs in hallway

   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 Schools.

   Source: ELS:2002 Facilities Checklist

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.

   (MARK ONE RESPONSE ON EACH LINE)
   (Yes, observed; No, did not observe)

   g. Chipped paint on the walls/doors/ceilings

   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 Schools.

   Source: ELS:2002 Facilities Checklist

   Noise level of main entrance during class

2. Standing in the same place as in Question 1, during the same time, when students are in class, please rate the noise level of the school.

   (MARK ONE RESPONSE)

   Noise level is about the sound of a whisper

   Noise level is about the sound of a normal conversation

   Noise level is about the sound of yelling

   Noise level is about the sound of a busy street

   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
### 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
   
   Note: This is one of a series of items, a 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.

#### Apply to: All Schools.

**Source:** ELS:2002 Facilities Checklist

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, observed inside</td>
<td>1440</td>
<td>27.1%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Yes, observed outside</td>
<td>2499</td>
<td>16.0%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Yes, observed both inside and outside</td>
<td>3470</td>
<td>20.7%</td>
<td>22.2%</td>
</tr>
<tr>
<td>No, did not observe</td>
<td>4532</td>
<td>32.9%</td>
<td>33.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 262 1.0% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Sign stating "no drugs" 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 conveying the message "no drugs."
   
   Yes, observed inside
   Yes, observed outside
   No, did not observe
   
   Note: This is one of a series of items, a 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.

#### Apply to: All Schools.

**Source:** ELS:2002 Facilities Checklist

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, observed inside</td>
<td>1234</td>
<td>7.6%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Yes, observed outside</td>
<td>2624</td>
<td>15.1%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Yes, observed both inside and outside</td>
<td>3796</td>
<td>2.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>No, did not observe</td>
<td>12815</td>
<td>78.9%</td>
<td>80.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 242 1.2% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Sign stating "no trespassing" 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 conveying the message "no trespassing."
   
   Yes, observed inside
   Yes, observed outside
   No, did not observe
   
   Note: This is one of a series of items, a 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.

#### Apply to: All Schools.

**Source:** ELS:2002 Facilities Checklist

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, observed inside</td>
<td>2466</td>
<td>15.1%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Yes, observed outside</td>
<td>311</td>
<td>1.9%</td>
<td>2.0%</td>
</tr>
<tr>
<td>No, did not observe</td>
<td>11454</td>
<td>70.5%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 535 3.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### 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)**
   
   a. 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, a 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.

#### Apply to: All Schools.

**Source:** ELS:2002 Facilities Checklist

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, observed inside</td>
<td>1333</td>
<td>8.2%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Yes, observed outside</td>
<td>2466</td>
<td>15.1%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Yes, observed both inside and outside</td>
<td>311</td>
<td>1.9%</td>
<td>2.0%</td>
</tr>
<tr>
<td>No, did not observe</td>
<td>11454</td>
<td>70.5%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 535 3.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Graffiti on bathroom walls and ceilings

3. For each item listed, indicate whether you see this sign inside and outside the main entrance to the school.

   **(MARK ONE RESPONSE ON EACH LINE)**
   
   a. Graffiti on walls and ceilings (Yes, observed; No, did not observe)
   
   Yes, observed inside
   No, did not observe
   
   Note: This is one of a series of items, a through g.

   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.

#### Apply to: All Schools.

**Source:** ELS:2002 Facilities Checklist

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, observed inside</td>
<td>1507</td>
<td>8.0%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Yes, observed outside</td>
<td>1234</td>
<td>7.6%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Yes, observed both inside and outside</td>
<td>3796</td>
<td>2.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>No, did not observe</td>
<td>12815</td>
<td>78.9%</td>
<td>80.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 242 1.2% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Graffiti on bathroom walls and ceilings

3. For each item listed, indicate whether you see this sign inside and outside the main entrance to the school.

   **(MARK ONE RESPONSE ON EACH LINE)**
   
   a. Graffiti on walls and ceilings (Yes, observed; No, did not observe)
   
   Yes, observed inside
   No, did not observe
   
   Note: This is one of a series of items, a through g.

