

**Appendix L**  
**Variable List for the**  
**ELS:2002 Electronic Codebook (ECB) and**  
**Data Analysis System (DAS)**

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Below is a listing of all variables contained in the ELS:2002 base-year to second follow-up electronic codebook (ECB). ECB variables that also can be directly accessed in the Data Analysis System (DAS) are marked by an asterisk (\*).

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		Stu_ID	Student ID	ID and Universe Variables
1		Sch_ID	School ID	ID and Universe Variables
1		STRAT_ID	Stratum	ID and Universe Variables
1		PSU	Primary sampling unit	ID and Universe Variables
1		F1SCH_ID	Link to first follow-up school	ID and Universe Variables
1	*	F1UNIV1	Sample member status in BY and F1 rounds	ID and Universe Variables
1	*	F1UNIV2A	Base year status and how sample member entered F1 sample	ID and Universe Variables
1	*	F1UNIV2B	Sample member F1 status	ID and Universe Variables
1	*	F2UNIV1	Sample member status in first 3 rounds	ID and Universe Variables
1	*	G10COHRT	Sophomore cohort member in 2001-2002 school year	ID and Universe Variables
1	*	G12COHRT	Spring 2004 senior cohort member	ID and Universe Variables
1	*	BYSTUWT	Base year student weight	BY Weights and Composites
1		BYEXPWT	Student expanded sample weight (restricted)	BY Weights and Composites
1	*	BYSEX	Sex-composite	BY Weights and Composites
1		BYRACE_R	Student's race/ethnicity-composite (restricted)	BY Weights and Composites
1	*	BYRACE	Student's race/ethnicity-composite	BY Weights and Composites
1		BYRACE2	Student's race/ethnicity-64 category (restricted)	BY Weights and Composites
1		BYSARACE	Student's race/ethnicity-school roster (restricted)	BY Weights and Composites
1		BYRACE_1	Student is White-composite (restricted)	BY Weights and Composites
1		BYRACE_2	Student is Black or African American-composite (restricted)	BY Weights and Composites
1		BYRACE_3	Student is Asian-composite (restricted)	BY Weights and Composites
1		BYRACE_4	Student is Native Hawaiian/Pacific Islander-composite (restricted)	BY Weights and Composites
1		BYRACE_5	Student is American Indian/Alaska Native-composite (restricted)	BY Weights and Composites
1		BYHISPAN	Student's Hispanic subgroup-composite (restricted)	BY Weights and Composites
1		BYASIAN	Student's Asian subgroup-composite (restricted)	BY Weights and Composites
1	*	BYSTLANG	Whether English is student's native language-composite	BY Weights and Composites
1	*	BYHOMLNG	Student's native language-composite	BY Weights and Composites
1		BYDOB_R	Student's date of birth: Year-month-day (restricted)	BY Weights and Composites
1	*	BYDOB_P	Student's year and month of birth	BY Weights and Composites
1		BYPARACR	Parent's race/ethnicity-composite (restricted)	BY Weights and Composites
1	*	BYPARACE	Parent's race/ethnicity-composite	BY Weights and Composites
1	*	BYPARLNG	Parent's native language-composite	BY Weights and Composites
1	*	BYFCOMP	Family composition	BY Weights and Composites
1	*	BYPARED	Parents' highest level of education	BY Weights and Composites
1	*	BYMOTHED	Mother's highest level of education-composite	BY Weights and Composites
1	*	BYFATHED	Father's highest level of education-composite	BY Weights and Composites
1	*	BYOCCUM	Mother/female guardian's occupation-composite	BY Weights and Composites
1	*	BYOCCUF	Father/male guardian's occupation-composite	BY Weights and Composites
1	*	BYINCOME	Total family income from all sources 2001-composite	BY Weights and Composites
1	*	BYSES1	Socio-economic status composite, v.1	BY Weights and Composites
1	*	BYSES1QU	Quartile coding of SES1 variable	BY Weights and Composites
1	*	BYSES2	Socio-economic status composite, v.2	BY Weights and Composites
1	*	BYSES2QU	Quartile coding of SES2 variable	BY Weights and Composites
1	*	BYSTEXP	How far in school student thinks will get-composite	BY Weights and Composites
1	*	BYPARASP	How far in school parent wants 10th grader to go-composite	BY Weights and Composites

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FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	BYOCCHS	Occupation right after high school-coded	BY Weights and Composites
1	*	BYOCC30	Occupation at age 30-coded	BY Weights and Composites
1	*	BYSCHPRG	High school program reported by student-composite	BY Weights and Composites
1	*	BYSQSTAT	Base year student questionnaire status	BY Weights and Composites
1		BYQXDATR	Date of base year student questionnaire administration (restricted)	BY Weights and Composites
1	*	BYQXDATP	Month/year of base year student questionnaire administration	BY Weights and Composites
1	*	BYTXSTAT	Base year test score status	BY Weights and Composites
1		PISAMFLG	Student in PISA:2003 math score equating sample (restricted)	BY Weights and Composites
1		PISARFLG	Whether included in PISA reading score concordance sample (restricted)	BY Weights and Composites
1	*	BYTEQFLG	At least one teacher reported on 10th grader	BY Weights and Composites
1	*	BYPQSTAT	Base year parent questionnaire status	BY Weights and Composites
1	*	BYTXPAFG	Base year parent questionnaire and test in at least one subject	BY Weights and Composites
1	*	BYADMFLG	Base year school administrator questionnaire completed	BY Weights and Composites
1		BYLMCFLG	Base year library media center questionnaire completed	BY Weights and Composites
1	*	BYIEPFLG	Base year Individualized Education Plan	BY Weights and Composites
1		BYIEPTYP	Federal disability category for base year IEPs (restricted)	BY Weights and Composites
1		BYACCTYP	Base year questionnaire/test accommodations (restricted)	BY Weights and Composites
1	*	BYTXACC	Base year test accommodations	BY Weights and Composites
1	*	BYTXCSTD	Standardized test composite score-math/reading	BY Weights and Composites
1	*	BYTXCQU	Standardized composite test quartile (1=low)	BY Weights and Composites
1	*	BYNELS2M	ELS-NELS 1992 scale equated sophomore math score	BY Weights and Composites
1	*	BYNELS2R	ELS-NELS 1992 scale equated sophomore reading score	BY Weights and Composites
1	*	BYNELS0M	ELS-NELS 1990 scale equated sophomore math score	BY Weights and Composites
1	*	BYPISAME	ELS:2002-PISA:2003 concordance math score	BY Weights and Composites
1	*	BYPISARE	ELS:2002-PISA:2000 concordance reading score	BY Weights and Composites
1	*	BYTXMIRR	Math IRT estimated number right	BY Weights and Composites
1	*	BYTXMSTD	Math test standardized score	BY Weights and Composites
1	*	BYTXMQU	Mathematics quartile (1=low)	BY Weights and Composites
1	*	BYTX1MPP	Mathematics proficiency probability at level 1	BY Weights and Composites
1	*	BYTX2MPP	Mathematics proficiency probability at level 2	BY Weights and Composites
1	*	BYTX3MPP	Mathematics proficiency probability at level 3	BY Weights and Composites
1	*	BYTX4MPP	Mathematics proficiency probability at level 4	BY Weights and Composites
1	*	BYTX5MPP	Mathematics proficiency probability at level 5	BY Weights and Composites
1		BYTXMTH	Math test theta T score (restricted)	BY Weights and Composites
1		BYTXMT1	Math theta T score - multiple imputation value 1 of 5 (restricted)	BY Weights and Composites
1		BYTXMT2	Math theta T score - multiple imputation value 2 of 5 (restricted)	BY Weights and Composites
1		BYTXMT3	Math theta T score - multiple imputation value 3 of 5 (restricted)	BY Weights and Composites
1		BYTXMT4	Math theta T score - multiple imputation value 4 of 5 (restricted)	BY Weights and Composites
1		BYTXMT5	Math theta T score - multiple imputation value 5 of 5 (restricted)	BY Weights and Composites
1		BYTXMTHN	Original BY math theta transformed to the NELS metric (restricted)	BY Weights and Composites
1	*	BYTXRIRR	Reading IRT estimated number right	BY Weights and Composites
1	*	BYTXRSTD	Reading test standardized score	BY Weights and Composites
1	*	BYTXRQU	Reading quartile (1=low)	BY Weights and Composites
1	*	BYTX1RPP	Reading proficiency probability at level 1	BY Weights and Composites
1	*	BYTX2RPP	Reading proficiency probability at level 2	BY Weights and Composites
1	*	BYTX3RPP	Reading proficiency probability at level 3	BY Weights and Composites
1		BYTXRTH	Reading test theta T score (restricted)	BY Weights and Composites
1		BYTXRT1	Reading theta T score - multiple imputation value 1 of 5 (restricted)	BY Weights and Composites

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FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		BYTXRTI2	Reading theta T score - multiple imputation value 2 of 5 (restricted)	BY Weights and Composites
1		BYTXRTI3	Reading theta T score - multiple imputation value 3 of 5 (restricted)	BY Weights and Composites
1		BYTXRTI4	Reading theta T score - multiple imputation value 4 of 5 (restricted)	BY Weights and Composites
1		BYTXRTI5	Reading theta T score - multiple imputation value 5 of 5 (restricted)	BY Weights and Composites
1		BYRESZIP	Residential ZIP code for student/family (restricted)	BY Weights and Composites
1		BYSF1R_R	1st friend's race (restricted)	BY Weights and Composites
1	*	BYSF1RCE	1st friend's race	BY Weights and Composites
1		BYSF2R_R	2nd friend's race (restricted)	BY Weights and Composites
1	*	BYSF2RCE	2nd friend's race	BY Weights and Composites
1		BYSF3R_R	3rd friend's race (restricted)	BY Weights and Composites
1	*	BYSF3RCE	3rd friend's race	BY Weights and Composites
1	*	BYBASEBL	Interscholastic baseball participation	BY Weights and Composites
1	*	BYSOFTBL	Interscholastic softball participation	BY Weights and Composites
1	*	BYBSKTBL	Interscholastic basketball participation	BY Weights and Composites
1	*	BYFOOTBL	Interscholastic football participation	BY Weights and Composites
1	*	BYSOCCER	Interscholastic soccer participation	BY Weights and Composites
1	*	BYTEAMSP	Other interscholastic team participation	BY Weights and Composites
1	*	BYSOLOSP	Interscholastic individual sport participation	BY Weights and Composites
1	*	BYCHRDRL	Interscholastic cheerleading/drill team participation	BY Weights and Composites
1	*	BYWORKSY	Student held job for pay during 2001-2002 school year	BY Weights and Composites
1		BYERAC_R	English teacher's race/ethnicity-composite (restricted)	BY Weights and Composites
1	*	BYERACE	English teacher's race/ethnicity-composite	BY Weights and Composites
1	*	BYTEHDEG	Highest degree earned by the English teacher	BY Weights and Composites
1		BYMRAC_R	Math teacher's race/ethnicity-composite (restricted)	BY Weights and Composites
1	*	BYMRACE	Math teacher's race/ethnicity-composite	BY Weights and Composites
1	*	BYTMHDEG	Highest degree earned by math teacher	BY Weights and Composites
1		BYG10ER	Grade 10 enrollment-2001/02 school roster (restricted)	BY Weights and Composites
1	*	BYG10EP	Grade 10 enrollment-2001/02 school roster-categorical	BY Weights and Composites
1	*	BYSCENP	Oct 2001 total school enrollment-administrator quex-categorical	BY Weights and Composites
1	*	BYCTRL	School control	BY Weights and Composites
1	*	BYURBAN	School urbanicity	BY Weights and Composites
1	*	BYREGION	Geographic region of school	BY Weights and Composites
1	*	BYSPANP	Grade span-administrator questionnaire	BY Weights and Composites
1	*	BY10FLP	Grade 10 percent free lunch-categorical	BY Weights and Composites
1		BYCENDIV	Census division of school locale (restricted)	BY Weights and Composites
1		BYSTATE	State code for school locale (restricted)	BY Weights and Composites
1		BYCOUNTY	County code for school locale (restricted)	BY Weights and Composites
1		BYSCHZIP	School ZIP code (restricted)	BY Weights and Composites
1		BYSEXIM	Imputation flag - BYSEX	BY Weights and Composites
1		BYHISPIM	Imputation flag - BYHISPAN (restricted)	BY Weights and Composites
1		BYASNIM	Imputation flag - BYASIAN (restricted)	BY Weights and Composites
1		BYSTLNIM	Imputation flag - BYSTLANG (BYS67)	BY Weights and Composites
1		BYFCMPIM	Imputation flag - BYFCOMP	BY Weights and Composites
1		BYMOEDIM	Imputation flag - BYMOTHED	BY Weights and Composites
1		BYFAEDIM	Imputation flag - BYFATHED	BY Weights and Composites
1		BYOCCMIM	Imputation flag - BYOCCUM	BY Weights and Composites
1		BYOCCFIM	Imputation flag - BYOCCUF	BY Weights and Composites
1		BYINCMIM	Imputation flag - BYINCOME (BYP85)	BY Weights and Composites

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FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		BYSTEXIM	Imputation flag - BYSTEXP (BYS56)	BY Weights and Composites
1		BYPASPIM	Imputation flag - BYPARASP (BYP79)	BY Weights and Composites
1		BYSCHPIM	Imputation flag - BYSCHPRG (BYS26)	BY Weights and Composites
1		BYTESTIM	Imputation flag - composite scores	BY Weights and Composites
1		BYMATHIM	Imputation flag - math scores	BY Weights and Composites
1		BYREADIM	Imputation flag - reading scores	BY Weights and Composites
1	*	F1QWT	First follow-up questionnaire (cross-sectional) weight	F1 Weights and Composites
1	*	F1PNLWT	Panel Weight, BY and F1 (2002 and 2004)	F1 Weights and Composites
1		F1EXPWT	F1 expanded sample weight (restricted)	F1 Weights and Composites
1		F1XPNLWT	F1 expanded sample panel weight (restricted)	F1 Weights and Composites
1	*	F1SEX	F1 sex-composite	F1 Weights and Composites
1		F1RACE_R	F1 student's race/ethnicity-composite (restricted)	F1 Weights and Composites
1	*	F1RACE	F1 student's race/ethnicity-composite	F1 Weights and Composites
1		F1RACE2	F1 student's race/ethnicity-64 category (restricted)	F1 Weights and Composites
1		F1SARACE	F1 student's race/ethnicity-school roster (restricted)	F1 Weights and Composites
1		F1RACE_1	F1 student is White-composite (restricted)	F1 Weights and Composites
1		F1RACE_2	F1 student is Black or African American-composite (restricted)	F1 Weights and Composites
1		F1RACE_3	F1 student is Asian-composite (restricted)	F1 Weights and Composites
1		F1RACE_4	F1 student is Native Hawaiian/Pacific Islander-composite (restricted)	F1 Weights and Composites
1		F1RACE_5	F1 student is Native Indian/Alaska Native-composite (restricted)	F1 Weights and Composites
1		F1HISPAN	F1 student's Hispanic subgroup-composite (restricted)	F1 Weights and Composites
1		F1ASIAN	F1 student's Asian subgroup-composite (restricted)	F1 Weights and Composites
1	*	F1STLANG	F1 whether English is student's native language-composite	F1 Weights and Composites
1	*	F1HOMLNG	F1 student's native language-composite	F1 Weights and Composites
1		F1DOB_R	F1 student's date of birth: Year-month-day (restricted)	F1 Weights and Composites
1	*	F1DOB_P	F1 student's year and month of birth	F1 Weights and Composites
1	*	F1FCOMP	F1 family composition	F1 Weights and Composites
1	*	F1PARED	F1 parent's highest level of education	F1 Weights and Composites
1	*	F1MOTHEd	F1 mother's highest level of education-composite	F1 Weights and Composites
1	*	F1FATHED	F1 father's highest level of education-composite	F1 Weights and Composites
1	*	F1OCCUM	F1 mother's/female guardian's occupation-composite	F1 Weights and Composites
1	*	F1OCCUF	F1 father's/male guardian's occupation-composite	F1 Weights and Composites
1		F1SES1R	F1 socio-economic status composite, v.1 (restricted)	F1 Weights and Composites
1		F1SES1QR	F1 quartile coding of SES1 variable (restricted)	F1 Weights and Composites
1	*	F1SES1	F1 socio-economic status composite, v.1	F1 Weights and Composites
1	*	F1SES1QU	F1 quartile coding of SES1 variable	F1 Weights and Composites
1		F1SES2R	F1 socio-economic status composite, v.2 (restricted)	F1 Weights and Composites
1		F1SES2QR	F1 quartile coding of SES2 variable (restricted)	F1 Weights and Composites
1	*	F1SES2	F1 socio-economic status composite, v.2	F1 Weights and Composites
1	*	F1SES2QU	F1 quartile coding of SES2 variable	F1 Weights and Composites
1	*	F1STEXP	F1 how far in school student thinks will get-composite	F1 Weights and Composites
1	*	F1OCCHS	F1 occupation right after high school-coded	F1 Weights and Composites
1	*	F1OCC30	F1 occupation at age 30-coded	F1 Weights and Composites
1		F1NRSTAT	F1 nonresponse status (restricted)	F1 Weights and Composites
1	*	F1QSTAT	F1 student questionnaire status	F1 Weights and Composites
1	*	F1TSTAT	F1 student test status	F1 Weights and Composites
1		F1PNLFLG	BY to F1 panel flag	F1 Weights and Composites
1	*	F1BYTFLG	F1 base year test available	F1 Weights and Composites

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FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F1QMODE	F1 mode of quex administration	F1 Weights and Composites
1	*	F1STQFLG	F1 student completed student questionnaire	F1 Weights and Composites
1	*	F1TRQFLG	F1 student completed transfer questionnaire	F1 Weights and Composites
1	*	F1HOQFLG	F1 student completed homeschool questionnaire	F1 Weights and Composites
1	*	F1EGQFLG	F1 sample member completed early graduate questionnaire	F1 Weights and Composites
1	*	F1DOQFLG	F1 sample member completed dropout questionnaire	F1 Weights and Composites
1	*	F1EVERDO	F1 ever dropped out	F1 Weights and Composites
1	*	F1DOSTAT	F1 dropout status	F1 Weights and Composites
1		F1ESSTAT	F1 expanded sample status (restricted)	F1 Weights and Composites
1		F1ACCTYP	F1 accommodation for IEP students in assessment admin (restricted)	F1 Weights and Composites
1	*	F1TXACC	F1 test accommodations	F1 Weights and Composites
1		F1ENRS03	F1 enrollment status-Spring 2003 (restricted)	F1 Weights and Composites
1		F1ENRF03	F1 enrollment status-Fall 2003 (restricted)	F1 Weights and Composites
1		F1ENRS04	F1 enrollment status-Spring 2004 (restricted)	F1 Weights and Composites
1		F1SEPS03	Date separated from BY school-spring 2003 (restricted)	F1 Weights and Composites
1		F1SEPF03	Date separated from BY school-fall 2003 (restricted)	F1 Weights and Composites
1		F1SEPS04	Date separated from BY school-spring 2004 (restricted)	F1 Weights and Composites
1		F1ENRFIN	F1 enrollment status-final (restricted)	F1 Weights and Composites
1	*	F1GRADE	F1 grade attended	F1 Weights and Composites
1	*	F1TXMBIR	F1 math IRT estimated number right for base year scores	F1 Weights and Composites
1	*	F1TXM1IR	F1 math IRT estimated number right for F1 scores	F1 Weights and Composites
1	*	F1TXMSTD	F1 math standardized score	F1 Weights and Composites
1		F1TXMTH	F1 math theta T Score (restricted)	F1 Weights and Composites
1		F1TXMT1	F1 math theta T score - multiple imputation value 1 of 5 (restricted)	F1 Weights and Composites
1		F1TXMT2	F1 math theta T score - multiple imputation value 2 of 5 (restricted)	F1 Weights and Composites
1		F1TXMT3	F1 math theta T score - multiple imputation value 3 of 5 (restricted)	F1 Weights and Composites
1		F1TXMT4	F1 math theta T score - multiple imputation value 4 of 5 (restricted)	F1 Weights and Composites
1		F1TXMT5	F1 math theta T score - multiple imputation value 5 of 5 (restricted)	F1 Weights and Composites
1	*	F1TXMQU	F1 math quartile score	F1 Weights and Composites
1	*	F1NELS2M	F1 NELS-equated math estimated N-right	F1 Weights and Composites
1	*	F1TX1MPP	F1 mathematics proficiency probability at level 1	F1 Weights and Composites
1	*	F1TX2MPP	F1 mathematics proficiency probability at level 2	F1 Weights and Composites
1	*	F1TX3MPP	F1 mathematics proficiency probability at level 3	F1 Weights and Composites
1	*	F1TX4MPP	F1 mathematics proficiency probability at level 4	F1 Weights and Composites
1	*	F1TX5MPP	F1 mathematics proficiency probability at level 5	F1 Weights and Composites
1		F1TXNAEP	NAEP-equated ELS:2002 IRT number-right math score	F1 Weights and Composites
1		F1RESZIP	F1 residential ZIP code for student/family (restricted)	F1 Weights and Composites
1	*	F1QXDATP	F1 date completed interview	F1 Weights and Composites
1		F1QXDATR	F1 date completed interview (restricted)	F1 Weights and Composites
1	*	F1HIMATH	F1 highest math course of a half year or more	F1 Weights and Composites
1	*	F1PSEPLN	F1 postsecondary plans right after high school	F1 Weights and Composites
1		F1SEXIM	Imputation Flag - F1SEX	F1 Weights and Composites
1		F1RACEIM	Imputation Flag - F1RACE	F1 Weights and Composites
1		F1HISPIM	Imputation Flag - F1HISPAN (restricted)	F1 Weights and Composites
1		F1ASNIM	Imputation Flag - F1ASIAN (restricted)	F1 Weights and Composites
1		F1STLNIM	Imputation Flag - F1STLANG	F1 Weights and Composites
1		F1FCMPIM	Imputation Flag - F1FCOMP	F1 Weights and Composites
1		F1MOEDIM	Imputation Flag - F1MOTHED	F1 Weights and Composites