   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.

#### Apply to: All Schools.

**Source:** ELS:2002 Facilities Checklist

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, observed inside</td>
<td>1333</td>
<td>8.2%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Yes, observed outside</td>
<td>2466</td>
<td>15.1%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Yes, observed both inside and outside</td>
<td>311</td>
<td>1.9%</td>
<td>2.0%</td>
</tr>
<tr>
<td>No, did not observe</td>
<td>11454</td>
<td>70.5%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 535 3.3% (MISS)

**TOTALS:**

16252 100.0% 100.0%

### Graffiti on bathroom walls and ceilings

3. For each item listed, indicate whether you see this sign inside and outside the main entrance to the school.

   **(MARK ONE RESPONSE ON EACH LINE)**
   
   a. Graffiti on walls and ceilings (Yes, observed; No, did not observe)
   
   Yes, observed inside
   No, did not observe
   
   Note: This is one of a series of items, a through g.

   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.

#### Apply to: All Schools.

**Source:** ELS:2002 Facilities Checklist

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, observed inside</td>
<td>1507</td>
<td>8.0%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Yes, observed outside</td>
<td>1234</td>
<td>7.6%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Yes, observed both inside and outside</td>
<td>3796</td>
<td>2.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>No, did not observe</td>
<td>12815</td>
<td>78.9%</td>
<td>80.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- [Survey component legitimate skip/NA] -8 171 1.1% (MISS)
- [Missing] -9 242 1.2% (MISS)

**TOTALS:**

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

---

**G-456**

**BYF04D**  
**STUDENT.PUB Rec. 5/5**  
**Pos. 555-556**  
**Format: R2**

**Graffiti on bathroom stall doors/walls**

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 ON EACH LINE)*  
(Yes, observed; No, did not observe)  

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>86.3%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>13.7%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Survey component legitimate skip/NA}  
{-9 334 2.1% [MISS]}  

**TOTALS:**  
16252  100.0%  100.0%

---

**BYF04E**  
**STUDENT.PUB Rec. 5/5**  
**Pos. 561-562**  
**Format: R2**

**Doors on all bathroom stalls**

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 ON EACH LINE)*  
(Yes, observed; No, did not observe)  

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>24.7%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>75.3%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Survey component legitimate skip/NA}  
{-8 171 1.1% [MISS]}  

**TOTALS:**  
16252  100.0%  100.0%

---

**BYF04F**  
**STUDENT.PUB Rec. 5/5**  
**Pos. 557-558**  
**Format: R2**

**Trash on bathroom floor**

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 ON EACH LINE)*  
(Yes, observed; No, did not observe)  

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>82.1%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>17.9%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Survey component legitimate skip/NA}  
{-9 346 2.1% [MISS]}  

**TOTALS:**  
16252  100.0%  100.0%

---

**BYF04G**  
**STUDENT.PUB Rec. 5/5**  
**Pos. 559-560**  
**Format: R2**

**Overflowing trashcans in bathroom**

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 ON EACH LINE)*  
(Yes, observed; No, did not observe)  

d. Trash overflowing from trash cans  

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>91.4%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>8.6%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Survey component legitimate skip/NA}  
{-8 171 1.1% [MISS]}  

**TOTALS:**  
16252  100.0%  100.0%

---

**BYF04H**  
**STUDENT.PUB Rec. 5/5**  
**Pos. 563-564**  
**Format: R2**

**Students loitering in bathroom during class**

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 ON EACH LINE)*  
(Yes, observed; No, did not observe)  

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>25.3%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>74.7%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Survey component legitimate skip/NA}  
{-9 276 1.7% [MISS]}  

**TOTALS:**  
16252  100.0%  100.0%

---

**BYF04I**  
**STUDENT.PUB Rec. 5/5**  
**Pos. 565-566**  
**Format: R2**

**Students smoking in bathroom during class**

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 ON EACH LINE)*  
(Yes, observed; No, did not observe)  

g. Student(s) smoking  

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>98.6%</td>
<td></td>
</tr>
</tbody>
</table>

**RESERVE CODES:**  
{Survey component legitimate skip/NA}  
{-9 276 1.7% [MISS]}  

**TOTALS:**  
16252  100.0%  100.0%

---
### BYF05A
**STUDENT.PUB Rec. 5/5**
**Pos. 567-568**
**Format: R2**

**Looks 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>1044</td>
<td>64.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>565</td>
<td>35.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td></td>
<td>-9</td>
<td>112</td>
</tr>
</tbody>
</table>

**TOTALES:**

<table>
<thead>
<tr>
<th>Total</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1625</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

### BYF06B
**STUDENT.PUB Rec. 5/5**
**Pos. 569-570**
**Format: R2**

**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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>1576</td>
<td>93.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>244</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td></td>
<td>-9</td>
<td>112</td>
</tr>
</tbody>
</table>

**TOTALES:**

<table>
<thead>
<tr>
<th>Total</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1625</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

### BYF07B
**STUDENT.PUB Rec. 5/5**
**Pos. 571-572**
**Format: R2**

**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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>1576</td>
<td>93.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>244</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td></td>
<td>-9</td>
<td>112</td>
</tr>
</tbody>
</table>

**TOTALES:**

<table>
<thead>
<tr>
<th>Total</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1625</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

### BYF08D
**STUDENT.PUB Rec. 5/5**
**Pos. 573-574**
**Format: R2**

**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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>1576</td>
<td>93.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>244</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td></td>
<td>-9</td>
<td>112</td>
</tr>
</tbody>
</table>

**TOTALES:**

<table>
<thead>
<tr>
<th>Total</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1625</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

### BYF006
**STUDENT.PUB Rec. 5/5**
**Pos. 575-576**
**Format: R2**

**Trash on classroom floor**

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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>1576</td>
<td>93.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes, observed; No, did not observe; Not Applicable</td>
<td>244</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

**RESERVE CODES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Survey component legitimate skip/NA]</td>
<td>-8</td>
<td>171</td>
<td>1.1%</td>
</tr>
<tr>
<td>[Missing]</td>
<td></td>
<td>-9</td>
<td>112</td>
</tr>
</tbody>
</table>

**TOTALES:**

<table>
<thead>
<tr>
<th>Total</th>
<th>Freq</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1625</td>
<td>100.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Appendix G: Base-Year to First Follow-up Electronic Codebook

BYF05G STUDENT.PUB Rec. 5/5
Pos. 579-580 Format: N2

Overflooring trashcan in classrooms

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)

   g. Trash overflowing from trash cans
   h. Floors and walls appear clean
   i. Broken windows

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

<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>15604</td>
<td>96.3</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>188</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-8  Survey component legitimate skip/NA
-9  Missing

TOTALS: 16252 100.0% 100.0%

---

BYF05I STUDENT.PUB Rec. 5/5
Pos. 581-582 Format: N2

Classroom floor and walls appear clean

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. Students
   b. Posters or other materials on classroom windows

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

<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>12240</td>
<td>75.3</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>3572</td>
<td>22.8</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-8  Survey component legitimate skip/NA
-9  Missing

TOTALS: 16252 100.0% 100.0%

---

BYF05J STUDENT.PUB Rec. 5/5
Pos. 585-586 Format: N2

Bars on classroom windows

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)

   i. Broken windows
   j. Bars on windows

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

<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>1273</td>
<td>7.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>171</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-8  Survey component legitimate skip/NA
-9  Missing

TOTALS: 16252 100.0% 100.0%

---

BYF05K STUDENT.PUB Rec. 5/5
Pos. 587-588 Format: N2

Classroom windows broken

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)

   k. Broken windows

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

<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>1273</td>
<td>7.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>171</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-8  Survey component legitimate skip/NA
-9  Missing

TOTALS: 16252 100.0% 100.0%

---

BYF05A STUDENT.PUB Rec. 5/5
Pos. 589-590 Format: N2

Posters or material on classroom windows

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)

   i. Posters or other materials on glass windows
   j. Posters or materials on classroom windows