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FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		F1FAEDIM	Imputation Flag - F1FATHED	F1 Weights and Composites
1		F1OCCMIM	Imputation Flag - F1OCCUM	F1 Weights and Composites
1		F1OCCFIM	Imputation Flag - F1OCCUF	F1 Weights and Composites
1		F1STEXIM	Imputation Flag - F1STEXP	F1 Weights and Composites
1		F1TESTIM	Imputation Flag - F1 math scores	F1 Weights and Composites
1		F1ENRLIM	Imputation flag - F1ENRFIN (restricted)	F1 Weights and Composites
1		F1GRADIM	Imputation Flag - F1GRADE	F1 Weights and Composites
1	*	F1RTRFLG	Transcript coverage flag	High School Transcript (Student)
1	*	F1TRSCWT	Cross-sectional high school transcript weight	High School Transcript (Student)
1	*	F1RTR09	G9 transcript availability	High School Transcript (Student)
1	*	F1RTR10	G10 transcript availability	High School Transcript (Student)
1	*	F1RTR11	G11 transcript availability	High School Transcript (Student)
1	*	F1RTR12	G12 transcript availability	High School Transcript (Student)
1		F1RTROUT	Transcript indicated outcome	High School Transcript (Student)
1		F1RSCH1	Base-year transcript school ID	High School Transcript (Student)
1		F1RTRFL1	Transcript school 1 flag	High School Transcript (Student)
1		F1RS1CTR	Base-year transcript school classification	High School Transcript (Student)
1		F1RS1URB	Base-year transcript school district type	High School Transcript (Student)
1		F1RS1REG	Base-year transcript school region of country	High School Transcript (Student)
1		F1RS1STA	Base-year transcript school state	High School Transcript (Student)
1		F1RS1CLI	Base-year transcript school course list	High School Transcript (Student)
1		F1RSCH2	Transfer transcript school ID	High School Transcript (Student)
1		F1RTRFL2	Transcript school 2 flag	High School Transcript (Student)
1		F1RS2CTR	Transfer transcript school classification	High School Transcript (Student)
1		F1RS2URB	Transfer transcript school district type	High School Transcript (Student)
1		F1RS2REG	Transfer transcript school region of country	High School Transcript (Student)
1		F1RS2STA	Transfer transcript school state	High School Transcript (Student)
1		F1RS2CLI	Transfer transcript school course list	High School Transcript (Student)
1		F1RSCHL	Last attended transcript school ID	High School Transcript (Student)
1		F1RTRFLL	Last transcript school flag	High School Transcript (Student)
1		F1RSLCTR	Last transcript school classification	High School Transcript (Student)
1		F1RSLURB	Last transcript school district type	High School Transcript (Student)
1		F1RSLREG	Last transcript school region of country	High School Transcript (Student)
1		F1RSLSTA	Last transcript school state	High School Transcript (Student)
1		F1RSLCLI	Last transcript school course list	High School Transcript (Student)
1		F1RSPFLG	Specialized courses or programs	High School Transcript (Student)
1		F1RDTLFT	Year/month/day student left school	High School Transcript (Student)
1		F1RREASL	Reason student left school	High School Transcript (Student)
1		F1RGPA	Transcript reported cumulative GPA	High School Transcript (Student)
1		F1RPSATM	Preliminary Scholastic Aptitude Test (mathematics)	High School Transcript (Student)
1		F1RPSATV	Preliminary Scholastic Aptitude Test (verbal)	High School Transcript (Student)
1		F1RPSATW	Preliminary Scholastic Aptitude Test (written)	High School Transcript (Student)
1		F1RPSAMM	Most recent Preliminary Scholastic Aptitude Test (mathematics)	High School Transcript (Student)
1		F1RPSAVM	Most recent Preliminary Scholastic Aptitude Test (verbal)	High School Transcript (Student)
1		F1RPSAWM	Most recent Preliminary Scholastic Aptitude Test (written)	High School Transcript (Student)
1		F1RPSATD	Date of most recent Preliminary Scholastic Aptitude Test	High School Transcript (Student)
1		F1RHTUN	Total Carnegie units	High School Transcript (Student)
1		F1RHEN_C	Units in English (HS+B/NELS)	High School Transcript (Student)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1		F1RHMA_C	Units in mathematics (HS+B/NELS)	High School Transcript (Student)
1		F1RHSC_C	Units in science (HS+B/NELS)	High School Transcript (Student)
1		F1RHSO_C	Units in social studies (HS+B/NELS)	High School Transcript (Student)
1		F1RHCO_C	Units in computer science (HS+B/NELS)	High School Transcript (Student)
1		F1RHFO_C	Units in non-English language (HS+B/NELS)	High School Transcript (Student)
1		F1R01_C	Units in agribusiness/ag. production	High School Transcript (Student)
1		F1R02_C	Units in agricultural sciences	High School Transcript (Student)
1		F1R03_C	Units in renewable natural resources	High School Transcript (Student)
1		F1R04_C	Units in architecture/env. design	High School Transcript (Student)
1		F1R05_C	Units in area and ethnic studies	High School Transcript (Student)
1		F1R06_C	Units in business and management	High School Transcript (Student)
1		F1R07_C	Units in business and office	High School Transcript (Student)
1		F1R08_C	Units in marketing and distribution	High School Transcript (Student)
1		F1R09_C	Units in communication	High School Transcript (Student)
1		F1R10_C	Units in communication technologies	High School Transcript (Student)
1		F1R11_C	Units in computer/information sciences	High School Transcript (Student)
1		F1R12_C	Units in consumer/personal services	High School Transcript (Student)
1		F1R13_C	Units in education	High School Transcript (Student)
1		F1R14_C	Units in engineering	High School Transcript (Student)
1		F1R15_C	Units in engineering technologies	High School Transcript (Student)
1		F1R16_C	Units in non-English language	High School Transcript (Student)
1		F1R17_C	Units in allied health	High School Transcript (Student)
1		F1R18_C	Units in health sciences	High School Transcript (Student)
1		F1R19_C	Units in home economics	High School Transcript (Student)
1		F1R20_C	Units in vocational home economics	High School Transcript (Student)
1		F1R21_C	Units in industrial arts	High School Transcript (Student)
1		F1R22_C	Units in law	High School Transcript (Student)
1		F1R23_C	Units in letters/English	High School Transcript (Student)
1		F1R24_C	Units in liberal/general studies	High School Transcript (Student)
1		F1R25_C	Units in library and archival sciences	High School Transcript (Student)
1		F1R26_C	Units in life sciences	High School Transcript (Student)
1		F1R27_C	Units in mathematics	High School Transcript (Student)
1		F1R28_C	Units in military sciences	High School Transcript (Student)
1		F1R29_C	Units in military technologies	High School Transcript (Student)
1		F1R30_C	Units in multi./interdisciplinary studies	High School Transcript (Student)
1		F1R31_C	Units in parks and recreation	High School Transcript (Student)
1		F1R32_C	Units in basic skills	High School Transcript (Student)
1		F1R33_C	Units in citizenship/civic activities	High School Transcript (Student)
1		F1R34_C	Units in health-related activities	High School Transcript (Student)
1		F1R35_C	Units in interpersonal skills	High School Transcript (Student)
1		F1R36_C	Units in leisure and rec. activities	High School Transcript (Student)
1		F1R37_C	Units in personal awareness	High School Transcript (Student)
1		F1R38_C	Units in philosophy and religion	High School Transcript (Student)
1		F1R39_C	Units in theology	High School Transcript (Student)
1		F1R40_C	Units in physical science	High School Transcript (Student)
1		F1R41_C	Units in sciences technologies	High School Transcript (Student)
1		F1R42_C	Units in psychology	High School Transcript (Student)
1		F1R43_C	Units in protective services	High School Transcript (Student)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		F1R44_C	Units in public affairs	High School Transcript (Student)
1		F1R45_C	Units in social sciences	High School Transcript (Student)
1		F1R46_C	Units in construction trades	High School Transcript (Student)
1		F1R47_C	Units in mechanics and repairers	High School Transcript (Student)
1		F1R48_C	Units in precision production	High School Transcript (Student)
1		F1R49_C	Units in transportation/material moving	High School Transcript (Student)
1		F1R50_C	Units in visual and performing arts	High School Transcript (Student)
1		F1R51_C	Units in executive internship	High School Transcript (Student)
1		F1R54_C	Units in special education	High School Transcript (Student)
1		F1R55_C	Units in special education/vocational	High School Transcript (Student)
1		F1R56_C	Units in special ed./resource curriculum	High School Transcript (Student)
1		F1RHTAC	Total academic units (SST)	High School Transcript (Student)
1	*	F1RHTACP	Total academic units (SST) - categorical	High School Transcript (Student)
1		F1RMAT_C	Units in mathematics (SST)	High School Transcript (Student)
1	*	F1RMAT_P	Units in mathematics (SST) - categorical	High School Transcript (Student)
1		F1RSCI_C	Units in science (SST)	High School Transcript (Student)
1	*	F1RSCI_P	Units in science (SST) - categorical	High School Transcript (Student)
1		F1RENG_C	Units in English (SST)	High School Transcript (Student)
1	*	F1RENG_P	Units in English (SST) - categorical	High School Transcript (Student)
1		F1RSOC_C	Units in social studies (SST)	High School Transcript (Student)
1	*	F1RSOC_P	Units in social studies (SST) - categorical	High School Transcript (Student)
1		F1RFIN_C	Units in fine arts (SST)	High School Transcript (Student)
1	*	F1RFIN_P	Units in fine arts (SST) - categorical	High School Transcript (Student)
1		F1RNON_C	Units in non-English language (SST)	High School Transcript (Student)
1	*	F1RNON_P	Units in non-English language (SST) - categorical	High School Transcript (Student)
1		F1RHTVO	Total vocational/technical units (SST)	High School Transcript (Student)
1	*	F1RHTVOP	Total vocational/technical units (SST) - categorical	High School Transcript (Student)
1		F1RFAM_C	Units in family/consumer science ed. (SST)	High School Transcript (Student)
1	*	F1RFAM_P	Units in family/consumer science ed. (SST) - categorical	High School Transcript (Student)
1		F1RGLA_C	Units in general labor market prep. (SST)	High School Transcript (Student)
1	*	F1RGLA_P	Units in general labor market prep. (SST) - categorical	High School Transcript (Student)
1		F1RSLA_C	Units in specific labor market prep (SST)	High School Transcript (Student)
1	*	F1RSLA_P	Units in specific labor market prep. (SST) - categorical	High School Transcript (Student)
1		F1RHTEN	Total enrichment/other units (SST)	High School Transcript (Student)
1	*	F1RHTENP	Total enrichment/other units (SST) - categorical	High School Transcript (Student)
1		F1RGEN_C	Units in general skills (SST)	High School Transcript (Student)
1	*	F1RGEN_P	Units in general skills (SST) - categorical	High School Transcript (Student)
1		F1RHEA_C	Units in health/physical/rec. ed. (SST)	High School Transcript (Student)
1	*	F1RHEA_P	Units in health/physical/rec. ed. (SST) - categorical	High School Transcript (Student)
1		F1RREL_C	Units in religion and theology (SST)	High School Transcript (Student)
1	*	F1RREL_P	Units in religion and theology (SST) - categorical	High School Transcript (Student)
1		F1RMIL_C	Units in military science (SST)	High School Transcript (Student)
1		F1RHTCO	Total core subject units	High School Transcript (Student)
1	*	F1RHTCOP	Total core subject units (SST) - categorical	High School Transcript (Student)
1		F1RHTNC	Total non-core subject units	High School Transcript (Student)
1	*	F1RHTNCP	Total non-core subject units (SST) - categorical	High School Transcript (Student)
1		F1RAPCA	Total AP/IB calculus	High School Transcript (Student)
1	*	F1RAPCAP	Total AP/IB Calculus courses - categorical	High School Transcript (Student)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1		F1RAPMA	Total AP/IB math courses	High School Transcript (Student)
1	*	F1RAPMAP	Total AP/IB Math courses - categorical	High School Transcript (Student)
1		F1RAPFA	Total AP/IB fine arts courses	High School Transcript (Student)
1	*	F1RAPFAP	Total AP/IB Fine Arts courses - categorical	High School Transcript (Student)
1		F1RAPSC	Total AP/IB science courses	High School Transcript (Student)
1	*	F1RAPSCP	Total AP/IB Science courses	High School Transcript (Student)
1		F1RAPEN	Total AP/IB English courses	High School Transcript (Student)
1	*	F1RAPENP	Total AP/IB English courses - categorical	High School Transcript (Student)
1		F1RAPSO	Total AP/IB social studies courses	High School Transcript (Student)
1	*	F1RAPSOP	Total AP/IB Social Studies courses - categorical	High School Transcript (Student)
1		F1RAPCS	Total AP/IB computer science courses	High School Transcript (Student)
1	*	F1RAPCSP	Total AP/IB Computer Science courses - categorical	High School Transcript (Student)
1		F1RAPNE	Total AP/IB non-English language courses	High School Transcript (Student)
1	*	F1RAPNEP	Total AP/IB Non-English Language courses - categorical	High School Transcript (Student)
1		F1RAPIB	Total AP/IB courses	High School Transcript (Student)
1	*	F1RAPIBP	Total AP/IB Courses - categorical	High School Transcript (Student)
1		F1RAL1_C	Units in algebra I	High School Transcript (Student)
1		F1RGeo_C	Units in geometry	High School Transcript (Student)
1		F1RAL2_C	Units in algebra II	High School Transcript (Student)
1		F1RTRI_C	Units in trigonometry	High School Transcript (Student)
1		F1RPRE_C	Units in pre-calculus	High School Transcript (Student)
1		F1RCAL_C	Units in calculus	High School Transcript (Student)
1	*	F1RMAPIP	Math course taking pipeline	High School Transcript (Student)
1		F1REAR_C	Units in earth science	High School Transcript (Student)
1		F1RBIO_C	Units in biology	High School Transcript (Student)
1		F1RCHE_C	Units in chemistry	High School Transcript (Student)
1		F1RPHY_C	Units in physics	High School Transcript (Student)
1	*	F1RSCPIP	Science course taking pipeline	High School Transcript (Student)
1	*	F1RNEPIP	Non-English language pipeline	High School Transcript (Student)
1	*	F1RNEHI	Highest non-English language	High School Transcript (Student)
1	*	F1RACADC	Academic concentrator	High School Transcript (Student)
1	*	F1ROCCUC	Occupational concentrator	High School Transcript (Student)
1	*	F1RTRCC	Transcript indicated curriculum concentration	High School Transcript (Student)
1	*	F1RNEWB	New basics requirements	High School Transcript (Student)
1		F1RGP9	GPA for all 9th grade courses	High School Transcript (Student)
1	*	F1RGP9P	GPA for all 9th grade courses - categorical	High School Transcript (Student)
1		F1RAGP9	GPA for all academic 9th grade courses	High School Transcript (Student)
1	*	F1RAGP9P	GPA for all academic 9th grade courses - categorical	High School Transcript (Student)
1		F1RGP10	GPA for all 10th grade courses	High School Transcript (Student)
1	*	F1RGP0P	GPA for all 10th grade courses - categorical	High School Transcript (Student)
1		F1RAGP10	GPA for all academic 10th grade courses	High School Transcript (Student)
1	*	F1RAGP0P	GPA for all academic 10th grade courses - categorical	High School Transcript (Student)
1		F1RGP11	GPA for all 11th grade courses	High School Transcript (Student)
1	*	F1RGP1P	GPA for all 11th grade courses - categorical	High School Transcript (Student)
1		F1RAGP11	GPA for all academic 11th grade courses	High School Transcript (Student)
1	*	F1RAGP1P	GPA for all academic 11th grade courses - categorical	High School Transcript (Student)
1		F1RGP12	GPA for all 12th grade courses	High School Transcript (Student)
1	*	F1RGP2P	GPA for all 12th grade courses - categorical	High School Transcript (Student)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		F1RAGP12	GPA for all academic 12th grade courses	High School Transcript (Student)
1	*	F1RAGP2P	GPA for all academic 12th grade courses - categorical	High School Transcript (Student)
1		F1RGP	GPA for all courses	High School Transcript (Student)
1	*	F1RGPP	GPA for all courses taken in the 9th - 12th grades - categorical	High School Transcript (Student)
1		F1RAGP	GPA for all academic courses	High School Transcript (Student)
1	*	F1RAGPP	GPA for all academic courses 9th - 12th grades - categorical	High School Transcript (Student)
1		F1RAGPH	GPA for all academic courses, honors weighted	High School Transcript (Student)
1	*	F1RAGPHP	GPA for all academic courses 9th-12th grd; honors wgt - categorical	High School Transcript (Student)
1		F1RAGPN	GPA for all academic courses, failed courses excluded	High School Transcript (Student)
1	*	F1RAGPNP	GPA for all academic courses 9th-12th grd; failed excl - categorical	High School Transcript (Student)
1		F1S51CD1	1st postsecondary school applied to (IPEDS code) - restricted	High School Transcript (Student)
1		F1S51CD2	2nd postsecondary school applied to (IPEDS code) - restricted	High School Transcript (Student)
1		TXACTC	Most recent ACT composite score	College Entrance Test Scores
1		TXACTM	Most recent ACT math component score	College Entrance Test Scores
1		TXACTR	Most recent ACT reading component score	College Entrance Test Scores
1		TXACTE	Most recent ACT English component score	College Entrance Test Scores
1		TXACTS	Most recent ACT science component score	College Entrance Test Scores
1		TXEESATC	Higher entrance exam composite score in terms of SAT	College Entrance Test Scores
1		TXEESATM	Higher entrance exam math score in terms of SAT	College Entrance Test Scores
1		TXEEACTC	Higher entrance exam composite score in terms of ACT	College Entrance Test Scores
1		TXEEACTM	Higher entrance exam math score in terms of ACT	College Entrance Test Scores
1		TXSATM	Most recent SAT math score	College Entrance Test Scores
1		TXSATV	Most recent SAT verbal score	College Entrance Test Scores
1		TXSATC	Most recent SAT composite score	College Entrance Test Scores
1		TXAPBIO	AP exam: Biology	College Entrance Test Scores
1		TXAPCHE	AP exam: Chemistry	College Entrance Test Scores
1		TXAPCGP	AP exam: Comparative government and politics	College Entrance Test Scores
1		TXAPCSA	AP exam: Computer science A	College Entrance Test Scores
1		TXAPCSB	AP exam: Computer science AB	College Entrance Test Scores
1		TXAPLIT	AP exam: English literature and composition	College Entrance Test Scores
1		TXAPLAN	AP exam: English language and composition	College Entrance Test Scores
1		TXAPEUH	AP exam: European history	College Entrance Test Scores
1		TXAPFLA	AP exam: French language	College Entrance Test Scores
1		TXAPFLI	AP exam: French literature	College Entrance Test Scores
1		TXAPGER	AP exam: German language	College Entrance Test Scores
1		TXAPHAR	AP exam: Art History	College Entrance Test Scores
1		TXAPLVE	AP exam: Latin/Vergil	College Entrance Test Scores
1		TXAPCAA	AP exam: Calculus AB	College Entrance Test Scores
1		TXAPCAB	AP exam: Calculus BC	College Entrance Test Scores
1		TXAPMAC	AP exam: Macroeconomics	College Entrance Test Scores
1		TXAPMIC	AP exam: Microeconomics	College Entrance Test Scores
1		TXAPMT	AP exam: Music theory	College Entrance Test Scores
1		TXAPPB	AP exam: Physics B	College Entrance Test Scores
1		TXAPPCE	AP exam: Physics C, E & M	College Entrance Test Scores
1		TXAPPCM	AP exam: Physics C, mechanics	College Entrance Test Scores
1		TXAPPSY	AP exam: Psychology	College Entrance Test Scores
1		TXAPSLA	AP exam: Spanish language	College Entrance Test Scores
1		TXAPSLI	AP exam: Spanish literature	College Entrance Test Scores

Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		TXAPSAD	AP exam: Studio art drawing	College Entrance Test Scores
1		TXAPUSG	AP exam: US government and politics	College Entrance Test Scores
1		TXAPUSH	AP exam: US history	College Entrance Test Scores
1		TXAPENV	AP exam: Environmental science	College Entrance Test Scores
1		TXAPHUM	AP exam: Human geography	College Entrance Test Scores
1		TXAPLAT	AP exam: Latin literature	College Entrance Test Scores
1		TXAPSTA	AP exam: Statistics	College Entrance Test Scores
1		TXAPSA2	AP exam: Studio art 2-d design	College Entrance Test Scores
1		TXAPSA3	AP exam: Studio art 3-d design	College Entrance Test Scores
1		TXAPWOR	AP exam: World history	College Entrance Test Scores
1		TXSATM1	SAT subject test: Mathematics 1	College Entrance Test Scores
1		TXSATM2	SAT subject test: Mathematics 2	College Entrance Test Scores
1		TXSATPH	SAT subject test: Physics	College Entrance Test Scores
1		TXSATCH	SAT subject test: Chemistry	College Entrance Test Scores
1		TXSATBY	SAT subject test: Biology	College Entrance Test Scores
1		TXSATLI	SAT subject test: Literature	College Entrance Test Scores
1		TXSATUS	SAT subject test: U.S. History	College Entrance Test Scores
1		TXSATFR	SAT subject test: French	College Entrance Test Scores
1		TXSATGE	SAT subject test: German	College Entrance Test Scores
1		TXSATLA	SAT subject test: Latin	College Entrance Test Scores
1		TXSATSP	SAT subject test: Spanish	College Entrance Test Scores
1		TXSATMH	SAT subject test: Modern Hebrew	College Entrance Test Scores
1		TXSATCL	SAT subject test: Chinese with listening	College Entrance Test Scores
1		TXSATEP	SAT subject test: English language proficiency	College Entrance Test Scores
1		TXSATFL	SAT subject test: French with listening	College Entrance Test Scores
1		TXSATGL	SAT subject test: German with listening	College Entrance Test Scores
1		TXSATSL	SAT subject test: Spanish with listening	College Entrance Test Scores
1		TXSATWH	SAT subject test: World history	College Entrance Test Scores
1		TXSATWR	SAT subject test: Writing	College Entrance Test Scores
1	*	F2QTSCWT	Second follow-up transcript cross-sectional weight	F2 Weights and Composites
1	*	F2QWT	Second follow-up cross-sectional weight	F2 Weights and Composites
1	*	F2F1WT	Second follow-up first follow-up panel weight	F2 Weights and Composites
1	*	F2BYWT	Second follow-up base year panel weight	F2 Weights and Composites
1		F2NRSTAT	F2 nonresponse status (restricted)	F2 Weights and Composites
1	*	F2QSTAT	F2 questionnaire status	F2 Weights and Composites
1	*	F2QMODE	F2 mode of administration	F2 Weights and Composites
1	*	F2RTYPE	F2 respondent type	F2 Weights and Composites
1	*	F2SEX	Sex - composite	F2 Weights and Composites
1	*	F2EVERDO	F2 ever dropped out	F2 Weights and Composites
1	*	F2DOSTAT	F2 dropout status (as of 2006 interview)	F2 Weights and Composites
1	*	F2SP04DO	Spring 2004 dropout status (updated)	F2 Weights and Composites
1	*	F2F1GRDE	F1 grade level spring term 2004 (updated)	F2 Weights and Composites
1	*	F2HSSTAT	High school completion status in 2006	F2 Weights and Composites
1	*	F2EDLEVL	Highest level of education attempted	F2 Weights and Composites
1	*	F2HIGRDE	Highest grade level attempted	F2 Weights and Composites
1		F2HSCPDR	Year/month received high schl diploma, certificate or GED (restricted)	F2 Weights and Composites
1	*	F2HSCPDP	Year/quarter received high school diploma, certificate or GED	F2 Weights and Composites
1		F2HSLVDR	Year/month last attended high school (restricted)	F2 Weights and Composites

Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F2HSLVDP	Year/quarter last attended high school	F2 Weights and Composites
1	*	F2EVRGED	Ever earned GED/equivalency	F2 Weights and Composites
1	*	F2HSPLAN	Whether plans to get GED or high school diploma/certificate	F2 Weights and Composites
1		F2HSPLDR	Year/month plans to complete HS diploma/certificate/GED (restricted)	F2 Weights and Composites
1	*	F2HSPLDP	Year/quarter plans to complete high school diploma/certificate/GED	F2 Weights and Composites
1	*	F2GEDPRG	Program in which GED was earned	F2 Weights and Composites
1		F2GEDOTH	Other way in which GED was earned	F2 Weights and Composites
1		F2GEDST	State where GED/equivalency was earned	F2 Weights and Composites
1	*	F2WYGED1	Completed GED to improve/advance/keep up to date on current job	F2 Weights and Composites
1	*	F2WYGED2	Completed GED to train for new job/career	F2 Weights and Composites
1	*	F2WYGED3	Completed GED to improve basic reading, writing, or math skills	F2 Weights and Composites
1	*	F2WYGED4	Completed GED to meet requirements for additional study	F2 Weights and Composites
1	*	F2WYGED5	Completed GED because required or encouraged by employer	F2 Weights and Composites
1	*	F2WYGED6	Completed GED because of personal/family/social reasons	F2 Weights and Composites
1	*	F2WYLV1	Left school because got a job	F2 Weights and Composites
1	*	F2WYLV2	Left school because did not like school	F2 Weights and Composites
1	*	F2WYLV3	Left school because could not get along with teachers/students	F2 Weights and Composites
1	*	F2WYLV4	Left school because pregnant/became parent	F2 Weights and Composites
1	*	F2WYLV5	Left school because had to support or care for family	F2 Weights and Composites
1	*	F2WYLV6	Left school because was suspended/expelled	F2 Weights and Composites
1	*	F2WYLV7	Left school because did not feel safe	F2 Weights and Composites
1	*	F2WYLV8	Left school because did not feel belonged there	F2 Weights and Composites
1	*	F2WYLV9	Left school because could not keep up with schoolwork	F2 Weights and Composites
1	*	F2WYLV10	Left school because was getting poor grades/failing school	F2 Weights and Composites
1	*	F2WYLV11	Left school because could not work at same time	F2 Weights and Composites
1	*	F2WYLV12	Left schl b/c thought couldn't complete courses/pass test to graduate	F2 Weights and Composites
1	*	F2WYLV13	Left school because thought it would be easier to get GED	F2 Weights and Composites
1	*	F2WYLV14	Left school because missed too many school days	F2 Weights and Composites
1	*	F2EVRAPP	Ever applied to postsecondary school - composite	F2 Weights and Composites
1	*	F2PSAPSL	Greatest institutional selectivity of postsec institutions-application	F2 Weights and Composites
1	*	F2NAPPLY	Number of schools respondent applied to	F2 Weights and Composites
1	*	F2NACCPT	Number of schools that accepted respondent	F2 Weights and Composites
1	*	F2NATTND	Number of schools respondent attended	F2 Weights and Composites
1	*	F2PSACSL	Greatest institutional selectivity of postsec institutions-acceptances	F2 Weights and Composites
1	*	F2EVRATT	Whether has ever attended a postsecondary institution - composite	F2 Weights and Composites
1		F2PS1	First 'real' postsecondary institution link number (restricted)	F2 Weights and Composites
1	*	F2PS1LVL	Level of offering of first postsecondary institution	F2 Weights and Composites
1		F2PS1CTR	Control of first postsecondary institution	F2 Weights and Composites
1	*	F2PS1SEC	Sector of first postsecondary institution	F2 Weights and Composites
1	*	F2PS1SLC	Institutional selectivity of first attended postsecondary institution	F2 Weights and Composites
1	*	F2PS1GRT	Offered scholarship/grant for first year at first postsec institution	F2 Weights and Composites
1	*	F2PS1LN	Offered loan for first year at first postsecondary institution	F2 Weights and Composites
1	*	F2PS1WKS	Offered work-study for first year at first postsecondary institution	F2 Weights and Composites
1	*	F2PS1WVR	Offered tuition waiver/discount - 1st year at 1st postsec institution	F2 Weights and Composites
1	*	F2PS1AID	Whether offered financial aid 1st yr at 1st postsec institution	F2 Weights and Composites
1	*	F2PS1FTP	Enrollment intensity at first postsecondary institution	F2 Weights and Composites
1	*	F2PS1OUT	Whether 1st postsecondary institution out of state of residence	F2 Weights and Composites

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F2PSSTRT	When started postsecondary education	F2 Weights and Composites
1	*	F2HS2PS1	Number of months between high school and postsecondary entry	F2 Weights and Composites
1	*	F2PSEND	Last period of postsecondary education	F2 Weights and Composites
1	*	F2PSYR1	Number of months enrolled in a PS inst in the year after HS comp/exit	F2 Weights and Composites
1	*	F2PSMO45	Number of months enrolled in a postsec institution in 04-05 school yr	F2 Weights and Composites
1	*	F2ENRGAP	Whether there was a gap in postsecondary enrollment	F2 Weights and Composites
1	*	F2PSPRE4	Number of months of postsecondary enrollment before January 2004	F2 Weights and Composites
1	*	F2PS0401	Enrolled in postsecondary institution in - 2004/01 (January 2004)	F2 Weights and Composites
1	*	F2PS0402	Enrolled in postsecondary institution in - 2004/02 (February 2004)	F2 Weights and Composites
1	*	F2PS0403	Enrolled in postsecondary institution in - 2004/03 (March 2004)	F2 Weights and Composites
1	*	F2PS0404	Enrolled in postsecondary institution in - 2004/04 (April 2004)	F2 Weights and Composites
1	*	F2PS0405	Enrolled in postsecondary institution in - 2004/05 (May 2004)	F2 Weights and Composites
1	*	F2PS0406	Enrolled in postsecondary institution in - 2004/06 (June 2004)	F2 Weights and Composites
1	*	F2PS0407	Enrolled in postsecondary institution in - 2004/07 (July 2004)	F2 Weights and Composites
1	*	F2PS0408	Enrolled in postsecondary institution in - 2004/08 (August 2004)	F2 Weights and Composites
1	*	F2PS0409	Enrolled in postsecondary institution in - 2004/09 (September 2004)	F2 Weights and Composites
1	*	F2PS0410	Enrolled in postsecondary institution in - 2004/10 (October 2004)	F2 Weights and Composites
1	*	F2PS0411	Enrolled in postsecondary institution in - 2004/11 (November 2004)	F2 Weights and Composites
1	*	F2PS0412	Enrolled in postsecondary institution in - 2004/12 (December 2004)	F2 Weights and Composites
1	*	F2PS0501	Enrolled in postsecondary institution in - 2005/01 (January 2005)	F2 Weights and Composites
1	*	F2PS0502	Enrolled in postsecondary institution in - 2005/02 (February 2005)	F2 Weights and Composites
1	*	F2PS0503	Enrolled in postsecondary institution in - 2005/03 (March 2005)	F2 Weights and Composites
1	*	F2PS0504	Enrolled in postsecondary institution in - 2005/04 (April 2005)	F2 Weights and Composites
1	*	F2PS0505	Enrolled in postsecondary institution in - 2005/05 (May 2005)	F2 Weights and Composites
1	*	F2PS0506	Enrolled in postsecondary institution in - 2005/06 (June 2005)	F2 Weights and Composites
1	*	F2PS0507	Enrolled in postsecondary institution in - 2005/07 (July 2005)	F2 Weights and Composites
1	*	F2PS0508	Enrolled in postsecondary institution in - 2005/08 (August 2005)	F2 Weights and Composites
1	*	F2PS0509	Enrolled in postsecondary institution in - 2005/09 (September 2005)	F2 Weights and Composites
1	*	F2PS0510	Enrolled in postsecondary institution in - 2005/10 (October 2005)	F2 Weights and Composites
1	*	F2PS0511	Enrolled in postsecondary institution in - 2005/11 (November 2005)	F2 Weights and Composites
1	*	F2PS0512	Enrolled in postsecondary institution in - 2005/12 (December 2005)	F2 Weights and Composites
1	*	F2PS0601	Enrolled in postsecondary institution in - 2006/01 (January 2006)	F2 Weights and Composites
1	*	F2PS0602	Enrolled in postsecondary institution in - 2006/02 (February 2006)	F2 Weights and Composites
1	*	F2PS0603	Enrolled in postsecondary institution in - 2006/03 (March 2006)	F2 Weights and Composites
1	*	F2PS0604	Enrolled in postsecondary institution in - 2006/04 (April 2006)	F2 Weights and Composites
1	*	F2PS0605	Enrolled in postsecondary institution in - 2006/05 (May 2006)	F2 Weights and Composites
1	*	F2PS0606	Enrolled in postsecondary institution in - 2006/06 (June 2006)	F2 Weights and Composites
1	*	F2PS0607	Enrolled in postsecondary institution in - 2006/07 (July 2006)	F2 Weights and Composites
1	*	F2PS0608	Enrolled in postsecondary institution in - 2006/08 (August 2006)	F2 Weights and Composites
1	*	F2SWITCH	Whether transferred or switched postsecondary institutions	F2 Weights and Composites
1		F2PS2006	2006 postsecondary institution link number (restricted)	F2 Weights and Composites
1		F2MAJOR4	Major in 2006 4-digit code	F2 Weights and Composites
1	*	F2MAJOR2	Major in 2006 2-digit code	F2 Weights and Composites
1	*	F2STEXP	Highest level of education respondent expects to complete - composite	F2 Weights and Composites
1	*	F2EVRJOB	Ever held a job since leaving high school - composite	F2 Weights and Composites
1	*	F21STOCC	First occupation after high school - SEI based code	F2 Weights and Composites
1		F2ONET16	First occupation after high school 6-digit ONET code	F2 Weights and Composites

Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F2ONET12	First occupation after high school 2-digit ONET code	F2 Weights and Composites
1	*	F2FSTWGE	Standardized first job wage rate (per hour)	F2 Weights and Composites
1		F2OCC1Q	Questionable first post-high school occupation flag	F2 Weights and Composites
1	*	F2CUROCC	Current occupation - SEI based code	F2 Weights and Composites
1		F2ONETC6	Current occupation - 6-digit ONET code	F2 Weights and Composites
1	*	F2ONETC2	Current occupation - 2-digit ONET code	F2 Weights and Composites
1	*	F2CURWGE	Standardized current job wage rate (per hour)	F2 Weights and Composites
1	*	F2NUNEMP	Number of months nonenrollee unemployed since HS completion/exit	F2 Weights and Composites
1	*	F2PUNEMP	Percent of months nonenrollee unemployed since HS completion/exit	F2 Weights and Composites
1		F2ERN05R	Respondent's total 2005 job earnings (restricted)	F2 Weights and Composites
1	*	F2ERN05P	Respondent's total 2005 job earnings	F2 Weights and Composites
1	*	F2OCC30	Occupation at age 30 - SEI based code	F2 Weights and Composites
1		F2ONET36	Occupation at age 30 - 6-digit ONET code	F2 Weights and Composites
1	*	F2ONET32	Occupation at age 30 - 2-digit ONET code	F2 Weights and Composites
1	*	F2EM0206	Employment status - 2002/06 (June 2002)	F2 Weights and Composites
1	*	F2EM0207	Employment status - 2002/07 (July 2002)	F2 Weights and Composites
1	*	F2EM0208	Employment status - 2002/08 (August 2002)	F2 Weights and Composites
1	*	F2EM0209	Employment status - 2002/09 (September 2002)	F2 Weights and Composites
1	*	F2EM0210	Employment status - 2002/10 (October 2002)	F2 Weights and Composites
1	*	F2EM0211	Employment status - 2002/11 (November 2002)	F2 Weights and Composites
1	*	F2EM0212	Employment status - 2002/12 (December 2002)	F2 Weights and Composites
1	*	F2EM0301	Employment status - 2003/01 (January 2003)	F2 Weights and Composites
1	*	F2EM0302	Employment status - 2003/02 (February 2003)	F2 Weights and Composites
1	*	F2EM0303	Employment status - 2003/03 (March 2003)	F2 Weights and Composites
1	*	F2EM0304	Employment status - 2003/04 (April 2003)	F2 Weights and Composites
1	*	F2EM0305	Employment status - 2003/05 (May 2003)	F2 Weights and Composites
1	*	F2EM0306	Employment status - 2003/06 (June 2003)	F2 Weights and Composites
1	*	F2EM0307	Employment status - 2003/07 (July 2003)	F2 Weights and Composites
1	*	F2EM0308	Employment status - 2003/08 (August 2003)	F2 Weights and Composites
1	*	F2EM0309	Employment status - 2003/09 (September 2003)	F2 Weights and Composites
1	*	F2EM0310	Employment status - 2003/10 (October 2003)	F2 Weights and Composites
1	*	F2EM0311	Employment status - 2003/11 (November 2003)	F2 Weights and Composites
1	*	F2EM0312	Employment status - 2003/12 (December 2003)	F2 Weights and Composites
1	*	F2EM0401	Employment status - 2004/01 (January 2004)	F2 Weights and Composites
1	*	F2EM0402	Employment status - 2004/02 (February 2004)	F2 Weights and Composites
1	*	F2EM0403	Employment status - 2004/03 (March 2004)	F2 Weights and Composites
1	*	F2EM0404	Employment status - 2004/04 (April 2004)	F2 Weights and Composites
1	*	F2EM0405	Employment status - 2004/05 (May 2004)	F2 Weights and Composites
1	*	F2EM0406	Employment status - 2004/06 (June 2004)	F2 Weights and Composites
1	*	F2EM0407	Employment status - 2004/07 (July 2004)	F2 Weights and Composites
1	*	F2EM0408	Employment status - 2004/08 (August 2004)	F2 Weights and Composites
1	*	F2EM0409	Employment status - 2004/09 (September 2004)	F2 Weights and Composites
1	*	F2EM0410	Employment status - 2004/10 (October 2004)	F2 Weights and Composites
1	*	F2EM0411	Employment status - 2004/11 (November 2004)	F2 Weights and Composites
1	*	F2EM0412	Employment status - 2004/12 (December 2004)	F2 Weights and Composites
1	*	F2EM0501	Employment status - 2005/01 (January 2005)	F2 Weights and Composites
1	*	F2EM0502	Employment status - 2005/02 (February 2005)	F2 Weights and Composites
1	*	F2EM0503	Employment status - 2005/03 (March 2005)	F2 Weights and Composites

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F2EM0504	Employment status - 2005/04 (April 2005)	F2 Weights and Composites
1	*	F2EM0505	Employment status - 2005/05 (May 2005)	F2 Weights and Composites
1	*	F2EM0506	Employment status - 2005/06 (June 2005)	F2 Weights and Composites
1	*	F2EM0507	Employment status - 2005/07 (July 2005)	F2 Weights and Composites
1	*	F2EM0508	Employment status - 2005/08 (August 2005)	F2 Weights and Composites
1	*	F2EM0509	Employment status - 2005/09 (September 2005)	F2 Weights and Composites
1	*	F2EM0510	Employment status - 2005/10 (October 2005)	F2 Weights and Composites
1	*	F2EM0511	Employment status - 2005/11 (November 2005)	F2 Weights and Composites
1	*	F2EM0512	Employment status - 2005/12 (December 2005)	F2 Weights and Composites
1	*	F2EM0601	Employment status - 2006/01 (January 2006)	F2 Weights and Composites
1	*	F2EM0602	Employment status - 2006/02 (February 2006)	F2 Weights and Composites
1	*	F2EM0603	Employment status - 2006/03 (March 2006)	F2 Weights and Composites
1	*	F2EM0604	Employment status - 2006/04 (April 2006)	F2 Weights and Composites
1	*	F2EM0605	Employment status - 2006/05 (May 2006)	F2 Weights and Composites
1	*	F2EM0606	Employment status - 2006/06 (June 2006)	F2 Weights and Composites
1	*	F2EM0607	Employment status - 2006/07 (July 2006)	F2 Weights and Composites
1	*	F2EM0608	Employment status - 2006/08 (August 2006)	F2 Weights and Composites
1	*	F2HHTOTL	Number of 2006 household members including respondent	F2 Weights and Composites
1	*	F2HHPAR	Whether sample member lived with parents in 2006	F2 Weights and Composites
1	*	F2NLF EVT	Number of different types of stressful life events in past two years	F2 Weights and Composites
1		F2RESZIP	F2 residential ZIP code for respondent (restricted)	F2 Weights and Composites
1		F2QXDATR	F2 date completed interview (restricted)	F2 Weights and Composites
1	*	F2QXDATP	F2 date completed interview	F2 Weights and Composites
1		F2EVAPIM	Imputation flag - F2EVRAPP (F2B01)	F2 Weights and Composites
1		F2EVATIM	Imputation flag - F2EVRATT (F2B07)	F2 Weights and Composites
1		F2STEXIM	Imputation flag - F2STEXP (F2B30)	F2 Weights and Composites
1		F2EVRJIM	Imputation flag - F2EVRJOB (F2C01)	F2 Weights and Composites
1		F2ERN5IM	Imputation flag - F2ERN05R	F2 Weights and Composites
1	*	F2MTCHAT	Match attempt indicator for extant data sources	External Source Student Data
1		F2CPSTAT	CPS/FAFSA data availability status	External Source Student Data
1		F2NSSTAT	NSLDS loan/Pell grant data availability status	External Source Student Data
1		F2GESTAT	GED Testing Program data availability status	External Source Student Data
1	*	PELL0405	Pell grant 2004-05	External source financial aid data
1	*	PELL0506	Pell grant 2005-06	External source financial aid data
1	*	PELL0607	Pell grant 2006-07 (Fall 2006 only)	External source financial aid data
1	*	PELLCUM	Cumulative Pell	External source financial aid data
1	*	PELLYRS	Pell: number of years received	External source financial aid data
1	*	STSB0405	Stafford subsidized loan 2004-05	External source financial aid data
1	*	STSB0506	Stafford subsidized loan 2005-06	External source financial aid data
1	*	STSB0607	Stafford subsidized loan 2006-07 (Fall 2006 only)	External source financial aid data
1	*	STUN0405	Stafford unsubsidized loan 2004-05	External source financial aid data
1	*	STUN0506	Stafford unsubsidized loan 2005-06	External source financial aid data
1	*	STUN0607	Stafford unsubsidized loan 2006-07 (Fall 2006 only)	External source financial aid data
1	*	PLUS0405	PLUS loan 2004-05	External source financial aid data
1	*	PLUS0506	PLUS loan 2005-06	External source financial aid data