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

<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>1032</td>
<td>6.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1139</td>
<td>68.8</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-8  Survey component legitimate skip/NA
-9  Missing

TOTALS: 16252 100.0% 100.0%

---

BYF05A STUDENT.PUB Rec. 5/5
Pos. 589-590 Format: N2

Students wear ID badges

6. Do a majority of the following individuals wear identification cards/badges?

   (MARK ONE RESPONSE ON EACH LINE)
   (yes; no)

   a. Students

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

<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>14385</td>
<td>88.5</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>133</td>
<td>0.8</td>
</tr>
</tbody>
</table>

RESERVE CODES:
-8  Survey component legitimate skip/NA
-8  Survey component legitimate skip/NA
-9  Missing

TOTALS: 16252 100.0% 100.0%

---

BYF05A STUDENT.PUB Rec. 5/5
Pos. 589-590 Format: N2

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

G-458
6. Do a majority of the following individuals wear identification cards/badges?  
(MARK ONE RESPONSE ON EACH LINE)  
(Yes; No)

b. 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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5587</td>
<td>66.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4976</td>
<td>35.6%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  
Yes.....................................     1        5873    36.1%    40.7%  
No......................................     0       9925    61.1%    59.3%  

-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD
Source:ELS:2002 Facilities Checklist  
Applies to: All Schools. 
Note: This school level variable is replicated on the student file for all BY eligible sample members.

# entrances/exits to parking lots

8. Now 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.

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>CENT</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 entrances/exits.</td>
<td>1</td>
<td>2588</td>
<td>15.9%</td>
</tr>
<tr>
<td>1 entrance/exit.</td>
<td>1</td>
<td>3505</td>
<td>21.3%</td>
</tr>
<tr>
<td>2 entrances/exits.</td>
<td>2</td>
<td>5552</td>
<td>34.0%</td>
</tr>
<tr>
<td>3 entrances/exits.</td>
<td>3</td>
<td>2686</td>
<td>16.5%</td>
</tr>
<tr>
<td>4 entrances/exits.</td>
<td>4</td>
<td>1780</td>
<td>11.0%</td>
</tr>
<tr>
<td>5 entrances/exits.</td>
<td>5</td>
<td>511</td>
<td>3.1%</td>
</tr>
<tr>
<td>6 entrances/exits.</td>
<td>6</td>
<td>521</td>
<td>3.2%</td>
</tr>
<tr>
<td>7 entrances/exits.</td>
<td>7</td>
<td>154</td>
<td>0.9%</td>
</tr>
<tr>
<td>8 entrances/exits.</td>
<td>8</td>
<td>158</td>
<td>0.9%</td>
</tr>
<tr>
<td>9 entrances/exits.</td>
<td>9</td>
<td>49</td>
<td>0.3%</td>
</tr>
<tr>
<td>10 or more entrances/exits</td>
<td>10</td>
<td>207</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

RESERVE CODES:  
[Item legitimate skip/NA]............     -3     1351    8.3%   (MISS)  
[Survey component legitimate skip/NA]     -8     171  1.1%   (MISS)  
[Missing].............................     -9     106  0.7%   (MISS)  

-----   -----   ------   ------
CODES    FREQ    CENT     PCT
PER-     WGTD
Source:ELS:2002 Facilities Checklist  
Applies to: Respondents at schools with one or more parking lots.  
Note: This school level variable is replicated on the student file for all BY eligible sample members.
### BYF08

**Student file Rec. 5/5**

**Source:** ELS:2002 Facilities Checklist

#### # entrances/exits monitored by video

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER.</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 entrances/exits</td>
<td>8</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>6 entrances/exits</td>
<td>6</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>5 entrances/exits</td>
<td>5</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>4 entrances/exits</td>
<td>4</td>
<td>2.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>2 entrances/exits</td>
<td>2</td>
<td>6.7%</td>
<td>7.9%</td>
</tr>
<tr>
<td>0 entrances/exits</td>
<td>0</td>
<td>63.1%</td>
<td>68.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Item legitimate skip/NA: -3
- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER.</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 entrances/exits</td>
<td>8</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>6 entrances/exits</td>
<td>6</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>5 entrances/exits</td>
<td>5</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>4 entrances/exits</td>
<td>4</td>
<td>2.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>2 entrances/exits</td>
<td>2</td>
<td>6.7%</td>
<td>7.9%</td>
</tr>
<tr>
<td>0 entrances/exits</td>
<td>0</td>
<td>63.1%</td>
<td>68.7%</td>
</tr>
</tbody>
</table>