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	PLUS0607	PLUS loan 2006-07 (Fall 2006 only)	External source financial aid data
1	*	PERKCUM	Cumulative Perkins	External source financial aid data
1	*	CNSOWED	Consolidated loan: amount owed	External source financial aid data
1	*	STFY0405	Stafford loan total 2004-05	External source financial aid data
1	*	STFY0506	Stafford loan total 2005-06	External source financial aid data
1	*	STFY0607	Stafford loan total 2006-07 (Fall 2006 only)	External source financial aid data
1	*	STAFTCUM	Cumulative Stafford total	External source financial aid data
1	*	STAFSCUM	Cumulative Stafford subsidized	External source financial aid data
1	*	STAFUCUM	Cumulative Stafford unsubsidized	External source financial aid data
1	*	PLUSCUM	Cumulative PLUS	External source financial aid data
1	*	SSPCUM	Cumulative Stafford sub and Perkins	External source financial aid data
1	*	STPCUM	Cumulative Stafford and Perkins	External source financial aid data
1	*	SPPCUM	Cumulative Stafford, Perkins, PLUS	External source financial aid data
1	*	STAFYRS	Stafford: number of years borrowed	External source financial aid data
1	*	PLUSYRS	PLUS: number of years borrowed	External source financial aid data
1	*	STPOWED	Stafford and Perkins: amount owed	External source financial aid data
1	*	SPPOWED	Stafford, Perkins, PLUS: amount owed	External source financial aid data
1	*	TOTOWED	Total amount owed except for PLUS	External source financial aid data
1		BYS14	Sex of student	BY Student Questionnaire
1		BYS15	Student is Hispanic	BY Student Questionnaire
1		BYS16	Student's Hispanic subgroup (restricted)	BY Student Questionnaire
1		BYS17A	Student is White (restricted)	BY Student Questionnaire
1		BYS17B	Student is Black/African American (restricted)	BY Student Questionnaire
1		BYS17C	Student is Asian (restricted)	BY Student Questionnaire
1		BYS17D	Student is Native Hawaiian/Pacific Islander (restricted)	BY Student Questionnaire
1		BYS17E	Student is American Indian/Alaska Native (restricted)	BY Student Questionnaire
1		BYS18	Student's Asian subgroup (restricted)	BY Student Questionnaire
1	*	BYS20A	Students get along well with teachers	BY Student Questionnaire
1	*	BYS20B	There is real school spirit	BY Student Questionnaire
1	*	BYS20C	Students friendly with other racial groups	BY Student Questionnaire
1	*	BYS20D	Other students often disrupt class	BY Student Questionnaire
1	*	BYS20E	The teaching is good	BY Student Questionnaire
1	*	BYS20F	Teachers are interested in students	BY Student Questionnaire
1	*	BYS20G	Teachers praise effort	BY Student Questionnaire
1	*	BYS20H	In class often feels put down by teachers	BY Student Questionnaire
1	*	BYS20I	In class often feels put down by students	BY Student Questionnaire
1	*	BYS20J	Does not feel safe at this school	BY Student Questionnaire
1	*	BYS20K	Disruptions get in way of learning	BY Student Questionnaire
1	*	BYS20L	Misbehaving students often get away with it	BY Student Questionnaire
1	*	BYS20M	There are gangs in school	BY Student Questionnaire
1	*	BYS20N	Racial/ethnic groups often fight	BY Student Questionnaire
1	*	BYS21A	Everyone knows what school rules are	BY Student Questionnaire
1	*	BYS21B	School rules are fair	BY Student Questionnaire
1	*	BYS21C	Punishment same no matter who you are	BY Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYS21D	School rules are strictly enforced	BY Student Questionnaire
1	*	BYS21E	Students know punishment for broken rules	BY Student Questionnaire
1	*	BYS22A	Had something stolen at school	BY Student Questionnaire
1	*	BYS22B	Someone offered drugs at school	BY Student Questionnaire
1	*	BYS22C	Someone threatened to hurt 10th grader at school	BY Student Questionnaire
1	*	BYS22D	Got into a physical fight at school	BY Student Questionnaire
1	*	BYS22E	Someone hit 10th grader	BY Student Questionnaire
1	*	BYS22F	Someone forced money/things from 10th grader	BY Student Questionnaire
1	*	BYS22G	Someone damaged belongings	BY Student Questionnaire
1	*	BYS22H	Someone bullied or picked on 10th grader	BY Student Questionnaire
1	*	BYS23A	Won an academic honor	BY Student Questionnaire
1	*	BYS23B	Recognized for good attendance	BY Student Questionnaire
1	*	BYS23C	Recognized for good grades	BY Student Questionnaire
1	*	BYS23D	Received community service award	BY Student Questionnaire
1	*	BYS23E	Participated in science/math fair	BY Student Questionnaire
1	*	BYS23F	Participated in voc/tech skills competition	BY Student Questionnaire
1	*	BYS24A	How many times late for school	BY Student Questionnaire
1	*	BYS24B	How many times cut/skip classes	BY Student Questionnaire
1	*	BYS24C	How many times absent from school	BY Student Questionnaire
1	*	BYS24D	How many times got in trouble	BY Student Questionnaire
1	*	BYS24E	How many times put on in-school suspension	BY Student Questionnaire
1	*	BYS24F	How many times suspended/put on probation	BY Student Questionnaire
1	*	BYS24G	How many times transferred for disciplinary reasons	BY Student Questionnaire
1	*	BYS25AA	1st friend's sex	BY Student Questionnaire
1	*	BYS25BA	1st friend is Hispanic	BY Student Questionnaire
1		BYS25CAA	1st friend is White (restricted)	BY Student Questionnaire
1		BYS25CAB	1st friend is Black/African American (restricted)	BY Student Questionnaire
1		BYS25CAC	1st friend is Asian (restricted)	BY Student Questionnaire
1		BYS25CAD	1st friend is Native Hawaiian/Pacific Islander (restricted)	BY Student Questionnaire
1		BYS25CAE	1st friend is American Indian/Alaska Native (restricted)	BY Student Questionnaire
1	*	BYS25DA	1st friend's grade level at school	BY Student Questionnaire
1	*	BYS25EA	Importance of grades to 1st friend	BY Student Questionnaire
1	*	BYS25FA	10th grader knows 1st friend's parents	BY Student Questionnaire
1	*	BYS25GA	Parents know 1st friend's parents	BY Student Questionnaire
1	*	BYS25AB	2nd friend's sex	BY Student Questionnaire
1	*	BYS25BB	2nd friend is Hispanic	BY Student Questionnaire
1		BYS25CBA	2nd friend is White (restricted)	BY Student Questionnaire
1		BYS25CBB	2nd friend is Black/African American (restricted)	BY Student Questionnaire
1		BYS25CBC	2nd friend is Asian (restricted)	BY Student Questionnaire
1		BYS25CBD	2nd friend is Native Hawaiian/Pacific Islander (restricted)	BY Student Questionnaire
1		BYS25CBE	2nd friend is American Indian/Alaska Native (restricted)	BY Student Questionnaire
1	*	BYS25DB	2nd friend's grade level at school	BY Student Questionnaire
1	*	BYS25EB	Importance of grades to 2nd friend	BY Student Questionnaire
1	*	BYS25FB	10th grader knows 2nd friend's parents	BY Student Questionnaire
1	*	BYS25GB	Parents know 2nd friend's parents	BY Student Questionnaire
1	*	BYS25AC	3rd friend's sex	BY Student Questionnaire
1	*	BYS25BC	3rd friend is Hispanic	BY Student Questionnaire
1		BYS25CCA	3rd friend is White (restricted)	BY Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		BYS25CCB	3rd friend is Black/African American (restricted)	BY Student Questionnaire
1		BYS25CCC	3rd friend is Asian (restricted)	BY Student Questionnaire
1		BYS25CCD	3rd friend is Native Hawaiian/Pacific Islander (restricted)	BY Student Questionnaire
1		BYS25CCE	3rd friend is American Indian/Alaska Native (restricted)	BY Student Questionnaire
1	*	BYS25DC	3rd friend's grade level at school	BY Student Questionnaire
1	*	BYS25EC	Importance of grades to 3rd friend	BY Student Questionnaire
1	*	BYS25FC	10th grader knows 3rd friend's parents	BY Student Questionnaire
1	*	BYS25GC	Parents know 3rd friend's parents	BY Student Questionnaire
1	*	BYS26	High school program-student self-report	BY Student Questionnaire
1	*	BYS27A	Classes are interesting and challenging	BY Student Questionnaire
1	*	BYS27B	Satisfied by doing what expected in class	BY Student Questionnaire
1	*	BYS27C	Has nothing better to do than school	BY Student Questionnaire
1	*	BYS27D	Education is important to get a job later	BY Student Questionnaire
1	*	BYS27E	School is a place to meet friends	BY Student Questionnaire
1	*	BYS27F	Plays on a team or belongs to a club	BY Student Questionnaire
1	*	BYS27G	Learns skills for job in school	BY Student Questionnaire
1	*	BYS27H	Teachers expect success in school	BY Student Questionnaire
1	*	BYS27I	Parents expect success in school	BY Student Questionnaire
1	*	BYS28	How much likes school	BY Student Questionnaire
1	*	BYS29A	How often reviews work in math class	BY Student Questionnaire
1	*	BYS29B	How often listens to math teacher lecture	BY Student Questionnaire
1	*	BYS29C	How often copies math teacher's notes from board	BY Student Questionnaire
1	*	BYS29D	How often uses books besides math textbooks	BY Student Questionnaire
1	*	BYS29E	How often does problem-solving in math class	BY Student Questionnaire
1	*	BYS29F	How often uses calculators in math class	BY Student Questionnaire
1	*	BYS29G	How often uses graphing calculators in math class	BY Student Questionnaire
1	*	BYS29H	How often uses computers in math class	BY Student Questionnaire
1	*	BYS29I	How often explains work to math class orally	BY Student Questionnaire
1	*	BYS29J	How often participates in student math discussions	BY Student Questionnaire
1	*	BYS30	Uses computers in math class	BY Student Questionnaire
1	*	BYS31A	How often uses computers to review math work	BY Student Questionnaire
1	*	BYS31B	How often uses computers to solve math problems	BY Student Questionnaire
1	*	BYS31C	How often uses computers for graphing in math class	BY Student Questionnaire
1	*	BYS31D	How often uses computers to practice math drills	BY Student Questionnaire
1	*	BYS31E	How often uses computers to analyze data in math class	BY Student Questionnaire
1	*	BYS31F	How often uses computers to apply learning in math class	BY Student Questionnaire
1	*	BYS31G	How often math teacher uses computer to instruct one-on-one	BY Student Questionnaire
1	*	BYS31H	How often math teacher uses computer to show new topics	BY Student Questionnaire
1	*	BYS32AA	Used computer in 9th grade fall English	BY Student Questionnaire
1	*	BYS32BA	Used computer in 9th grade spring English	BY Student Questionnaire
1	*	BYS32CA	Used computer in 9th grade fall science	BY Student Questionnaire
1	*	BYS32DA	Used computer in 9th grade spring science	BY Student Questionnaire
1	*	BYS32EA	Used computer in 9th grade fall math	BY Student Questionnaire
1	*	BYS32FA	Used computer in 9th grade spring math	BY Student Questionnaire
1	*	BYS32GA	Used computer in 9th grade fall social studies	BY Student Questionnaire
1	*	BYS32HA	Used computer in 9th grade spring social studies	BY Student Questionnaire
1	*	BYS32AB	Uses computer in 10th grade fall English	BY Student Questionnaire
1	*	BYS32BB	Uses computer in 10th grade spring English	BY Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYS32CB	Used computer in 10th grade fall science	BY Student Questionnaire
1	*	BYS32DB	Uses computer in 10th grade spring science	BY Student Questionnaire
1	*	BYS32EB	Used computer in 10th grade fall math	BY Student Questionnaire
1	*	BYS32FB	Uses computer in 10th grade spring math	BY Student Questionnaire
1	*	BYS32GB	Used computer in 10th grade fall social studies	BY Student Questionnaire
1	*	BYS32HB	Uses computer in 10th grade spring social studies	BY Student Questionnaire
1	*	BYS33A	Ever in Advanced Placement program	BY Student Questionnaire
1	*	BYS33B	Ever in International Baccalaureate program	BY Student Questionnaire
1	*	BYS33C	Ever in part-time program at regional vocational school	BY Student Questionnaire
1	*	BYS33D	Ever in a remedial English class	BY Student Questionnaire
1	*	BYS33E	Ever in a remedial math class	BY Student Questionnaire
1	*	BYS33F	Ever in bilingual/bicultural class	BY Student Questionnaire
1	*	BYS33G	Ever in English as Second Language program	BY Student Questionnaire
1	*	BYS33H	Ever in dropout prevention program	BY Student Questionnaire
1	*	BYS33I	Ever in special education program	BY Student Questionnaire
1	*	BYS33J	Ever in distance learning course	BY Student Questionnaire
1	*	BYS33K	Ever in career academy	BY Student Questionnaire
1	*	BYS33L	Ever in program to help prepare for college	BY Student Questionnaire
1	*	BYS34A	Hours/week spent on homework in school	BY Student Questionnaire
1	*	BYS34B	Hours/week spent on homework out of school	BY Student Questionnaire
1	*	BYS35A	Hours/week spent on math homework in school	BY Student Questionnaire
1	*	BYS35B	Hours/week spent on math homework out of school	BY Student Questionnaire
1	*	BYS36A	Hours/week spent on English homework in school	BY Student Questionnaire
1	*	BYS36B	Hours/week spent on English homework out of school	BY Student Questionnaire
1	*	BYS37	Importance of good grades to student	BY Student Questionnaire
1	*	BYS38A	How often goes to class without pencil/paper	BY Student Questionnaire
1	*	BYS38B	How often goes to class without books	BY Student Questionnaire
1	*	BYS38C	How often goes to class without homework done	BY Student Questionnaire
1	*	BYS39A	Played intramural baseball	BY Student Questionnaire
1	*	BYS39B	Played intramural softball	BY Student Questionnaire
1	*	BYS39C	Played intramural basketball	BY Student Questionnaire
1	*	BYS39D	Played intramural football	BY Student Questionnaire
1	*	BYS39E	Played intramural soccer	BY Student Questionnaire
1	*	BYS39F	Played other intramural team sport	BY Student Questionnaire
1	*	BYS39G	Played an individual intramural sport	BY Student Questionnaire
1	*	BYS39H	On intramural cheerleading/drill team	BY Student Questionnaire
1	*	BYS40AA	No interscholastic baseball	BY Student Questionnaire
1	*	BYS40AB	Did not participate in interscholastic baseball	BY Student Questionnaire
1	*	BYS40AC	Played junior varsity baseball	BY Student Questionnaire
1	*	BYS40AD	Played varsity baseball	BY Student Questionnaire
1	*	BYS40AE	Varsity baseball captain/co-captain	BY Student Questionnaire
1	*	BYS40BA	No interscholastic softball	BY Student Questionnaire
1	*	BYS40BB	Did not participate in interscholastic softball	BY Student Questionnaire
1	*	BYS40BC	Played junior varsity softball	BY Student Questionnaire
1	*	BYS40BD	Played varsity softball	BY Student Questionnaire
1	*	BYS40BE	Varsity softball captain/co-captain	BY Student Questionnaire
1	*	BYS40CA	No interscholastic basketball	BY Student Questionnaire
1	*	BYS40CB	Did not participate in interscholastic basketball	BY Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	BYS40CC	Played junior varsity basketball	BY Student Questionnaire
1	*	BYS40CD	Played varsity basketball	BY Student Questionnaire
1	*	BYS40CE	Varsity basketball captain/co-captain	BY Student Questionnaire
1	*	BYS40DA	No interscholastic football	BY Student Questionnaire
1	*	BYS40DB	Did not participate in interscholastic football	BY Student Questionnaire
1	*	BYS40DC	Played junior varsity football	BY Student Questionnaire
1	*	BYS40DD	Played varsity football	BY Student Questionnaire
1	*	BYS40DE	Varsity football captain/co-captain	BY Student Questionnaire
1	*	BYS40EA	No interscholastic soccer	BY Student Questionnaire
1	*	BYS40EB	Did not participate in interscholastic soccer	BY Student Questionnaire
1	*	BYS40EC	Played junior varsity soccer	BY Student Questionnaire
1	*	BYS40ED	Played varsity soccer	BY Student Questionnaire
1	*	BYS40EE	Varsity soccer captain/co-captain	BY Student Questionnaire
1	*	BYS40FA	No other interscholastic team sport	BY Student Questionnaire
1	*	BYS40FB	Did not participate in other interscholastic team sport	BY Student Questionnaire
1	*	BYS40FC	Played on other junior varsity team	BY Student Questionnaire
1	*	BYS40FD	Played on other varsity team	BY Student Questionnaire
1	*	BYS40FE	Varsity captain/co-captain for other team sport	BY Student Questionnaire
1	*	BYS40GA	No interscholastic individual sport	BY Student Questionnaire
1	*	BYS40GB	Did not participate in interscholastic individual sport	BY Student Questionnaire
1	*	BYS40GC	Played junior varsity individual sport	BY Student Questionnaire
1	*	BYS40GD	Played varsity individual sport	BY Student Questionnaire
1	*	BYS40GE	Varsity captain/co-captain for individual sport	BY Student Questionnaire
1	*	BYS40HA	No interscholastic cheerleading/drill team	BY Student Questionnaire
1	*	BYS40HB	Did not participate on interscholastic cheerleading/drill team	BY Student Questionnaire
1	*	BYS40HC	Participated on junior varsity cheerleading/drill team	BY Student Questionnaire
1	*	BYS40HD	Participated on varsity cheerleading/drill team	BY Student Questionnaire
1	*	BYS40HE	Varsity cheerleading/drill team captain/co-captain	BY Student Questionnaire
1	*	BYS41A	Participated in school band or chorus	BY Student Questionnaire
1	*	BYS41B	Participated in school play or musical	BY Student Questionnaire
1	*	BYS41C	Participated in student government	BY Student Questionnaire
1	*	BYS41D	Participated in academic honor society	BY Student Questionnaire
1	*	BYS41E	Participated in school yearbook or newspaper	BY Student Questionnaire
1	*	BYS41F	Participated in school service clubs	BY Student Questionnaire
1	*	BYS41G	Participated in school academic clubs	BY Student Questionnaire
1	*	BYS41H	Participated in school hobby clubs	BY Student Questionnaire
1	*	BYS41I	Participated in school vocational clubs	BY Student Questionnaire
1	*	BYS42	Hours/week spent on extracurricular activities	BY Student Questionnaire
1	*	BYS43	Hours/week spent reading outside of school	BY Student Questionnaire
1	*	BYS44A	How often visits with friends at local hangout	BY Student Questionnaire
1	*	BYS44B	How often works on hobbies	BY Student Questionnaire
1	*	BYS44C	How often volunteers or performs community service	BY Student Questionnaire
1	*	BYS44D	How often drives or rides around	BY Student Questionnaire
1	*	BYS44E	How often talks on phone with friends	BY Student Questionnaire
1	*	BYS44F	How often takes music, art, language class	BY Student Questionnaire
1	*	BYS44G	How often takes sports lessons	BY Student Questionnaire
1	*	BYS44H	How often plays non-school sports	BY Student Questionnaire
1	*	BYS45A	How often uses computer for fun	BY Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYS45B	How often uses computer for school work	BY Student Questionnaire
1	*	BYS45C	How often uses computer to learn on own	BY Student Questionnaire
1	*	BYS46A	Hours/day on computer for school work	BY Student Questionnaire
1	*	BYS46B	Hours/day on computer other than for school	BY Student Questionnaire
1	*	BYS47A	How often uses computer at home	BY Student Questionnaire
1	*	BYS47B	How often uses computer at school	BY Student Questionnaire
1	*	BYS47C	How often uses computer at public library	BY Student Questionnaire
1	*	BYS47D	How often uses computer at friend's house	BY Student Questionnaire
1	*	BYS47E	How often uses computer at another place	BY Student Questionnaire
1	*	BYS48A	Hours/day spent watching TV/DVD on weekdays	BY Student Questionnaire
1	*	BYS48B	Hours/day spent watching TV/DVD on weekends	BY Student Questionnaire
1	*	BYS49A	Hours/day plays video/computer games on weekdays	BY Student Questionnaire
1	*	BYS49B	Hours/day plays video/computer games on weekends	BY Student Questionnaire
1	*	BYS50	School has library media/resource center	BY Student Questionnaire
1	*	BYS51A	Use of school library for assignments	BY Student Questionnaire
1	*	BYS51B	Use of school library for in-school projects	BY Student Questionnaire
1	*	BYS51C	Use of school library for homework	BY Student Questionnaire
1	*	BYS51D	Use of school library for research papers	BY Student Questionnaire
1	*	BYS51E	Use of school library for leisure reading	BY Student Questionnaire
1	*	BYS51F	Use of school library to read magazines/newspapers	BY Student Questionnaire
1	*	BYS51G	Use of school library to read books for fun	BY Student Questionnaire
1	*	BYS51H	Use of school library for interests outside of school	BY Student Questionnaire
1	*	BYS51I	Use of school library for Internet access	BY Student Questionnaire
1	*	BYS52	How useful are school library reference materials	BY Student Questionnaire
1	*	BYS53A	How helpful is library staff with finding research resources	BY Student Questionnaire
1	*	BYS53B	How helpful is library staff with using databases	BY Student Questionnaire
1	*	BYS53C	How helpful is library staff with using Internet	BY Student Questionnaire
1	*	BYS54A	Importance of being successful in line work	BY Student Questionnaire
1	*	BYS54B	Importance of marrying right person/having happy family	BY Student Questionnaire
1	*	BYS54C	Importance of having lots of money	BY Student Questionnaire
1	*	BYS54D	Importance of having strong friendships	BY Student Questionnaire
1	*	BYS54E	Importance of being able to find steady work	BY Student Questionnaire
1	*	BYS54F	Importance of helping others in community	BY Student Questionnaire
1	*	BYS54G	Importance of giving children better opportunities	BY Student Questionnaire
1	*	BYS54H	Importance of living close to parents/relatives	BY Student Questionnaire
1	*	BYS54I	Importance of getting away from this area	BY Student Questionnaire
1	*	BYS54J	Importance of working to correct inequalities	BY Student Questionnaire
1	*	BYS54K	Importance of having children	BY Student Questionnaire
1	*	BYS54L	Importance of having leisure time	BY Student Questionnaire
1	*	BYS54N	Importance of being expert in field of work	BY Student Questionnaire
1	*	BYS54O	Importance of getting good education	BY Student Questionnaire
1	*	BYS55A	Plans to take the PSAT or PACT	BY Student Questionnaire
1	*	BYS55B	Plans to take SAT or ACT	BY Student Questionnaire
1	*	BYS55C	Plans to take Advanced Placement test	BY Student Questionnaire
1	*	BYS55D	Plans to take the ASVAB	BY Student Questionnaire
1	*	BYS56	How far in school student thinks will get	BY Student Questionnaire
1	*	BYS57	Plans to continue education after high school	BY Student Questionnaire
1	*	BYS58	Type of school plans to attend	BY Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	BYS59A	Has gone to counselor for college entrance information	BY Student Questionnaire
1	*	BYS59B	Has gone to teacher for college entrance information	BY Student Questionnaire
1	*	BYS59C	Has gone to coach for college entrance information	BY Student Questionnaire
1	*	BYS59D	Has gone to parent for college entrance information	BY Student Questionnaire
1	*	BYS59E	Has gone to friend for college entrance information	BY Student Questionnaire
1	*	BYS59F	Has gone to sibling for college entrance information	BY Student Questionnaire
1	*	BYS59G	Has gone to other relative for college entrance information	BY Student Questionnaire
1	*	BYS59H	Has gone to college publications/websites for entrance information	BY Student Questionnaire
1	*	BYS59I	Has gone to college representatives for entrance information	BY Student Questionnaire
1	*	BYS59J	Has gone to college search guides for entrance information	BY Student Questionnaire
1	*	BYS59K	Did not go to any of these sources	BY Student Questionnaire
1	*	BYS60	Would like to play athletics in college	BY Student Questionnaire
1	*	BYS61	Hopes to receive athletic scholarship for college	BY Student Questionnaire
1	*	BYS62A	Does not like school	BY Student Questionnaire
1	*	BYS62B	Grades are not good enough	BY Student Questionnaire
1	*	BYS62C	Will not need more school for job	BY Student Questionnaire
1	*	BYS62D	Cannot afford school	BY Student Questionnaire
1	*	BYS62E	Would rather work and earn money	BY Student Questionnaire
1	*	BYS62F	Plans to be full-time homemaker	BY Student Questionnaire
1	*	BYS62G	Does not feel school is important	BY Student Questionnaire
1	*	BYS62H	Needs to support family	BY Student Questionnaire
1		BYS63	Occupation expects to have after high school-verbatim (restricted)	BY Student Questionnaire
1		BYS64	Occupation expects to have at age 30-verbatim (restricted)	BY Student Questionnaire
1	*	BYS65A	How far in school mother wants 10th grader to go	BY Student Questionnaire
1	*	BYS65B	How far in school father wants 10th grader to go	BY Student Questionnaire
1	*	BYS66A	Mother's desire for 10th grader after high school	BY Student Questionnaire
1	*	BYS66B	Father's desire for 10th grader after high school	BY Student Questionnaire
1	*	BYS66C	Friend's desire for 10th grader after high school	BY Student Questionnaire
1	*	BYS66D	Close relative's desire for 10th grader after high school	BY Student Questionnaire
1	*	BYS66E	School counselor's desire for 10th grader after high school	BY Student Questionnaire
1	*	BYS66F	Favorite teacher's desire for 10th grader after high school	BY Student Questionnaire
1	*	BYS66G	Coach's desire for 10th grader after high school	BY Student Questionnaire
1	*	BYS67	English is student's native language	BY Student Questionnaire
1		BYS68	Student's native language (restricted)	BY Student Questionnaire
1	*	BYS69A	How often 10th grader speaks native language with mother	BY Student Questionnaire
1	*	BYS69B	How often 10th grader speaks native language with father	BY Student Questionnaire
1	*	BYS69C	How often 10th grader speaks native language with siblings	BY Student Questionnaire
1	*	BYS69D	How often 10th grader speaks native language with friends	BY Student Questionnaire
1	*	BYS70A	How well 10th grader understands spoken English	BY Student Questionnaire
1	*	BYS70B	How well 10th grader speaks English	BY Student Questionnaire
1	*	BYS70C	How well 10th grader reads English	BY Student Questionnaire
1	*	BYS70D	How well 10th grader writes English	BY Student Questionnaire
1	*	BYS71A	Participated in cooperative-education	BY Student Questionnaire
1	*	BYS71B	Participated in internship	BY Student Questionnaire
1	*	BYS71C	Participated in job shadowing/work-site visits	BY Student Questionnaire
1	*	BYS71D	Participated in mentoring	BY Student Questionnaire
1	*	BYS71E	Participated in community service	BY Student Questionnaire
1	*	BYS71F	Participated in school-based enterprise	BY Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	BYS71G	Did not participate in these work-based learning experiences	BY Student Questionnaire
1	*	BYS72	Ever worked for pay not around house	BY Student Questionnaire
1	*	BYS73	Date last worked for pay	BY Student Questionnaire
1	*	BYS74	Date started current/most recent job	BY Student Questionnaire
1	*	BYS75	How many hours usually works a week	BY Student Questionnaire
1	*	BYS76	How many hours works on the weekend	BY Student Questionnaire
1	*	BYS77	Type of work does on current/most recent job	BY Student Questionnaire
1	*	BYS79	How got current/most recent job	BY Student Questionnaire
1	*	BYS80	How closely related job is to desired job after education	BY Student Questionnaire
1		BYS81A	Mother/female guardian's occupation-verbatim (restricted)	BY Student Questionnaire
1		BYS81B	Mother/female guardian's main job duties-verbatim (restricted)	BY Student Questionnaire
1		BYS82A	Father/male guardian's occupation-verbatim (restricted)	BY Student Questionnaire
1		BYS82B	Father/male guardian's main job duties-verbatim (restricted)	BY Student Questionnaire
1	*	BYS83A	Mother's highest level of education	BY Student Questionnaire
1	*	BYS83B	Father's highest level of education	BY Student Questionnaire
1	*	BYS84A	Family has a daily newspaper	BY Student Questionnaire
1	*	BYS84B	Family has regularly received magazine	BY Student Questionnaire
1	*	BYS84C	Family has a computer	BY Student Questionnaire
1	*	BYS84D	Family has access to the Internet	BY Student Questionnaire
1	*	BYS84E	Family has DVD player	BY Student Questionnaire
1	*	BYS84F	Family has an electric dishwasher	BY Student Questionnaire
1	*	BYS84G	Family has a clothes dryer	BY Student Questionnaire
1	*	BYS84H	Family has more than 50 books	BY Student Questionnaire
1	*	BYS84I	Has own room	BY Student Questionnaire
1	*	BYS84J	Family has fax machine	BY Student Questionnaire
1	*	BYS85A	How often parents checks homework	BY Student Questionnaire
1	*	BYS85B	How often parents help with homework	BY Student Questionnaire
1	*	BYS85C	Special privileges given for good grades	BY Student Questionnaire
1	*	BYS85D	Parents limit privileges due to poor grades	BY Student Questionnaire
1	*	BYS85E	Required to work around the house	BY Student Questionnaire
1	*	BYS85F	Parents limit TV watching or video games	BY Student Questionnaire
1	*	BYS85G	Parents limit time with friends	BY Student Questionnaire
1	*	BYS86A	How often discussed school courses with parents	BY Student Questionnaire
1	*	BYS86B	How often discussed school activities with parents	BY Student Questionnaire
1	*	BYS86C	How often discuss things studied in class with parents	BY Student Questionnaire
1	*	BYS86D	How often discussed grades with parents	BY Student Questionnaire
1	*	BYS86E	How often discussed transferring with parents	BY Student Questionnaire
1	*	BYS86F	How often discussed prep for ACT/SAT with parents	BY Student Questionnaire
1	*	BYS86G	How often discussed going to college with parents	BY Student Questionnaire
1	*	BYS86H	How often discussed current events with parents	BY Student Questionnaire
1	*	BYS86I	How often discussed troubling things with parents	BY Student Questionnaire
1	*	BYS87A	Gets totally absorbed in mathematics	BY Student Questionnaire
1	*	BYS87B	Thinks reading is fun	BY Student Questionnaire
1	*	BYS87C	Thinks math is fun	BY Student Questionnaire
1	*	BYS87D	Reads in spare time	BY Student Questionnaire
1	*	BYS87E	Gets totally absorbed in reading	BY Student Questionnaire
1	*	BYS87F	Mathematics is important	BY Student Questionnaire
1	*	BYS88A	Most people can learn to be good at math	BY Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	BYS88B	Have to be born with ability to be good at math	BY Student Questionnaire
1	*	BYS89A	Can do excellent job on math tests	BY Student Questionnaire
1	*	BYS89B	Can understand difficult math texts	BY Student Questionnaire
1	*	BYS89C	Can understand difficult English texts	BY Student Questionnaire
1	*	BYS89D	Studies to get a good grade	BY Student Questionnaire
1	*	BYS89E	Can learn something really hard	BY Student Questionnaire
1	*	BYS89F	Can understand difficult English class	BY Student Questionnaire
1	*	BYS89G	Remembers most important things when studies	BY Student Questionnaire
1	*	BYS89H	Studies to increase job opportunities	BY Student Questionnaire
1	*	BYS89I	Can do excellent job on English assignments	BY Student Questionnaire
1	*	BYS89J	Works as hard as possible when studies	BY Student Questionnaire
1	*	BYS89K	Can do excellent job on English tests	BY Student Questionnaire
1	*	BYS89L	Can understand difficult math class	BY Student Questionnaire
1	*	BYS89M	Can master skills in English class	BY Student Questionnaire
1	*	BYS89N	Can get no bad grades if decides to	BY Student Questionnaire
1	*	BYS89O	Keeps studying even if material is difficult	BY Student Questionnaire
1	*	BYS89P	Studies to ensure financial security	BY Student Questionnaire
1	*	BYS89Q	Can get no problems wrong if decides to	BY Student Questionnaire
1	*	BYS89R	Can do excellent job on math assignments	BY Student Questionnaire
1	*	BYS89S	Does best to learn what studies	BY Student Questionnaire
1	*	BYS89T	Can learn something well if wants to	BY Student Questionnaire
1	*	BYS89U	Can master math class skills	BY Student Questionnaire
1	*	BYS89V	Puts forth best effort when studying	BY Student Questionnaire
1	*	BYS90A	Important to friends to attend classes regularly	BY Student Questionnaire
1	*	BYS90B	Important to friends to study	BY Student Questionnaire
1	*	BYS90C	Important to friends to play sports	BY Student Questionnaire
1	*	BYS90D	Important to friends to get good grades	BY Student Questionnaire
1	*	BYS90E	Important to friends to be popular with students	BY Student Questionnaire
1	*	BYS90F	Important to friends to finish high school	BY Student Questionnaire
1	*	BYS90G	Important to friends to have steady boy/girlfriend	BY Student Questionnaire
1	*	BYS90H	Important to friends to continue education past high school	BY Student Questionnaire
1	*	BYS90J	Important to friends to do community work	BY Student Questionnaire
1	*	BYS90K	Important to friends to have job	BY Student Questionnaire
1	*	BYS90L	Important to friends to get together with friends	BY Student Questionnaire
1	*	BYS90M	Important to friends to go to parties	BY Student Questionnaire
1	*	BYS90Q	Important to friends to make money	BY Student Questionnaire
1	*	BYS91	Number of close friends who dropped out	BY Student Questionnaire
1	*	BYS92A	Girls should have same opportunities in sports	BY Student Questionnaire
1	*	BYS92B	Some sports should be just for boys	BY Student Questionnaire
1	*	BYS92C	Girls should have own sports teams	BY Student Questionnaire
1	*	BYS92D	Girls should be on same sports teams as boys	BY Student Questionnaire
1	*	BYS94	Has close friends who were friends in 8th grade	BY Student Questionnaire
1	*	BYS96	Observed students betting on sports	BY Student Questionnaire
1	*	BYS97A	Bets were placed with friends	BY Student Questionnaire
1	*	BYS97B	Bets were placed with family members	BY Student Questionnaire
1	*	BYS97C	Bets were placed with bookie	BY Student Questionnaire
1	*	BYS97D	Bets were placed with a website	BY Student Questionnaire
1	*	BYS97E	Bets were placed through other means	BY Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	F1S14	Grade level	F1 Student Questionnaire
1	*	F1S15	Diploma or certificate most likely to receive	F1 Student Questionnaire
1	*	F1S16A	Years of General Science coursework	F1 Student Questionnaire
1	*	F1S16B	Years of General Physical Science coursework	F1 Student Questionnaire
1	*	F1S16C	Years of Biology coursework	F1 Student Questionnaire
1	*	F1S16D	Years of Botany/Zoology coursework	F1 Student Questionnaire
1	*	F1S16E	Years of Earth Science coursework	F1 Student Questionnaire
1	*	F1S16F	Years of Chemistry coursework	F1 Student Questionnaire
1	*	F1S16G	Years of Principles of Technology coursework	F1 Student Questionnaire
1	*	F1S16H	Years of Physics coursework	F1 Student Questionnaire
1	*	F1S16I	Years of other science coursework	F1 Student Questionnaire
1	*	F1S17A	Years of General Math coursework	F1 Student Questionnaire
1	*	F1S17B	Years of Pre-Algebra coursework	F1 Student Questionnaire
1	*	F1S17C	Years of Algebra I coursework	F1 Student Questionnaire
1	*	F1S17D	Years of Geometry coursework	F1 Student Questionnaire
1	*	F1S17E	Years of Algebra II coursework	F1 Student Questionnaire
1	*	F1S17F	Years of Trigonometry coursework	F1 Student Questionnaire
1	*	F1S17G	Years of Pre-Calculus coursework	F1 Student Questionnaire
1	*	F1S17H	Years of Calculus coursework	F1 Student Questionnaire
1	*	F1S17I	Years of Consumer/Business Math coursework	F1 Student Questionnaire
1	*	F1S17J	Years of other math coursework	F1 Student Questionnaire
1	*	F1S18A	Can do excellent job on math tests	F1 Student Questionnaire
1	*	F1S18B	Can understand difficult math texts	F1 Student Questionnaire
1	*	F1S18C	Can understand difficult math class	F1 Student Questionnaire
1	*	F1S18D	Can do excellent job on math assignments	F1 Student Questionnaire
1	*	F1S18E	Can master math class skills	F1 Student Questionnaire
1	*	F1S19A	How often uses calculators in math class	F1 Student Questionnaire
1	*	F1S19B	How often uses graphing calculators in math class	F1 Student Questionnaire
1	*	F1S19C	How often uses computers in math class	F1 Student Questionnaire
1	*	F1S20A	Used computer in fall 2003 math	F1 Student Questionnaire
1	*	F1S20B	Uses computer in spring 2004 math	F1 Student Questionnaire
1	*	F1S20C	Uses computer in fall 2003 English	F1 Student Questionnaire
1	*	F1S20D	Uses computer in spring 2004 English	F1 Student Questionnaire
1	*	F1S20E	Used computer in fall 2002 math	F1 Student Questionnaire
1	*	F1S20F	Used computer in spring 2003 math	F1 Student Questionnaire
1	*	F1S20G	Used computer in fall 2002 English	F1 Student Questionnaire
1	*	F1S20H	Used computer in spring 2003 English	F1 Student Questionnaire
1	*	F1S21A	Took or plans to take the PSAT	F1 Student Questionnaire
1	*	F1S21B	Took or plans to take the PLAN	F1 Student Questionnaire
1	*	F1S21C	Took or plans to take SAT or ACT	F1 Student Questionnaire
1	*	F1S21D	Took or plans to take Advanced Placement test	F1 Student Questionnaire
1	*	F1S21E	Took or plans to take the ASVAB	F1 Student Questionnaire
1	*	F1S22A	Took or plans to take SAT/ACT course at high school	F1 Student Questionnaire
1	*	F1S22B	Took or plans to take commercial SAT/ACT preparation course	F1 Student Questionnaire
1	*	F1S22C	Received or plans to receive private tutoring for SAT/ACT	F1 Student Questionnaire
1	*	F1S22D	Studied or plans to study from SAT/ACT preparation books	F1 Student Questionnaire
1	*	F1S22E	Used or plans to use SAT/ACT preparation video tape	F1 Student Questionnaire
1	*	F1S22F	Used or plans to use SAT/ACT preparation computer program	F1 Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	F1S23	Participated in college preparation program for disadvantaged	F1 Student Questionnaire
1	*	F1S24A	Highest grade of participation in Talent Search	F1 Student Questionnaire
1	*	F1S24AA	Participated in Talent Search in 9th grade	F1 Student Questionnaire
1	*	F1S24AB	Participated in Talent Search in 10th grade	F1 Student Questionnaire
1	*	F1S24AC	Participated in Talent Search in 11th grade	F1 Student Questionnaire
1	*	F1S24AD	Participated in Talent Search in 12th grade	F1 Student Questionnaire
1	*	F1S24AE	Did not participate in Talent Search	F1 Student Questionnaire
1	*	F1S24B	Highest grade of participation in Upward Bound	F1 Student Questionnaire
1	*	F1S24BA	Participated in Upward Bound in 9th grade	F1 Student Questionnaire
1	*	F1S24BB	Participated in Upward Bound in 10th grade	F1 Student Questionnaire
1	*	F1S24BC	Participated in Upward Bound in 11th grade	F1 Student Questionnaire
1	*	F1S24BD	Participated in Upward Bound in 12th grade	F1 Student Questionnaire
1	*	F1S24BE	Did not participate in Upward Bound	F1 Student Questionnaire
1	*	F1S24C	Highest grade of participation in Gear Up or other program	F1 Student Questionnaire
1	*	F1S24CA	Participated in Gear Up/other similar program in 9th grade	F1 Student Questionnaire
1	*	F1S24CB	Participated in Gear Up/other similar program in 10th grade	F1 Student Questionnaire
1	*	F1S24CC	Participated in Gear Up/other similar program in 11th grade	F1 Student Questionnaire
1	*	F1S24CD	Participated in Gear Up/other similar program in 12th grade	F1 Student Questionnaire
1	*	F1S24CE	Did not participate in Gear Up/other similar program	F1 Student Questionnaire
1	*	F1S25A	Had something stolen at school	F1 Student Questionnaire
1	*	F1S25B	Someone offered drugs at school	F1 Student Questionnaire
1	*	F1S25C	Someone threatened to hurt student at school	F1 Student Questionnaire
1	*	F1S25D	Someone hit student	F1 Student Questionnaire
1	*	F1S26A	Participated in intramural sports	F1 Student Questionnaire
1	*	F1S26B	Participated in interscholastic sports	F1 Student Questionnaire
1	*	F1S26C	Participated in school band or chorus	F1 Student Questionnaire
1	*	F1S26D	Participated in school play or musical	F1 Student Questionnaire
1	*	F1S26E	Participated in student government	F1 Student Questionnaire
1	*	F1S26F	Participated in academic honor society	F1 Student Questionnaire
1	*	F1S26G	Participated in school yearbook or newspaper	F1 Student Questionnaire
1	*	F1S26H	Participated in school service clubs	F1 Student Questionnaire
1	*	F1S26I	Participated in school academic clubs	F1 Student Questionnaire
1	*	F1S26J	Participated in school hobby clubs	F1 Student Questionnaire
1	*	F1S26K	Participated in school vocational clubs	F1 Student Questionnaire
1	*	F1S27	Hours/week spent on extracurricular activities	F1 Student Questionnaire
1	*	F1S28	School has library media/resource center	F1 Student Questionnaire
1	*	F1S29A	Use of school library for assignments	F1 Student Questionnaire
1	*	F1S29B	Use of school library for in-school projects	F1 Student Questionnaire
1	*	F1S29C	Use of school library for homework	F1 Student Questionnaire
1	*	F1S29D	Use of school library for research papers	F1 Student Questionnaire
1	*	F1S29E	Use of school library for leisure reading	F1 Student Questionnaire
1	*	F1S29F	Use of school library to read magazines/newspapers	F1 Student Questionnaire
1	*	F1S29G	Use of school library to read books for fun	F1 Student Questionnaire
1	*	F1S29H	Use of school library for interests outside of school	F1 Student Questionnaire
1	*	F1S29I	Use of school library for Internet access	F1 Student Questionnaire
1	*	F1S30A	Use of public library for assignments	F1 Student Questionnaire
1	*	F1S30B	Use of public library for in-school projects	F1 Student Questionnaire
1	*	F1S30C	Use of public library for homework	F1 Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	F1S30D	Use of public library for research papers	F1 Student Questionnaire
1	*	F1S30E	Use of public library for leisure reading	F1 Student Questionnaire
1	*	F1S30F	Use of public library to read magazines/newspaper	F1 Student Questionnaire
1	*	F1S30G	Use of public library to read books for fun	F1 Student Questionnaire
1	*	F1S30H	Use of public library for personal interests outside of school	F1 Student Questionnaire
1	*	F1S30I	Use of public library for Internet access	F1 Student Questionnaire
1	*	F1S31	Hours/week spent on homework both in and out of school	F1 Student Questionnaire
1	*	F1S32A	Hours/week spent on math homework in school	F1 Student Questionnaire
1	*	F1S32B	Hours/week spent on math homework out of school	F1 Student Questionnaire
1	*	F1S33	Hours/week spent reading outside of school	F1 Student Questionnaire
1	*	F1S34A	Hours/day spent watching TV/videos/DVDs on weekdays	F1 Student Questionnaire
1	*	F1S34B	Hours/day spent watching TV/videos/DVDs on weekends	F1 Student Questionnaire
1	*	F1S35A	Hours/day plays video/computer games on weekdays	F1 Student Questionnaire
1	*	F1S35B	Hours/day plays video/computer games on weekends	F1 Student Questionnaire
1	*	F1S36A	Hours/day on computer for school work	F1 Student Questionnaire
1	*	F1S36B	Hours/day on computer other than for school	F1 Student Questionnaire
1	*	F1S37A	How often uses computer at home	F1 Student Questionnaire
1	*	F1S37B	How often uses computer at school library	F1 Student Questionnaire
1	*	F1S37C	How often uses computer at another place at school	F1 Student Questionnaire
1	*	F1S37D	How often uses computer at public library	F1 Student Questionnaire
1	*	F1S37E	How often uses computer at friend's house	F1 Student Questionnaire
1	*	F1S37F	How often uses computer at another place	F1 Student Questionnaire
1	*	F1S38A	How often uses computer for fun	F1 Student Questionnaire
1	*	F1S38B	How often uses computer for school work	F1 Student Questionnaire
1	*	F1S38C	How often uses computer to learn on own	F1 Student Questionnaire
1	*	F1S39A	How often visits with friends at local hangout	F1 Student Questionnaire
1	*	F1S39B	How often works on hobbies	F1 Student Questionnaire
1	*	F1S39C	How often performs community services	F1 Student Questionnaire
1	*	F1S39D	How often drives or rides around	F1 Student Questionnaire
1	*	F1S39E	How often talks on phone with friends	F1 Student Questionnaire
1	*	F1S39F	How often takes music, art, language class	F1 Student Questionnaire
1	*	F1S39G	How often takes sports lessons	F1 Student Questionnaire
1	*	F1S39H	How often plays non-school sports	F1 Student Questionnaire
1	*	F1S39I	How often talks with friends/relatives via the Internet	F1 Student Questionnaire
1	*	F1S40A	Importance of being successful in line work	F1 Student Questionnaire
1	*	F1S40B	Importance of marrying right person/having happy family	F1 Student Questionnaire
1	*	F1S40C	Importance of having lots of money	F1 Student Questionnaire
1	*	F1S40D	Importance of having strong friendships	F1 Student Questionnaire
1	*	F1S40E	Importance of being able to find steady work	F1 Student Questionnaire
1	*	F1S40F	Importance of helping others in community	F1 Student Questionnaire
1	*	F1S40G	Importance of giving children better opportunities	F1 Student Questionnaire
1	*	F1S40H	Importance of living close to parents/relatives	F1 Student Questionnaire
1	*	F1S40I	Importance of getting away from this area	F1 Student Questionnaire
1	*	F1S40J	Importance of working to correct inequalities	F1 Student Questionnaire
1	*	F1S40K	Importance of having children	F1 Student Questionnaire
1	*	F1S40L	Importance of having leisure time	F1 Student Questionnaire
1	*	F1S40M	Importance of being expert in field of work	F1 Student Questionnaire
1	*	F1S40N	Importance of getting good education	F1 Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F1S40O	Importance of getting good job	F1 Student Questionnaire
1	*	F1S40P	Importance of being an active/informed citizen	F1 Student Questionnaire
1	*	F1S40Q	Importance of supporting environmental causes	F1 Student Questionnaire
1	*	F1S40R	Importance of being patriotic	F1 Student Questionnaire
1	*	F1S41A	Will work part-time in summer 2004	F1 Student Questionnaire
1	*	F1S41B	Will work full-time in summer 2004	F1 Student Questionnaire
1	*	F1S41C	Will take high school courses in summer 2004	F1 Student Questionnaire
1	*	F1S41D	Will take college courses in summer 2004	F1 Student Questionnaire
1	*	F1S41E	Will provide community service in summer 2004	F1 Student Questionnaire
1	*	F1S41F	Will enter the military in summer 2004	F1 Student Questionnaire
1	*	F1S42	How far in school respondent thinks will get	F1 Student Questionnaire
1	*	F1S43A	How far in school mother wants respondent to go	F1 Student Questionnaire
1	*	F1S43B	How far in school father wants respondent to go	F1 Student Questionnaire
1	*	F1S44A	Mother's desire for respondent after high school	F1 Student Questionnaire
1	*	F1S44B	Father's desire for respondent after high school	F1 Student Questionnaire
1	*	F1S44C	Close relative's desire for respondent after high school	F1 Student Questionnaire
1	*	F1S44D	Friend's desire for respondent after high school	F1 Student Questionnaire
1	*	F1S44E	School counselor's desire for respondent after high school	F1 Student Questionnaire
1	*	F1S44F	Favorite teacher's desire for respondent after high school	F1 Student Questionnaire
1	*	F1S44G	Favorite coach's desire for respondent after high school	F1 Student Questionnaire
1	*	F1S45	Plans to go on to school right after high school	F1 Student Questionnaire
1	*	F1S46A	No school right after hs since dislikes school	F1 Student Questionnaire
1	*	F1S46B	No school right after hs since grades are not good enough	F1 Student Questionnaire
1	*	F1S46C	No school right after hs since admission scores not good enough	F1 Student Questionnaire
1	*	F1S46D	No school right after hs since will not need more school for job	F1 Student Questionnaire
1	*	F1S46E	No school right after hs since cannot afford school	F1 Student Questionnaire
1	*	F1S46F	No school right after hs since has not taken right courses	F1 Student Questionnaire
1	*	F1S46G	No school right after hs since no one in family has gone	F1 Student Questionnaire
1	*	F1S46H	No school right after hs since plan to join military	F1 Student Questionnaire
1	*	F1S46I	No school right after hs since would rather work and earn money	F1 Student Questionnaire
1	*	F1S46J	No school right after hs since does not feel school is important	F1 Student Questionnaire
1	*	F1S46K	No school right after hs since counselor/teacher recommends work	F1 Student Questionnaire
1	*	F1S46L	No school right after hs since needs to support family	F1 Student Questionnaire
1	*	F1S47	Plans to continue education some time in future	F1 Student Questionnaire
1	*	F1S48A	Has gone to counselor for college entrance information	F1 Student Questionnaire
1	*	F1S48B	Has gone to teacher for college entrance information	F1 Student Questionnaire
1	*	F1S48C	Has gone to coach for college entrance information	F1 Student Questionnaire
1	*	F1S48D	Has gone to parent for college entrance information	F1 Student Questionnaire
1	*	F1S48E	Has gone to sibling for college entrance information	F1 Student Questionnaire
1	*	F1S48F	Has gone to other relative for college entrance information	F1 Student Questionnaire
1	*	F1S48G	Has gone to friend for college entrance information	F1 Student Questionnaire
1	*	F1S48H	Has gone to college representatives for entrance information	F1 Student Questionnaire
1	*	F1S48I	Has gone to college publications/websites for entrance information	F1 Student Questionnaire
1	*	F1S48J	Has gone to college search guides for entrance information	F1 Student Questionnaire
1	*	F1S48K	Has gone to school library for college entrance information	F1 Student Questionnaire
1	*	F1S48L	Has gone to public library for college entrance information	F1 Student Questionnaire
1	*	F1S48M	Has gone to college library for college entrance information	F1 Student Questionnaire
1	*	F1S48N	Did not go to any of these sources for college entrance information	F1 Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	F1S49	Type of school plans to attend	F1 Student Questionnaire
1	*	F1S50	Number of schools applied to	F1 Student Questionnaire
1	*	F1S52A	Post-sec school's low expenses important to respondent	F1 Student Questionnaire
1	*	F1S52B	Availability of post-sec financial aid important to respondent	F1 Student Questionnaire
1	*	F1S52C	Post-sec school's courses/curriculum important to respondent	F1 Student Questionnaire
1	*	F1S52D	Post-sec school's athletic program important to respondent	F1 Student Questionnaire
1	*	F1S52E	Post-sec school's active social life important to respondent	F1 Student Questionnaire
1	*	F1S52F	Living at home while attending post-sec important to respondent	F1 Student Questionnaire
1	*	F1S52G	Away from home while attending post-sec important to respondent	F1 Student Questionnaire
1	*	F1S52H	Post-sec school's low crime important to respondent	F1 Student Questionnaire
1	*	F1S52I	Post-sec school's job placement record important to respondent	F1 Student Questionnaire
1	*	F1S52J	Post-sec school's grad school placement important to respondent	F1 Student Questionnaire
1	*	F1S52K	Post-sec school's academic reputation important to respondent	F1 Student Questionnaire
1	*	F1S52L	Post-sec school's easy admission important to respondent	F1 Student Questionnaire
1	*	F1S52M	Post-sec school has degree in chosen field important to respondent	F1 Student Questionnaire
1	*	F1S52N	Post-sec school's racial/ethnic makeup important to respondent	F1 Student Questionnaire
1	*	F1S52O	Post-sec school's size important to respondent	F1 Student Questionnaire
1	*	F1S52P	Post-sec school's geographic location important to respondent	F1 Student Questionnaire
1	*	F1S52Q	Post-sec school same as one parent attended important to respondent	F1 Student Questionnaire
1	*	F1S52R	Post-sec school's acceptance of college credit important to respondent	F1 Student Questionnaire
1	*	F1S53	Plans to work right after high school	F1 Student Questionnaire
1	*	F1S54	Has regular full-time job lined up	F1 Student Questionnaire
1	*	F1S55A	Guidance counselor helped select possible jobs	F1 Student Questionnaire
1	*	F1S55B	Vocational/technical teacher helped select possible jobs	F1 Student Questionnaire
1	*	F1S55C	Other teacher helped select possible jobs	F1 Student Questionnaire
1	*	F1S55D	Coach helped select possible jobs	F1 Student Questionnaire
1	*	F1S55E	Other school staff helped select possible jobs	F1 Student Questionnaire
1		F1S56	Occupation expects to have after high school-verbatim (restricted)	F1 Student Questionnaire
1		F1S57	Occupation expects to have at age 30-verbatim (restricted)	F1 Student Questionnaire
1	*	F1S58	How much education respondent thinks will be needed for job at age 30	F1 Student Questionnaire
1	*	F1S59	Ever worked for pay not around house	F1 Student Questionnaire
1	*	F1S60	How many hours usually works a week during school year	F1 Student Questionnaire
1	*	F1S61	How many hours works on the weekend during school year	F1 Student Questionnaire
1	*	F1S62	Performed unpaid volunteer/community service work	F1 Student Questionnaire
1	*	F1S63A	Volunteered with youth organization	F1 Student Questionnaire
1	*	F1S63B	Volunteered with school/community service organization	F1 Student Questionnaire
1	*	F1S63C	Volunteered with political club/organization	F1 Student Questionnaire
1	*	F1S63D	Volunteered with church/church related group	F1 Student Questionnaire
1	*	F1S63E	Volunteered with community center/social-action group	F1 Student Questionnaire
1	*	F1S63F	Volunteered with hospital/nursing home group	F1 Student Questionnaire
1	*	F1S63G	Volunteered with education organization	F1 Student Questionnaire
1	*	F1S63H	Volunteered with conservation/environmental group	F1 Student Questionnaire
1	*	F1S64A	How often discussed school courses with parents	F1 Student Questionnaire
1	*	F1S64B	How often discussed school activities with parents	F1 Student Questionnaire
1	*	F1S64C	How often discuss things studied in class with parents	F1 Student Questionnaire
1	*	F1S64D	How often discussed grades with parents	F1 Student Questionnaire
1	*	F1S64E	How often discussed what jobs would like to have with parents	F1 Student Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F1S64F	How often discussed jobs to apply for after high school with parents	F1 Student Questionnaire
1	*	F1S64G	How often discussed preparation for ACT/SAT with parents	F1 Student Questionnaire
1	*	F1S64H	How often discussed going to college with parents	F1 Student Questionnaire
1	*	F1S64I	How often discussed current events with parents	F1 Student Questionnaire
1	*	F1S64J	How often discussed troubling things with parents	F1 Student Questionnaire
1	*	F1S65A	How many friends dropped out of high school	F1 Student Questionnaire
1	*	F1S65B	How many friends plan to have full-time job after high school	F1 Student Questionnaire
1	*	F1S65C	How many friends plan to attend 2-year community college	F1 Student Questionnaire
1	*	F1S65D	How many friends plan to attend 4-year college/university	F1 Student Questionnaire
1	*	F1D19	Month and year last attended school (DO)	F1 Dropout Questionnaire
1	*	F1D20	Grade when last attended school (DO)	F1 Dropout Questionnaire
1	*	F1D21	Whether passed last grade attended	F1 Dropout Questionnaire
1	*	F1D22	Left school for more than a month before last left	F1 Dropout Questionnaire
1	*	F1D23	Month and year first left school for more than a month	F1 Dropout Questionnaire
1	*	F1D24	Month and year returned to school	F1 Dropout Questionnaire
1	*	F1D25	Attended school during 2002-2003 school year	F1 Dropout Questionnaire
1	*	F1D26	Number of school days missed during 2002-2003 school year	F1 Dropout Questionnaire
1	*	F1D27A	Years of General Science coursework (DO)	F1 Dropout Questionnaire
1	*	F1D27B	Years of General Physical Science coursework (DO)	F1 Dropout Questionnaire
1	*	F1D27C	Years of Biology coursework (DO)	F1 Dropout Questionnaire
1	*	F1D27D	Years of Botany/Zoology coursework (DO)	F1 Dropout Questionnaire
1	*	F1D27E	Years of Earth Science coursework (DO)	F1 Dropout Questionnaire
1	*	F1D27F	Years of Chemistry coursework (DO)	F1 Dropout Questionnaire
1	*	F1D27G	Years of Principles of Technology coursework (DO)	F1 Dropout Questionnaire
1	*	F1D27H	Years of Physics coursework (DO)	F1 Dropout Questionnaire
1	*	F1D27I	Years of other science coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28A	Years of General Math coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28B	Years of Pre-Algebra coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28C	Years of Algebra I coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28D	Years of Geometry coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28E	Years of Algebra II coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28F	Years of Trigonometry coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28G	Years of Pre-Calculus coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28H	Years of Calculus coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28I	Years of Consumer/Business Math coursework (DO)	F1 Dropout Questionnaire
1	*	F1D28J	Years of other math coursework (DO)	F1 Dropout Questionnaire
1	*	F1D29A	Left school because got a job (DO)	F1 Dropout Questionnaire
1	*	F1D29B	Left school because did not like school (DO)	F1 Dropout Questionnaire
1	*	F1D29C	Left school because could not get along with teachers (DO)	F1 Dropout Questionnaire
1	*	F1D29D	Left school because could not get along with other students (DO)	F1 Dropout Questionnaire
1	*	F1D29E	Left school because was pregnant (DO)	F1 Dropout Questionnaire
1	*	F1D29F	Left school because became father/mother of a baby (DO)	F1 Dropout Questionnaire
1	*	F1D29G	Left school because had to support family (DO)	F1 Dropout Questionnaire
1	*	F1D29H	Left school because was suspended (DO)	F1 Dropout Questionnaire
1	*	F1D29I	Left school because did not feel safe (DO)	F1 Dropout Questionnaire
1	*	F1D29J	Left school to care for a member of family (DO)	F1 Dropout Questionnaire
1	*	F1D29K	Left school because was expelled (DO)	F1 Dropout Questionnaire
1	*	F1D29L	Left school because did not feel belonged there (DO)	F1 Dropout Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	F1D29M	Left school because could not keep up with schoolwork (DO)	F1 Dropout Questionnaire
1	*	F1D29N	Left school because was getting poor grades/failing school (DO)	F1 Dropout Questionnaire
1	*	F1D29O	Left school because got married/planned to get married (DO)	F1 Dropout Questionnaire
1	*	F1D29P	Left school because changed schools and did not like new one (DO)	F1 Dropout Questionnaire
1	*	F1D29Q	Left school because could not work at same time (DO)	F1 Dropout Questionnaire
1	*	F1D29R	Left school because thought would fail competency test (DO)	F1 Dropout Questionnaire
1	*	F1D29S	Left school because thought couldn't complete course requirements (DO)	F1 Dropout Questionnaire
1	*	F1D29T	Left school because thought it would be easier to get GED (DO)	F1 Dropout Questionnaire
1	*	F1D29U	Left school because missed too many school days (DO)	F1 Dropout Questionnaire
1	*	F1D30	Feels that leaving school was a good decision (DO)	F1 Dropout Questionnaire
1	*	F1D31A	Someone from school offered to send you to another school	F1 Dropout Questionnaire
1	*	F1D31B	Someone from school offered to put you in special program	F1 Dropout Questionnaire
1	*	F1D31C	Someone from school offered special tutoring	F1 Dropout Questionnaire
1	*	F1D31D	Someone from school offered to help make up missed work	F1 Dropout Questionnaire
1	*	F1D31E	Someone from school offered to help with personal problems	F1 Dropout Questionnaire
1	*	F1D31F	Someone from school told you that you could return if kept grades up	F1 Dropout Questionnaire
1	*	F1D31G	Someone from school told you you could return if attendance improved	F1 Dropout Questionnaire
1	*	F1D31H	Someone from school told you you could return if followed school rules	F1 Dropout Questionnaire
1	*	F1D31I	Someone from school tried to talk you into staying	F1 Dropout Questionnaire
1	*	F1D31J	Someone from school told you that you couldn't come back	F1 Dropout Questionnaire
1	*	F1D31K	Someone from school expelled or suspended you	F1 Dropout Questionnaire
1	*	F1D31L	Someone from school called or visited your home	F1 Dropout Questionnaire
1	*	F1D32A	Parents/guardians offered to send you to another school	F1 Dropout Questionnaire
1	*	F1D32B	Parents/guardians offered to put you in special program	F1 Dropout Questionnaire
1	*	F1D32C	Parents/guardians offered special tutoring	F1 Dropout Questionnaire
1	*	F1D32D	Parents/guardians offered to help make up missed work	F1 Dropout Questionnaire
1	*	F1D32E	Parents/guardians offered to help with personal problems	F1 Dropout Questionnaire
1	*	F1D32F	Parents/guardians tried to talk you into staying	F1 Dropout Questionnaire
1	*	F1D32G	Parents/guardians told you it was okay to leave	F1 Dropout Questionnaire
1	*	F1D32H	Parents/guardians told you they were upset	F1 Dropout Questionnaire
1	*	F1D32I	Parents/guardians punished you for leaving school	F1 Dropout Questionnaire
1	*	F1D32J	Parents/guardians told you it was your decision	F1 Dropout Questionnaire
1	*	F1D32K	Parents/guardians called principle or teacher	F1 Dropout Questionnaire
1	*	F1D32L	Parents/guardians called school counselor	F1 Dropout Questionnaire
1	*	F1D32M	Parents/guardians offered to arrange for outside counseling	F1 Dropout Questionnaire
1	*	F1D33A	Looked into alternative school in past 2 years	F1 Dropout Questionnaire
1	*	F1D33B	Saw counselor/social worker in past 2 years	F1 Dropout Questionnaire
1	*	F1D33C	Went to youth center/outreach program in past 2 years	F1 Dropout Questionnaire
1	*	F1D33D	Went to family counseling in past 2 years	F1 Dropout Questionnaire
1	*	F1D33E	Did work for religious group in past 2 years	F1 Dropout Questionnaire
1	*	F1D33F	In drug rehabilitation program in past 2 years	F1 Dropout Questionnaire
1	*	F1D33G	In alcohol rehabilitation program in past 2 years	F1 Dropout Questionnaire
1	*	F1D33H	Failed competency test required for graduation in past 2 years	F1 Dropout Questionnaire
1	*	F1D33I	Held back a grade in past 2 years	F1 Dropout Questionnaire
1	*	F1D33J	Failed a course in past 2 years	F1 Dropout Questionnaire
1	*	F1D34	Participated in an alternative program	F1 Dropout Questionnaire
1	*	F1D35	Month and year entered most recent alternative program	F1 Dropout Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F1D36	Still enrolled in alternative program	F1 Dropout Questionnaire
1	*	F1D37	Month and year left/completed most recent alternative program	F1 Dropout Questionnaire
1	*	F1D38A	Parents referred you to this alternative program	F1 Dropout Questionnaire
1	*	F1D38B	Siblings referred you to this alternative program	F1 Dropout Questionnaire
1	*	F1D38C	Teacher referred you to this alternative program	F1 Dropout Questionnaire
1	*	F1D38D	School principal referred you to this alternative program	F1 Dropout Questionnaire
1	*	F1D38E	School counselor referred you to this alternative program	F1 Dropout Questionnaire
1	*	F1D38F	Friend referred you to this alternative program	F1 Dropout Questionnaire
1	*	F1D38G	Relative referred you to this alternative program	F1 Dropout Questionnaire
1	*	F1D38I	Social worker/clergy referred you to this alternative program	F1 Dropout Questionnaire
1	*	F1D38J	Adult friend/acquaintance referred you to this alternative program	F1 Dropout Questionnaire
1	*	F1D38K	Respondent referred self to this alternative program	F1 Dropout Questionnaire
1	*	F1D39A	Received special instructional programs from this program	F1 Dropout Questionnaire
1	*	F1D39B	Received vocational/technical/trade skills training from this program	F1 Dropout Questionnaire
1	*	F1D39C	Received tutoring by teachers from this program	F1 Dropout Questionnaire
1	*	F1D39D	Received tutoring by other students from this program	F1 Dropout Questionnaire
1	*	F1D39E	Received rewards for attendance/class performance from this program	F1 Dropout Questionnaire
1	*	F1D39F	Received individual/group counseling from this program	F1 Dropout Questionnaire
1	*	F1D39G	Received career counseling from this program	F1 Dropout Questionnaire
1	*	F1D39H	Received job placement assistance from this program	F1 Dropout Questionnaire
1	*	F1D39I	Received health care or referrals from this program	F1 Dropout Questionnaire
1	*	F1D39J	Received childcare from this program	F1 Dropout Questionnaire
1	*	F1D40	Number of alternative programs participated in	F1 Dropout Questionnaire
1	*	F1D41	Plan to get GED or high school diploma	F1 Dropout Questionnaire
1		F1D42	Program in which GED was earned (DO) - restricted	F1 Dropout Questionnaire
1		F1D42A	Other way in which GED was earned (DO) - restricted	F1 Dropout Questionnaire
1	*	F1D43A	Completed GED to improve/advance/keep up to date on current job (DO)	F1 Dropout Questionnaire
1	*	F1D43B	Completed GED to train for new job/career (DO)	F1 Dropout Questionnaire
1	*	F1D43C	Completed GED to improve basic reading writing or math skills (DO)	F1 Dropout Questionnaire
1	*	F1D43D	Completed GED to meet requirements for additional study (DO)	F1 Dropout Questionnaire
1	*	F1D43E	Completed GED because required or encouraged by employer (DO)	F1 Dropout Questionnaire
1	*	F1D43F	Completed GED because of personal/family/social reasons (DO)	F1 Dropout Questionnaire
1		F1D44	State where GED/equivalency was earned (DO) - restricted	F1 Dropout Questionnaire
1	*	F1D45	Month and year when received GED/equivalency (DO)	F1 Dropout Questionnaire
1	*	F1D46	Currently taking class to prepare for GED examination	F1 Dropout Questionnaire
1	*	F1D47A	Plan to go back to school to get high school diploma	F1 Dropout Questionnaire
1	*	F1D47B	Plan to enroll in class to prepare for GED or equivalent	F1 Dropout Questionnaire
1	*	F1D48	Month and year expects to receive high school diploma/GED	F1 Dropout Questionnaire
1	*	F1D49A	Use of public library for leisure reading (DO)	F1 Dropout Questionnaire
1	*	F1D49B	Use of public library to read magazines/newspaper (DO)	F1 Dropout Questionnaire
1	*	F1D49C	Use of public library to read books for fun (DO)	F1 Dropout Questionnaire
1	*	F1D49D	Use of public library for personal interests (DO)	F1 Dropout Questionnaire
1	*	F1D49E	Use of public library for Internet access (DO)	F1 Dropout Questionnaire
1	*	F1D50	Hours/week spent reading (DO)	F1 Dropout Questionnaire
1	*	F1D51A	Hours/day spent watching TV/DVD on weekdays (DO)	F1 Dropout Questionnaire
1	*	F1D51B	Hours/day spent watching TV/DVD on weekends (DO)	F1 Dropout Questionnaire
1	*	F1D52A	Hours/day plays video/computer games on weekdays (DO)	F1 Dropout Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	F1D52B	Hours/day plays video/computer games on weekends (DO)	F1 Dropout Questionnaire
1	*	F1D53	Hours/day uses computer (DO)	F1 Dropout Questionnaire
1	*	F1D54A	How often uses computer at home (DO)	F1 Dropout Questionnaire
1	*	F1D54B	How often uses computer at public library (DO)	F1 Dropout Questionnaire
1	*	F1D54C	How often uses computer at friend's house (DO)	F1 Dropout Questionnaire
1	*	F1D54D	How often uses computer at another place (DO)	F1 Dropout Questionnaire
1	*	F1D55A	How often visits with friends at local hangout (DO)	F1 Dropout Questionnaire
1	*	F1D55B	How often works on hobbies (DO)	F1 Dropout Questionnaire
1	*	F1D55C	How often performs community services (DO)	F1 Dropout Questionnaire
1	*	F1D55D	How often drives or rides around (DO)	F1 Dropout Questionnaire
1	*	F1D55E	How often talks on phone with friends (DO)	F1 Dropout Questionnaire
1	*	F1D55F	How often takes music, art, language class (DO)	F1 Dropout Questionnaire
1	*	F1D55G	How often takes sports lessons (DO)	F1 Dropout Questionnaire
1	*	F1D55H	How often plays sports (DO)	F1 Dropout Questionnaire
1	*	F1D55I	How often talks with friends/relatives via the Internet (DO)	F1 Dropout Questionnaire
1	*	F1D56A	Importance of being successful in line work (DO)	F1 Dropout Questionnaire
1	*	F1D56B	Importance of marrying right person/having happy family (DO)	F1 Dropout Questionnaire
1	*	F1D56C	Importance of having lots of money (DO)	F1 Dropout Questionnaire
1	*	F1D56D	Importance of having strong friendships (DO)	F1 Dropout Questionnaire
1	*	F1D56E	Importance of being able to find steady work (DO)	F1 Dropout Questionnaire
1	*	F1D56F	Importance of helping others in community (DO)	F1 Dropout Questionnaire
1	*	F1D56G	Importance of giving children better opportunities (DO)	F1 Dropout Questionnaire
1	*	F1D56H	Importance of living close to parents/relatives (DO)	F1 Dropout Questionnaire
1	*	F1D56I	Importance of getting away from this area (DO)	F1 Dropout Questionnaire
1	*	F1D56J	Importance of working to correct inequalities (DO)	F1 Dropout Questionnaire
1	*	F1D56K	Importance of having children (DO)	F1 Dropout Questionnaire
1	*	F1D56L	Importance of having leisure time (DO)	F1 Dropout Questionnaire
1	*	F1D56M	Importance of being expert in field of work (DO)	F1 Dropout Questionnaire
1	*	F1D56N	Importance of getting good education (DO)	F1 Dropout Questionnaire
1	*	F1D56O	Importance of getting good job (DO)	F1 Dropout Questionnaire
1	*	F1D56P	Importance of being an active/informed citizen (DO)	F1 Dropout Questionnaire
1	*	F1D56Q	Importance of supporting environmental causes (DO)	F1 Dropout Questionnaire
1	*	F1D56R	Importance of being patriotic (DO)	F1 Dropout Questionnaire
1	*	F1D57	How far in school respondent thinks will get (DO)	F1 Dropout Questionnaire
1	*	F1D58A	How far in school mother wants respondent to go (DO)	F1 Dropout Questionnaire
1	*	F1D58B	How far in school father wants respondent to go (DO)	F1 Dropout Questionnaire
1	*	F1D59	Number of jobs held since left high school (DO)	F1 Dropout Questionnaire
1		F1D60	Current/most recent job or occupation (DO) - restricted	F1 Dropout Questionnaire
1	*	F1D61	Month and year started working at this job (DO)	F1 Dropout Questionnaire
1	*	F1D62	Still have this job (DO)	F1 Dropout Questionnaire
1	*	F1D63	Month and year left most recent job (DO)	F1 Dropout Questionnaire
1	*	F1D64	Current/most recent pay per hour (DO)	F1 Dropout Questionnaire
1	*	F1D65	Number of hours/week usually worked at this job (DO)	F1 Dropout Questionnaire
1		F1D66	Occupation expects to have at age 30-verbatim (DO) - restricted	F1 Dropout Questionnaire
1	*	F1D67	Education respondent thinks will be needed for job at age 30 (DO)	F1 Dropout Questionnaire
1	*	F1D68	Performed unpaid volunteer/community service work (DO)	F1 Dropout Questionnaire
1	*	F1D69A	How many friends dropped out of high school (DO)	F1 Dropout Questionnaire
1	*	F1D69B	How many friends plan to have full-time job after high school (DO)	F1 Dropout Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F1D69C	How many friends plan to attend 2-year community college (DO)	F1 Dropout Questionnaire
1	*	F1D69D	How many friends plan to attend 4-year college/university (DO)	F1 Dropout Questionnaire
1	*	F1T15	When began going to transfer school	F1 Transfer Questionnaire
1	*	F1T16A	Transferred because family moved	F1 Transfer Questionnaire
1	*	F1T16B	Transferred for programs/offerings	F1 Transfer Questionnaire
1	*	F1T16C	Transferred for quality of instruction	F1 Transfer Questionnaire
1	*	F1T16D	Transferred because did not feel safe at other school	F1 Transfer Questionnaire
1	*	F1T16E	Transferred for other reasons	F1 Transfer Questionnaire
1		F1T16ETX	Other reasons for transferring (restricted)	F1 Transfer Questionnaire
1		F1T16ECD	Transferred for other reasons code (restricted)	F1 Transfer Questionnaire
1	*	F1T17A	Students get along well with teachers at transfer school	F1 Transfer Questionnaire
1	*	F1T17B	There is real school spirit at transfer school	F1 Transfer Questionnaire
1	*	F1T17C	The teaching is good at transfer school	F1 Transfer Questionnaire
1	*	F1T17D	Teachers are interested in the students at transfer school	F1 Transfer Questionnaire
1	*	F1T17E	Teachers praise effort at transfer school	F1 Transfer Questionnaire
1	*	F1T17F	Does not feel safe at transfer school	F1 Transfer Questionnaire
1	*	F1T17G	Disruptions get in way of learning at transfer school	F1 Transfer Questionnaire
1	*	F1T17H	Misbehaving students often get away with it at transfer school	F1 Transfer Questionnaire
1	*	F1T17I	There are gangs in transfer school	F1 Transfer Questionnaire
1	*	F1E20	Month and year last attended school (EG)	F1 Early Graduate Questionnaire
1	*	F1E21	Grade when last attended school (EG)	F1 Early Graduate Questionnaire
1	*	F1E22A	Left school because got a job (EG)	F1 Early Graduate Questionnaire
1	*	F1E22B	Left school because did not like school (EG)	F1 Early Graduate Questionnaire
1	*	F1E22C	Left school because could not get along with teachers (EG)	F1 Early Graduate Questionnaire
1	*	F1E22D	Left school because could not get along with other students (EG)	F1 Early Graduate Questionnaire
1	*	F1E22E	Left school because was pregnant (EG)	F1 Early Graduate Questionnaire
1	*	F1E22F	Left school because became father/mother of a baby (EG)	F1 Early Graduate Questionnaire
1	*	F1E22G	Left school because had to support family (EG)	F1 Early Graduate Questionnaire
1	*	F1E22H	Left school because was suspended (EG)	F1 Early Graduate Questionnaire
1	*	F1E22I	Left school because did not feel safe (EG)	F1 Early Graduate Questionnaire
1	*	F1E22J	Left school to care for a member of family (EG)	F1 Early Graduate Questionnaire
1	*	F1E22K	Left school because was expelled (EG)	F1 Early Graduate Questionnaire
1	*	F1E22L	Left school because did not feel belonged there (EG)	F1 Early Graduate Questionnaire
1	*	F1E22M	Left school because could not keep up with schoolwork (EG)	F1 Early Graduate Questionnaire
1	*	F1E22N	Left school because was getting poor grades/failing school (EG)	F1 Early Graduate Questionnaire
1	*	F1E22O	Left school because got married/planned to get married (EG)	F1 Early Graduate Questionnaire
1	*	F1E22P	Left school because changed schools and did not like new one (EG)	F1 Early Graduate Questionnaire
1	*	F1E22Q	Left school because could not work at same time (EG)	F1 Early Graduate Questionnaire
1	*	F1E22R	Left school because thought would fail competency test (EG)	F1 Early Graduate Questionnaire
1	*	F1E22S	Left school because thought couldn't complete course requirements (EG)	F1 Early Graduate Questionnaire
1	*	F1E22T	Left school because thought it would be easier to get GED (EG)	F1 Early Graduate Questionnaire
1	*	F1E22U	Left school because missed too many school days (EG)	F1 Early Graduate Questionnaire

Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F1E23	Feels that leaving school was a good decision (EG)	F1 Early Graduate Questionnaire
1	*	F1E24	Program in which GED was earned (EG)	F1 Early Graduate Questionnaire
1		F1E24A	Other way in which GED was earned (EG) - restricted	F1 Early Graduate Questionnaire
1	*	F1E25A	Completed GED to improve/advance/keep up to date on current job (EG)	F1 Early Graduate Questionnaire
1	*	F1E25B	Completed GED to train for new job/career (EG)	F1 Early Graduate Questionnaire
1	*	F1E25C	Completed GED to improve basic reading writing or math skills (EG)	F1 Early Graduate Questionnaire
1	*	F1E25D	Completed GED to meet requirements for additional study (EG)	F1 Early Graduate Questionnaire
1	*	F1E25E	Completed GED because required or encouraged by employer (EG)	F1 Early Graduate Questionnaire
1	*	F1E25F	Completed GED because of personal/family/social reasons (EG)	F1 Early Graduate Questionnaire
1		F1E26	State where GED/equivalency was earned (EG) - restricted	F1 Early Graduate Questionnaire
1	*	F1E27	Month and year graduated/received equivalency from high school (EG)	F1 Early Graduate Questionnaire
1	*	F1E28A	Graduated early to gain early admission to college	F1 Early Graduate Questionnaire
1	*	F1E28B	Graduated early to start a job	F1 Early Graduate Questionnaire
1	*	F1E28C	Graduated early to join military	F1 Early Graduate Questionnaire
1	*	F1E28D	Graduated early because bored with high school	F1 Early Graduate Questionnaire
1	*	F1E28E	Graduated early to move to another city	F1 Early Graduate Questionnaire
1	*	F1E28F	Graduated early to start a family	F1 Early Graduate Questionnaire
1	*	F1E38D	How often uses a computer at an educational institution	F1 Early Graduate Questionnaire
1	*	F1E43	Enrolled in an educational institution since high school	F1 Early Graduate Questionnaire
1	*	F1E49	Number of jobs held since left high school (EG)	F1 Early Graduate Questionnaire
1		F1E50	Current/most recent job or occupation (EG) - restricted	F1 Early Graduate Questionnaire
1	*	F1E51	Month and year started working at this job (EG)	F1 Early Graduate Questionnaire
1	*	F1E52	Still have this job (EG)	F1 Early Graduate Questionnaire
1	*	F1E53	Month and year left most recent job (EG)	F1 Early Graduate Questionnaire
1	*	F1E54	Current/most recent pay per hour (EG)	F1 Early Graduate Questionnaire
1	*	F1E55	Number of hours/week usually worked at this job (EG)	F1 Early Graduate Questionnaire
1	*	F1N02	Sex	F1 New Participant Supplement
1	*	F1N03	Student is Hispanic	F1 New Participant Supplement
1		F1N04	Student's Hispanic subdivision (restricted)	F1 New Participant Supplement
1		F1N05A	Student is White (restricted)	F1 New Participant Supplement
1		F1N05B	Student is Black/African American (restricted)	F1 New Participant Supplement
1		F1N05C	Student is Asian (restricted)	F1 New Participant Supplement
1		F1N05D	Student is Native Hawaiian/Pacific Islander (restricted)	F1 New Participant Supplement
1		F1N05E	Student is American Indian/Alaska Native (restricted)	F1 New Participant Supplement
1		F1N06	Student's Asian subdivision (restricted)	F1 New Participant Supplement
1	*	F1N07	English is student's native language	F1 New Participant Supplement
1		F1N08	Student's native language (restricted)	F1 New Participant Supplement
1	*	F1N09A	How well respondent understands spoken English	F1 New Participant Supplement
1	*	F1N09B	How well respondent speaks English	F1 New Participant Supplement
1	*	F1N09C	How well respondent reads English	F1 New Participant Supplement
1	*	F1N09D	How well respondent writes English	F1 New Participant Supplement
1	*	F1N11	Ever held back a grade	F1 New Participant Supplement

Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F1N12A	Repeated kindergarten	F1 New Participant Supplement
1	*	F1N12B	Repeated 1st grade	F1 New Participant Supplement
1	*	F1N12C	Repeated 2nd grade	F1 New Participant Supplement
1	*	F1N12D	Repeated 3rd grade	F1 New Participant Supplement
1	*	F1N12E	Repeated 4th grade	F1 New Participant Supplement
1	*	F1N12F	Repeated 5th grade	F1 New Participant Supplement
1	*	F1N12G	Repeated 6th grade	F1 New Participant Supplement
1	*	F1N12H	Repeated 7th grade	F1 New Participant Supplement
1	*	F1N12I	Repeated 8th grade	F1 New Participant Supplement
1	*	F1N12J	Repeated 9th grade	F1 New Participant Supplement
1	*	F1N12K	Repeated 10th grade	F1 New Participant Supplement
1	*	F1N12L	Repeated 11th grade	F1 New Participant Supplement
1	*	F1N12M	Repeated 12th grade	F1 New Participant Supplement
1	*	F1N13A	Mother lives in same household at least half the time	F1 New Participant Supplement
1	*	F1N13B	Father lives in same household at least half the time	F1 New Participant Supplement
1	*	F1N13C	Other female guardian lives in same household at least half the time	F1 New Participant Supplement
1	*	F1N13D	Other male guardian lives in same household at least half the time	F1 New Participant Supplement
1		F1N14A	Mother/female guardian's occupation-verbatim (restricted)	F1 New Participant Supplement
1		F1N14B	Mother/female guardian's main job duties-verbatim (restricted)	F1 New Participant Supplement
1		F1N15A	Father/male guardian's occupation-verbatim (restricted)	F1 New Participant Supplement
1		F1N15B	Father/male guardian's main job duties-verbatim (restricted)	F1 New Participant Supplement
1	*	F1N16A	Mother's highest level of education	F1 New Participant Supplement
1	*	F1N16B	Father's highest level of education	F1 New Participant Supplement
1	*	F1N17A	Family has a daily newspaper	F1 New Participant Supplement
1	*	F1N17B	Family has regularly received magazine	F1 New Participant Supplement
1	*	F1N17C	Family has a computer	F1 New Participant Supplement
1	*	F1N17D	Family has access to the Internet	F1 New Participant Supplement
1	*	F1N17E	Family has DVD player	F1 New Participant Supplement
1	*	F1N17F	Family has an electric dishwasher	F1 New Participant Supplement
1	*	F1N17G	Family has a clothes dryer	F1 New Participant Supplement
1	*	F1N17H	Family has more than 50 books	F1 New Participant Supplement
1	*	F1N17I	Has own room	F1 New Participant Supplement
1	*	F1N17J	Family has fax machine	F1 New Participant Supplement
1		F2PHSDG	Type of HS credential received-diploma/certificate/GED - F2 preload	F2 Survey (High School)
1		F2PHSDT	Year/month received diploma, certificate or GED - F2 preload	F2 Survey (High School)
1		F2A01	Has received diploma, certificate, GED or equivalency	F2 Survey (High School)
1		F2A02	Type of high school credential received-diploma/certificate/GED	F2 Survey (High School)
1		F2A03	Year/month received diploma, certificate or GED	F2 Survey (High School)
1		F2A04	Program in which GED was earned	F2 Survey (High School)
1		F2A04A	Program in which GED was earned-other specify	F2 Survey (High School)
1		F2A05	State where GED/equivalency was earned	F2 Survey (High School)
1		F2A06A	Completed GED to improve/advance/keep up to date on current job	F2 Survey (High School)
1		F2A06B	Completed GED to train for a new job/career	F2 Survey (High School)
1		F2A06C	Completed GED to improve basic reading, writing, or math skills	F2 Survey (High School)
1		F2A06D	Completed GED to meet requirements for additional study	F2 Survey (High School)
1		F2A06E	Completed GED because required or encouraged by employer	F2 Survey (High School)
1		F2A06F	Completed GED because of personal/family/social reasons	F2 Survey (High School)
1		F2A07	Current high school activity	F2 Survey (High School)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		F2A08	Current/last high school grade level	F2 Survey (High School)
1		F2A09	Plans to get GED or high school diploma/certificate	F2 Survey (High School)
1		F2A10	Year/month expects to receive high school diploma/certificate/GED	F2 Survey (High School)
1		F2A11	Year/month last attended high school	F2 Survey (High School)
1		F2A12	Grade level in spring 2004	F2 Survey (High School)
1		F2A13	Whether out of school for 4 or more weeks in a row in spring 2004	F2 Survey (High School)
1		F2A14A	Left school because got a job	F2 Survey (High School)
1		F2A14B	Left school because did not like school	F2 Survey (High School)
1		F2A14C	Left school because could not get along with teachers/students	F2 Survey (High School)
1		F2A14D	Left school because was pregnant or became mother/father	F2 Survey (High School)
1		F2A14E	Left school because had to support family or care for family member	F2 Survey (High School)
1		F2A14F	Left school because was suspended or expelled	F2 Survey (High School)
1		F2A14G	Left school because did not feel safe	F2 Survey (High School)
1		F2A14H	Left school because did not feel belonged there	F2 Survey (High School)
1		F2A14I	Left school because could not keep up with schoolwork	F2 Survey (High School)
1		F2A14J	Left school because was getting poor grades/failing school	F2 Survey (High School)
1		F2A14K	Left school because could not work at same time	F2 Survey (High School)
1		F2A14L	Left school because couldn't complete courses or pass competency test	F2 Survey (High School)
1		F2A14M	Left school because thought it would be easier to get GED	F2 Survey (High School)
1		F2A14N	Left school because missed too many school days	F2 Survey (High School)
1		F2B01	Ever applied to postsecondary school	F2 Survey (Postsecondary Education)
1	*	F2B02	When applied to postsecondary school	F2 Survey (Postsecondary Education)
1	*	F2B03	Number of postsecondary schools applied to	F2 Survey (Postsecondary Education)
1	*	F2B04	Whether applied for financial aid	F2 Survey (Postsecondary Education)
1	*	F2B05A	Did not apply for aid because application process too difficult	F2 Survey (Postsecondary Education)
1	*	F2B05B	Did not apply for aid because thought to be ineligible	F2 Survey (Postsecondary Education)
1	*	F2B05C	Did not apply for aid because loan payback not affordable	F2 Survey (Postsecondary Education)
1	*	F2B05D	Did not apply for aid because able to pay without aid	F2 Survey (Postsecondary Education)
1	*	F2B05E	Did not apply for aid because did not want to report info	F2 Survey (Postsecondary Education)
1	*	F2B05F	Did not apply for aid because offered aid without applying	F2 Survey (Postsecondary Education)
1	*	F2B05G	Did not apply for aid because of other reason	F2 Survey (Postsecondary Education)
1	*	F2B06	Offered financial aid usable at more than one school	F2 Survey (Postsecondary Education)
1		F2B07	Whether has ever attended postsecondary school	F2 Survey (Postsecondary Education)
1	*	F2B08A	Did not continue education after HS because do not like school	F2 Survey (Postsecondary Education)
1	*	F2B08B	Did not continue education after HS because grades not high	F2 Survey (Postsecondary Education)
1	*	F2B08C	Did not continue education after HS because scores not high	F2 Survey (Postsecondary Education)
1	*	F2B08D	Did not continue educ after high school because won't need more educ	F2 Survey (Postsecondary Education)
1	*	F2B08E	Did not continue education after HS because cannot afford school	F2 Survey (Postsecondary Education)
1	*	F2B08F	Did not continue education after HS because rather work/make money	F2 Survey (Postsecondary Education)
1	*	F2B08G	Did not continue education after HS because school not important	F2 Survey (Postsecondary Education)
1	*	F2B08H	Did not continue education after HS for family reasons	F2 Survey (Postsecondary Education)
1	*	F2B08I	Did not continue education after HS because have a good job	F2 Survey (Postsecondary Education)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F2B08J	Did not continue education after HS because was not accepted	F2 Survey (Postsecondary Education)
1	*	F2B08K	Did not continue education after HS because of traumatic experience	F2 Survey (Postsecondary Education)
1	*	F2B08L	Did not continue education after HS because of health reasons	F2 Survey (Postsecondary Education)
1	*	F2B08N	Did not continue education after HS because incarcerated/other reason	F2 Survey (Postsecondary Education)
1		F2B08NA	Did not continue education after HS because of specified reason	F2 Survey (Postsecondary Education)
1	*	F2B09	Main reason has not continued education after high school	F2 Survey (Postsecondary Education)
1	*	F2B10	Number of postsecondary schools attended since high school	F2 Survey (Postsecondary Education)
1	*	F2B11A	Delayed continuing educ because could not afford school	F2 Survey (Postsecondary Education)
1	*	F2B11B	Delayed continuing educ because needed to earn money	F2 Survey (Postsecondary Education)
1	*	F2B11C	Delayed continuing educ because not enough financial aid	F2 Survey (Postsecondary Education)
1	*	F2B11D	Delayed continuing educ because was not accepted	F2 Survey (Postsecondary Education)
1	*	F2B11E	Delayed continuing educ because needed to improve acad qualifications	F2 Survey (Postsecondary Education)
1	*	F2B11F	Delayed continuing educ because school was deferred	F2 Survey (Postsecondary Education)
1	*	F2B11G	Delayed continuing educ because wanted to work	F2 Survey (Postsecondary Education)
1	*	F2B11H	Delayed continuing educ because wanted to serve in military	F2 Survey (Postsecondary Education)
1	*	F2B11I	Delayed continuing educ for family reasons	F2 Survey (Postsecondary Education)
1	*	F2B11J	Delayed continuing educ because wanted to travel or pursue interests	F2 Survey (Postsecondary Education)
1	*	F2B11K	Delayed continuing educ because of traumatic experience	F2 Survey (Postsecondary Education)
1	*	F2B11L	Delayed continuing educ because of health reasons	F2 Survey (Postsecondary Education)
1	*	F2B11N	Delayed continuing educ b/c incarcerated/other reason	F2 Survey (Postsecondary Education)
1		F2B11NA	Delayed continuing educ because of specified reason	F2 Survey (Postsecondary Education)
1	*	F2B12	Main reason delayed continuing education	F2 Survey (Postsecondary Education)
1	*	F2B13A	Chose school for program	F2 Survey (Postsecondary Education)
1	*	F2B13B	Chose school for reputation	F2 Survey (Postsecondary Education)
1	*	F2B13C	Chose school for cost	F2 Survey (Postsecondary Education)
1	*	F2B13D	Chose school for location	F2 Survey (Postsecondary Education)
1	*	F2B13E	Chose school for personal or family reasons	F2 Survey (Postsecondary Education)
1	*	F2B13F	Chose school for another reason	F2 Survey (Postsecondary Education)
1	*	F2B14	Main reason chose school	F2 Survey (Postsecondary Education)
1	*	F2B15	Field of study most likely to pursue upon entering	F2 Survey (Postsecondary Education)
1	*	F2B16A	Took remedial course to improve reading skills	F2 Survey (Postsecondary Education)
1	*	F2B16B	Took remedial course to improve writing skills	F2 Survey (Postsecondary Education)
1	*	F2B16C	Took remedial course to improve math skills	F2 Survey (Postsecondary Education)
1	*	F2B17A	High school math prepared for first postsecondary school	F2 Survey (Postsecondary Education)
1	*	F2B17B	High school science prepared for first postsecondary school	F2 Survey (Postsecondary Education)
1	*	F2B17C	High school English/writing prepared for first postsecondary school	F2 Survey (Postsecondary Education)
1	*	F2B17D	High school voc/tech courses prepared for first postsecondary school	F2 Survey (Postsecondary Education)
1	*	F2B18A	Talk with faculty about academic matters outside of class	F2 Survey (Postsecondary Education)
1	*	F2B18B	Meet with advisor about academic plans	F2 Survey (Postsecondary Education)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
				Education)
1	*	F2B18C	Work on coursework at school library	F2 Survey (Postsecondary Education)
1	*	F2B18D	Use the web to access school library for coursework	F2 Survey (Postsecondary Education)
1	*	F2B18E	Participate in intramural or nonvarsity sports	F2 Survey (Postsecondary Education)
1	*	F2B18F	Participate in varsity or intercollegiate sports	F2 Survey (Postsecondary Education)
1	*	F2B18G	Participate in other extracurricular activities	F2 Survey (Postsecondary Education)
1	*	F2B19A	Took a break because completed degree or certificate	F2 Survey (Postsecondary Education)
1	*	F2B19B	Took a break because finished taking desired classes	F2 Survey (Postsecondary Education)
1	*	F2B19C	Took a break because of academic problems	F2 Survey (Postsecondary Education)
1	*	F2B19D	Took a break because classes not available/convenient	F2 Survey (Postsecondary Education)
1	*	F2B19E	Took a break because of dissatisfaction with school	F2 Survey (Postsecondary Education)
1	*	F2B19F	Took a break because of financial reasons	F2 Survey (Postsecondary Education)
1	*	F2B19G	Took a break because of family responsibilities	F2 Survey (Postsecondary Education)
1	*	F2B19H	Took a break for personal health reasons	F2 Survey (Postsecondary Education)
1	*	F2B19I	Took a break because called for military service	F2 Survey (Postsecondary Education)
1	*	F2B19J	Took a break because of a traumatic experience	F2 Survey (Postsecondary Education)
1	*	F2B19K	Took a break for another reason	F2 Survey (Postsecondary Education)
1	*	F2B20A	Enrolled part-time for financial reasons	F2 Survey (Postsecondary Education)
1	*	F2B20B	Enrolled part-time because full-time program was not available	F2 Survey (Postsecondary Education)
1	*	F2B20C	Enrolled part-time because of family responsibilities	F2 Survey (Postsecondary Education)
1	*	F2B20D	Enrolled part-time because working	F2 Survey (Postsecondary Education)
1	*	F2B20E	Enrolled part-time because of other interests/hobbies	F2 Survey (Postsecondary Education)
1	*	F2B20F	Enrolled part-time for personal health reasons	F2 Survey (Postsecondary Education)
1	*	F2B20G	Enrolled part-time because of a traumatic experience	F2 Survey (Postsecondary Education)
1	*	F2B20H	Enrolled part-time for another reason	F2 Survey (Postsecondary Education)
1	*	F2B21A	Transferred because completed degree or certificate	F2 Survey (Postsecondary Education)
1	*	F2B21B	Transferred because finished classes	F2 Survey (Postsecondary Education)
1	*	F2B21C	Transferred to pursue bachelor's degree	F2 Survey (Postsecondary Education)
1	*	F2B21D	Transferred due to academic problems	F2 Survey (Postsecondary Education)
1	*	F2B21E	Transferred due to scheduling problems	F2 Survey (Postsecondary Education)
1	*	F2B21F	Transferred due to dissatisfaction with school	F2 Survey (Postsecondary Education)
1	*	F2B21G	Transferred because of location	F2 Survey (Postsecondary Education)
1	*	F2B21H	Transferred for financial reasons	F2 Survey (Postsecondary Education)
1	*	F2B21I	Transferred due to family responsibilities	F2 Survey (Postsecondary Education)
1	*	F2B21J	Transferred due to personal health reasons	F2 Survey (Postsecondary Education)
1	*	F2B21K	Transferred because of a traumatic experience	F2 Survey (Postsecondary Education)
1	*	F2B21L	Transferred for another reason	F2 Survey (Postsecondary Education)
1	*	F2B22	Major declared/undeclared	F2 Survey (Postsecondary Education)
1		F2B23A	Major - primary string	F2 Survey (Postsecondary Education)

Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		F2B24	Major - secondary string	F2 Survey (Postsecondary Education)
1	*	F2B25A	Postsecondary education paid with grants/scholarships	F2 Survey (Postsecondary Education)
1	*	F2B25B	Postsecondary education paid with student loans	F2 Survey (Postsecondary Education)
1	*	F2B25C	Postsecondary education paid with parent loans	F2 Survey (Postsecondary Education)
1	*	F2B25D	Postsecondary education paid with college work-study	F2 Survey (Postsecondary Education)
1	*	F2B25E	Postsecondary education paid with savings/job earnings	F2 Survey (Postsecondary Education)
1	*	F2B25F	Postsecondary education paid with contributions from family	F2 Survey (Postsecondary Education)
1	*	F2B25G	Postsecondary education paid with employer assistance	F2 Survey (Postsecondary Education)
1	*	F2B25H	Postsecondary education paid another way	F2 Survey (Postsecondary Education)
1		F2B26R	Amount borrowed for undergraduate loans	F2 Survey (Postsecondary Education)
1	*	F2B26P	Amount borrowed for undergraduate loans - categorical	F2 Survey (Postsecondary Education)
1	*	F2B27	Whether parents helping to repay loans	F2 Survey (Postsecondary Education)
1		F2B28R	Amount expects in undergraduate student loans in future	F2 Survey (Postsecondary Education)
1	*	F2B28P	Amount expects in undergraduate student loans in future - categorical	F2 Survey (Postsecondary Education)
1	*	F2B29A	No longer enrolled due to completion of degree/certificate	F2 Survey (Postsecondary Education)
1	*	F2B29B	No longer enrolled due to finishing desired classes	F2 Survey (Postsecondary Education)
1	*	F2B29C	No longer enrolled due to academic problems	F2 Survey (Postsecondary Education)
1	*	F2B29D	No longer enrolled due to scheduling problems	F2 Survey (Postsecondary Education)
1	*	F2B29E	No longer enrolled due to dissatisfaction with school	F2 Survey (Postsecondary Education)
1	*	F2B29F	No longer enrolled for financial reasons	F2 Survey (Postsecondary Education)
1	*	F2B29G	No longer enrolled due to family responsibilities	F2 Survey (Postsecondary Education)
1	*	F2B29H	No longer enrolled due to personal health reasons	F2 Survey (Postsecondary Education)
1	*	F2B29I	No longer enrolled due to call for military service	F2 Survey (Postsecondary Education)
1	*	F2B29J	No longer enrolled due to traumatic experience	F2 Survey (Postsecondary Education)
1	*	F2B29K	No longer enrolled due to another reason	F2 Survey (Postsecondary Education)
1		F2B30	Highest level of education respondent expects to complete	F2 Survey (Postsecondary Education)
1		F2C01	Ever held a job since leaving high school	F2 Survey (Employment)
1	*	F2C02	Whether held job between high school/first postsecondary attendance	F2 Survey (Employment)
1		F2C03A	First job after high school - title	F2 Survey (Employment)
1		F2C03B	First job after high school - duties	F2 Survey (Employment)
1		F2C04R	Year/month started first job after high school	F2 Survey (Employment)
1	*	F2C04P	Year/quarter started first job after high school	F2 Survey (Employment)
1		F2C05R	Hours per week on first job after high school	F2 Survey (Employment)
1	*	F2C05P	Hours per week on first job after high school - categorical	F2 Survey (Employment)
1		F2C06A	Earnings on first job after high school (dollars)	F2 Survey (Employment)
1		F2C06B	Earnings on first job after high school (time unit)	F2 Survey (Employment)
1	*	F2C07	Type of employer - first job	F2 Survey (Employment)
1	*	F2C08A	Job placement due to responding to advertisement	F2 Survey (Employment)
1	*	F2C08B	Job placement due to sending resume or contacting employers	F2 Survey (Employment)
1	*	F2C08C	Job placement due to networking with friends or relatives	F2 Survey (Employment)
1	*	F2C08D	Job placement due to school assistance	F2 Survey (Employment)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	F2C08E	Job placement due to another way	F2 Survey (Employment)
1	*	F2C09	Still employed by first employer after high school	F2 Survey (Employment)
1		F2C10R	Year/month stopped working for first employer	F2 Survey (Employment)
1	*	F2C10P	Year/quarter stopped working for first employer	F2 Survey (Employment)
1	*	F2C11	Reason no longer working for first employer	F2 Survey (Employment)
1	*	F2C12	Has job with another employer at which works more hours	F2 Survey (Employment)
1	*	F2C13	Whether currently employed	F2 Survey (Employment)
1	*	F2C14	Whether current position with first employer is same job	F2 Survey (Employment)
1	*	F2C15	Main reason for not currently working	F2 Survey (Employment)
1		F2C16A	Current job - title	F2 Survey (Employment)
1		F2C16B	Current job - duties	F2 Survey (Employment)
1		F2C17R	Year/month started current job	F2 Survey (Employment)
1	*	F2C17P	Year/quarter started current job	F2 Survey (Employment)
1		F2C18R	Hours per week on current job	F2 Survey (Employment)
1	*	F2C18P	Hours per week on current job - categorical	F2 Survey (Employment)
1		F2C19A	Earnings on current job (dollars)	F2 Survey (Employment)
1		F2C19B	Earnings on current job (time unit)	F2 Survey (Employment)
1	*	F2C20	Type of employer - current job	F2 Survey (Employment)
1	*	F2C21	Whether current employer offers health insurance	F2 Survey (Employment)
1	*	F2C22A	Satisfaction with pay/fringe benefits of current job	F2 Survey (Employment)
1	*	F2C22B	Satisfaction with working conditions of current job	F2 Survey (Employment)
1	*	F2C22C	Satisfaction with promotion opportunities of current job	F2 Survey (Employment)
1	*	F2C22D	Satisfaction with security of current job	F2 Survey (Employment)
1	*	F2C23	Description of current job's purpose	F2 Survey (Employment)
1	*	F2C24	Number of jobs during 2004-2005 school year	F2 Survey (Employment)
1	*	F2C25A	Held internship or co-op job while enrolled in 2004-2005 school year	F2 Survey (Employment)
1	*	F2C25B	Held work-study job while enrolled in 2004-2005 school year	F2 Survey (Employment)
1	*	F2C25C	Held job related to studies while enrolled in 2004-2005 school year	F2 Survey (Employment)
1		F2C26R	Hours worked weekly during 2004-2005 school year	F2 Survey (Employment)
1	*	F2C26P	Hours worked weekly during 2004-2005 school year - categorical	F2 Survey (Employment)
1	*	F2C27	Main reason for working while enrolled in 2004-2005 school year	F2 Survey (Employment)
1	*	F2C28	Whether could have afforded school without working in 2004-2005	F2 Survey (Employment)
1	*	F2C29	Number of jobs during 2005-2006 school year	F2 Survey (Employment)
1	*	F2C30A	Held internship or co-op job while enrolled in 2005-2006 school year	F2 Survey (Employment)
1	*	F2C30B	Held work-study job while enrolled in 2005-2006 school year	F2 Survey (Employment)
1	*	F2C30C	Held job related to studies while enrolled in 2005-2006 school year	F2 Survey (Employment)
1		F2C31R	Hours worked weekly during 2005-2006 school year	F2 Survey (Employment)
1	*	F2C31P	Hours worked weekly during 2005-2006 school year - categorical	F2 Survey (Employment)
1	*	F2C32	Main reason for working while enrolled in 2005-2006 school year	F2 Survey (Employment)
1	*	F2C33	Whether could have afforded school without working in 2005-2006	F2 Survey (Employment)
1		F2C34	Respondent's total 2005 job earnings	F2 Survey (Employment)
1		F2C35	Respondent's total 2005 job earnings-categorical	F2 Survey (Employment)
1	*	F2C36	Contribute to children's or anyone else's support	F2 Survey (Employment)
1	*	F2C37	Number of credit cards in own name	F2 Survey (Employment)
1	*	F2C38	Whether used credit to pay tuition	F2 Survey (Employment)
1	*	F2C39	Payoff or carry credit balance	F2 Survey (Employment)
1		F2C40A	Job expected at age 30-title	F2 Survey (Employment)
1		F2C40B	Job expected at age 30-duties	F2 Survey (Employment)

Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	F2C41	How much education respondent thinks will be needed for job at age 30	F2 Survey (Employment)
1	*	F2D01	Marital status	F2 Survey (Community)
1		F2D02R	Year/month of first marriage	F2 Survey (Community)
1	*	F2D02P	Year/quarter of first marriage	F2 Survey (Community)
1	*	F2D03	Whether has biological children	F2 Survey (Community)
1	*	F2D04	Number of biological children	F2 Survey (Community)
1		F2D05R	Year/month first biological child was born	F2 Survey (Community)
1	*	F2D05P	Year/quarter first biological child was born	F2 Survey (Community)
1	*	F2D06	Residence when first enrolled	F2 Survey (Community)
1	*	F2D07	Residence while enrolled in spring 2006	F2 Survey (Community)
1	*	F2D08A	Household composition-father or male guardian	F2 Survey (Community)
1	*	F2D08B	Household composition-mother or female guardian	F2 Survey (Community)
1	*	F2D08C	Household composition-friends or roommates	F2 Survey (Community)
1	*	F2D08D	Household composition-siblings	F2 Survey (Community)
1	*	F2D08E	Household composition-spouse	F2 Survey (Community)
1	*	F2D08F	Household composition-biological children	F2 Survey (Community)
1	*	F2D08G	Household composition-other children	F2 Survey (Community)
1	*	F2D08H	Household composition-others	F2 Survey (Community)
1	*	F2D09	Whether performed volunteer/community service work in past 2 years	F2 Survey (Community)
1	*	F2D10A	Volunteered with youth organization	F2 Survey (Community)
1	*	F2D10B	Volunteered with school/community organizations	F2 Survey (Community)
1	*	F2D10C	Volunteered with political organization	F2 Survey (Community)
1	*	F2D10D	Volunteered with church-related group	F2 Survey (Community)
1	*	F2D10E	Volunteered with neighborhood/social action associations	F2 Survey (Community)
1	*	F2D10F	Volunteered with hospital or nursing home	F2 Survey (Community)
1	*	F2D10G	Volunteered with education organizations	F2 Survey (Community)
1	*	F2D10H	Volunteered with conservation/environmental group	F2 Survey (Community)
1	*	F2D11	Frequency of volunteer service	F2 Survey (Community)
1	*	F2D12	Voted in local or state election in past 2 years	F2 Survey (Community)
1	*	F2D13	Voted in 2004 Presidential election	F2 Survey (Community)
1	*	F2D14	Whether served in military	F2 Survey (Community)
1	*	F2D15A	Parents/guardians divorced in last 2 years	F2 Survey (Community)
1	*	F2D15B	Parent/guardian lost job in last 2 years	F2 Survey (Community)
1	*	F2D15C	Parent/guardian died in last 2 years	F2 Survey (Community)
1	*	F2D15D	A close relative/friend died in last 2 years	F2 Survey (Community)
1	*	F2D15E	Respondent became seriously ill or disabled in last 2 years	F2 Survey (Community)
1	*	F2D15F	Family member became seriously injured/disabled in last 2 years	F2 Survey (Community)
1	*	F2D15G	Respondent was victim of violence in last 2 years	F2 Survey (Community)
1	*	BYP01	Relationship to 10th grader	BY Parent Questionnaire
1	*	BYP02	Biological/adoptive parent lives with 10th grader	BY Parent Questionnaire
1	*	BYP03	Lives with a spouse or partner	BY Parent Questionnaire
1	*	BYP04	Spouse/partner's relationship to 10th grader	BY Parent Questionnaire
1	*	BYP05	How often 10th grader lives with respondent	BY Parent Questionnaire
1	*	BYP06	# of dependents	BY Parent Questionnaire
1	*	BYP07A	# full/adoptive brothers live with 10th grader	BY Parent Questionnaire
1	*	BYP07B	# half-brothers live with 10th grader	BY Parent Questionnaire
1	*	BYP07C	# step-brothers live with 10th grader	BY Parent Questionnaire
1	*	BYP07D	# full/adoptive sisters live with 10th grader	BY Parent Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYP07E	# half-sisters live with 10th grader	BY Parent Questionnaire
1	*	BYP07F	# step-sisters live with 10th grader	BY Parent Questionnaire
1	*	BYP07G	# of 10th grader's children live with 10th grader	BY Parent Questionnaire
1	*	BYP07H	# grandparents live with 10th grader	BY Parent Questionnaire
1	*	BYP07I	# other relatives under 18 live with 10th grader	BY Parent Questionnaire
1	*	BYP07J	# other relatives 18 or older live with 10th grader	BY Parent Questionnaire
1	*	BYP07K	# non-relatives under 18 live with 10th grader	BY Parent Questionnaire
1	*	BYP07L	# non-relatives 18 or older live with 10th grader	BY Parent Questionnaire
1	*	BYP08	# of siblings 10th grader has	BY Parent Questionnaire
1	*	BYP09	# of siblings who dropped out of high school	BY Parent Questionnaire
1	*	BYP10	Current marital status of parent respondent	BY Parent Questionnaire
1	*	BYP11	Parent respondent's year of birth	BY Parent Questionnaire
1	*	BYP12	Spouse/partner's year of birth	BY Parent Questionnaire
1	*	BYP13	Parent is Hispanic	BY Parent Questionnaire
1		BYP14	Parent's Hispanic subgroup (restricted)	BY Parent Questionnaire
1		BYP15A	Parent is White (restricted)	BY Parent Questionnaire
1		BYP15B	Parent is Black or African American (restricted)	BY Parent Questionnaire
1		BYP15C	Parent is Asian (restricted)	BY Parent Questionnaire
1		BYP15D	Parent is Native Hawaiian/Pacific Islander (restricted)	BY Parent Questionnaire
1		BYP15E	Parent is American Indian/Alaska Native (restricted)	BY Parent Questionnaire
1		BYP16	Parent's Asian subgroup (restricted)	BY Parent Questionnaire
1	*	BYP17	Whether 10th grader's mother's birthplace in US or elsewhere	BY Parent Questionnaire
1	*	BYP18	# of years ago mother came to US	BY Parent Questionnaire
1		BYP19A	Mother's occupation before coming to US (restricted)	BY Parent Questionnaire
1		BYP19B	Mother's main job duties outside US (restricted)	BY Parent Questionnaire
1	*	BYP20	Whether 10th grader's father's birthplace in US or elsewhere	BY Parent Questionnaire
1	*	BYP21	# of years ago father came to US	BY Parent Questionnaire
1		BYP22A	Father's occupation before coming to US (restricted)	BY Parent Questionnaire
1		BYP22B	Father's job main duties outside US (restricted)	BY Parent Questionnaire
1	*	BYP23	Whether 10th grader's birthplace in US or elsewhere	BY Parent Questionnaire
1	*	BYP24	# of years ago 10th grader came to US	BY Parent Questionnaire
1	*	BYP25	10th grader attended school outside US	BY Parent Questionnaire
1	*	BYP26A	10th grader completed kindergarten outside US	BY Parent Questionnaire
1	*	BYP26B	10th grader completed 1st grade outside US	BY Parent Questionnaire
1	*	BYP26C	10th grader completed 2nd grade outside US	BY Parent Questionnaire
1	*	BYP26D	10th grader completed 3rd grade outside US	BY Parent Questionnaire
1	*	BYP26E	10th grader completed 4th grade outside US	BY Parent Questionnaire
1	*	BYP26F	10th grader completed 5th grade outside US	BY Parent Questionnaire
1	*	BYP26G	10th grader completed 6th grade outside US	BY Parent Questionnaire
1	*	BYP26H	10th grader completed 7th grade outside US	BY Parent Questionnaire
1	*	BYP26I	10th grader completed 8th grade outside US	BY Parent Questionnaire
1	*	BYP26J	10th grader completed 9th grade outside US	BY Parent Questionnaire
1	*	BYP26K	10th grader completed 10th grade outside US	BY Parent Questionnaire
1	*	BYP26L	10th grader did not complete any grades outside US	BY Parent Questionnaire
1	*	BYP27	Grade student placed in when started school in US	BY Parent Questionnaire
1	*	BYP28	English is parent respondent's native language	BY Parent Questionnaire
1		BYP29	Native language of parent respondent (restricted)	BY Parent Questionnaire
1	*	BYP30A	How often parent speaks native language with spouse/partner	BY Parent Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	BYP30B	How often parent speaks native language with children	BY Parent Questionnaire
1	*	BYP30C	How often parent speaks native language with other relatives	BY Parent Questionnaire
1	*	BYP30D	How often parent speaks native language with friends	BY Parent Questionnaire
1	*	BYP31A	How well parent understands spoken English	BY Parent Questionnaire
1	*	BYP31B	How well parent speaks English	BY Parent Questionnaire
1	*	BYP31C	How well parent reads English	BY Parent Questionnaire
1	*	BYP31D	How well parent writes English	BY Parent Questionnaire
1	*	BYP32A	Problems reading English books/magazines	BY Parent Questionnaire
1	*	BYP32B	Problems parent has filling out forms in English	BY Parent Questionnaire
1	*	BYP32C	Problems parent has understanding 10th grader's teachers	BY Parent Questionnaire
1	*	BYP32D	Problems parent has making self understood by teachers	BY Parent Questionnaire
1	*	BYP32E	Problems helping 10th grader with homework in English	BY Parent Questionnaire
1	*	BYP33	Religious background of parent respondent	BY Parent Questionnaire
1	*	BYP34A	Parent's highest level of education completed	BY Parent Questionnaire
1	*	BYP34B	Spouse/partner's highest level of education completed	BY Parent Questionnaire
1	*	BYP35A	Parent's mother's highest level of education	BY Parent Questionnaire
1	*	BYP35B	Parent's father's highest level of education	BY Parent Questionnaire
1	*	BYP35C	Spouse/partner's mother's highest level education	BY Parent Questionnaire
1	*	BYP35D	Spouse/partner's father's highest level education	BY Parent Questionnaire
1	*	BYP36	Parent working for pay during past week	BY Parent Questionnaire
1	*	BYP37	Parent's current work status	BY Parent Questionnaire
1	*	BYP38	Whether parent ever held regular job for pay in US	BY Parent Questionnaire
1		BYP39A	Parent's current/most recent job for pay in US (restricted)	BY Parent Questionnaire
1		BYP39B	Parent's main job duties (restricted)	BY Parent Questionnaire
1	*	BYP39C	Parent's job description category	BY Parent Questionnaire
1	*	BYP40	Spouse/partner working for pay during past week	BY Parent Questionnaire
1	*	BYP41	Spouse/partner's current work status	BY Parent Questionnaire
1	*	BYP42	Whether spouse/partner ever held regular job for pay in US	BY Parent Questionnaire
1		BYP43A	Spouse/partner's current/most recent job for pay in US (restricted)	BY Parent Questionnaire
1		BYP43B	Spouse/partner's main job duties (restricted)	BY Parent Questionnaire
1	*	BYP43C	Spouse/partner's job description category	BY Parent Questionnaire
1	*	BYP44A	10th grader attended day care program	BY Parent Questionnaire
1	*	BYP44B	10th grader attended nursery/pre-school	BY Parent Questionnaire
1	*	BYP44C	10th grader attended Head Start program	BY Parent Questionnaire
1	*	BYP44D	10th grader attended kindergarten	BY Parent Questionnaire
1	*	BYP45	# times 10th grader changed schools other than promotions	BY Parent Questionnaire
1	*	BYP46	10th grader ever held back a grade	BY Parent Questionnaire
1	*	BYP47A	10th grader held back because of parental request	BY Parent Questionnaire
1	*	BYP47B	10th grader held back because of school request	BY Parent Questionnaire
1	*	BYP47C	10th grader held back for other reason	BY Parent Questionnaire
1	*	BYP48A	10th grader repeated kindergarten	BY Parent Questionnaire
1	*	BYP48B	10th grader repeated 1st grade	BY Parent Questionnaire
1	*	BYP48C	10th grader repeated 2nd grade	BY Parent Questionnaire
1	*	BYP48D	10th grader repeated 3rd grade	BY Parent Questionnaire
1	*	BYP48E	10th grader repeated 4th grade	BY Parent Questionnaire
1	*	BYP48F	10th grader repeated 5th grade	BY Parent Questionnaire
1	*	BYP48G	10th grader repeated 6th grade	BY Parent Questionnaire
1	*	BYP48H	10th grader repeated 7th grade	BY Parent Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYP48I	10th grader repeated 8th grade	BY Parent Questionnaire
1	*	BYP48J	10th grader repeated 9th grade	BY Parent Questionnaire
1	*	BYP48K	10th grader repeated 10th grade	BY Parent Questionnaire
1	*	BYP49	Thinks 10th grader has disability	BY Parent Questionnaire
1	*	BYP50A	