### BYF08A

**Student file Rec. 5/5**

**Source:** ELS:2002 Facilities Checklist

#### # entrances/exits monitored by guard

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER.</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 entrances/exits</td>
<td>8</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>7 entrances/exits</td>
<td>7</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>6 entrances/exits</td>
<td>6</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>5 entrances/exits</td>
<td>5</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>4 entrances/exits</td>
<td>4</td>
<td>2.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>2 entrances/exits</td>
<td>2</td>
<td>4.0%</td>
<td>4.8%</td>
</tr>
<tr>
<td>0 entrances/exits</td>
<td>0</td>
<td>93.6%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- A little: 4
- None: 1

**TOTALS:**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER.</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 entrances/exits</td>
<td>8</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>7 entrances/exits</td>
<td>7</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>6 entrances/exits</td>
<td>6</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>5 entrances/exits</td>
<td>5</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>4 entrances/exits</td>
<td>4</td>
<td>2.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>2 entrances/exits</td>
<td>2</td>
<td>4.0%</td>
<td>4.8%</td>
</tr>
<tr>
<td>0 entrances/exits</td>
<td>0</td>
<td>93.6%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

### BYF09

**Student file Rec. 5/5**

**Source:** ELS:2002 Facilities Checklist

#### How much litter/trash in area around school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER.</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>82.6%</td>
<td>83.2%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>12.9%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Some</td>
<td>3</td>
<td>2.3%</td>
<td>2.0%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER.</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>82.6%</td>
<td>83.2%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>12.9%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Some</td>
<td>3</td>
<td>2.3%</td>
<td>2.0%</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

### BYF09A

**Student file Rec. 5/5**

**Source:** ELS:2002 Facilities Checklist

#### How much graffiti in area around school

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER.</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>93.6%</td>
<td>96.1%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>2.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Some</td>
<td>3</td>
<td>1.4%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**

- Survey component legitimate skip/NA: -8
- Missing: -9

**TOTALS:**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Freq</th>
<th>PER.</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>93.6%</td>
<td>96.1%</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
<td>2.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Some</td>
<td>3</td>
<td>1.4%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>
Applies to: All Schools.

Note: This school level variable is replicated on the student file.

Students loitering (None; A little; Some; A lot)
(MARK ONE RESPONSE ON EACH LINE)

How many boarded up buildings 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)

- Boarded up buildings
  - (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.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

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)

- Persons congregated on streets
  - (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.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

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)

- Students loitering
  - (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.

Applies to: All Schools.
Source: ELS:2002 Facilities Checklist

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

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No...............</td>
<td>1</td>
<td>4428</td>
<td>27.2%</td>
</tr>
<tr>
<td>Yes...............</td>
<td>91</td>
<td>11397</td>
<td>72.8%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

### 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No...............</td>
<td>9</td>
<td>501</td>
<td>3.1%</td>
</tr>
<tr>
<td>Yes...............</td>
<td>9163</td>
<td>8796</td>
<td>54.0%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

### 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)
   e. Sign-in policies

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No...............</td>
<td>0</td>
<td>11287</td>
<td>70.7%</td>
</tr>
<tr>
<td>Yes...............</td>
<td>4</td>
<td>4428</td>
<td>29.3%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

### 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)
   f. Visitors are greeted and directed by an adult in at office

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No...............</td>
<td>0</td>
<td>8781</td>
<td>54.3%</td>
</tr>
<tr>
<td>Yes...............</td>
<td>1</td>
<td>3471</td>
<td>21.6%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

### 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)
   g. Fire alarms

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No...............</td>
<td>0</td>
<td>14705</td>
<td>90.5%</td>
</tr>
<tr>
<td>Yes...............</td>
<td>1</td>
<td>1570</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

### 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)
   h. 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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No...............</td>
<td>0</td>
<td>6998</td>
<td>43.5%</td>
</tr>
<tr>
<td>Yes...............</td>
<td>1</td>
<td>6254</td>
<td>36.5%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%

### 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)
   g. Fire alarms

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

<table>
<thead>
<tr>
<th>CODES</th>
<th>FREQ</th>
<th>PER-CENT</th>
<th>WGTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVE CODES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No...............</td>
<td>0</td>
<td>14705</td>
<td>90.5%</td>
</tr>
<tr>
<td>Yes...............</td>
<td>1</td>
<td>1570</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

**TOTALS:**
16252 100.0% 100.0%
### 10. For each of the following security measures, indicate whether you observed it today.

**MARK ONE RESPONSE ON EACH LINE**

1. **Fire sprinklers**
   - **Applies to:** All Schools.
   - **Source:** ELS:2002 Facilities Checklist
   - **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.

<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>12134</td>
<td>12.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>13431</td>
<td>87.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- **Survey component legitimate skip/NA**: -8
- **Missing**: -9

**TOTALS:**
- 16252

2. **Student uniforms**
   - **Applies to:** All Schools.
   - **Source:** ELS:2002 Facilities Checklist
   - **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.

<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>13541</td>
<td>81.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2640</td>
<td>18.5%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- **Survey component legitimate skip/NA**: -8
- **Missing**: -9

**TOTALS:**
- 16252

3. **Exterior lights**
   - **Applies to:** All Schools.
   - **Source:** ELS:2002 Facilities Checklist
   - **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.

<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>2134</td>
<td>12.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>1343</td>
<td>87.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- **Survey component legitimate skip/NA**: -8
- **Missing**: -9

**TOTALS:**
- 16252

4. **Signs-alarm if door opened**
   - **Applies to:** All Schools.
   - **Source:** ELS:2002 Facilities Checklist
   - **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.

<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>350</td>
<td>21.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td>12841</td>
<td>78.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- **Survey component legitimate skip/NA**: -8
- **Missing**: -9

**TOTALS:**
- 16252

### 10. For each of the following security measures, indicate whether you observed it today.

**MARK ONE RESPONSE ON EACH LINE**

1. **Student uniforms**
   - **Applies to:** All Schools.
   - **Source:** ELS:2002 Facilities Checklist
   - **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.

<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>12134</td>
<td>12.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>13431</td>
<td>87.8%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- **Survey component legitimate skip/NA**: -8
- **Missing**: -9

**TOTALS:**
- 16252

2. **Exterior lights**
   - **Applies to:** All Schools.
   - **Source:** ELS:2002 Facilities Checklist
   - **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.

<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>2134</td>
<td>12.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>1343</td>
<td>87.7%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- **Survey component legitimate skip/NA**: -8
- **Missing**: -9

**TOTALS:**
- 16252

3. **Signs-alarm if door opened**
   - **Applies to:** All Schools.
   - **Source:** ELS:2002 Facilities Checklist
   - **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.

<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>350</td>
<td>21.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td>12841</td>
<td>78.4%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- **Survey component legitimate skip/NA**: -8
- **Missing**: -9

**TOTALS:**
- 16252

### Observed student lockers

10. For each of the following security measures, indicate whether you observed it today.

**MARK ONE RESPONSE ON EACH LINE**

1. **Student lockers**
   - **Applies to:** All Schools.
   - **Source:** ELS:2002 Facilities Checklist
   - **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.

<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>2072</td>
<td>12.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2272</td>
<td>87.3%</td>
</tr>
</tbody>
</table>

**RESERVE CODES:**
- **Survey component legitimate skip/NA**: -8
- **Missing**: -9

**TOTALS:**
- 16252

---

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

Appendix G: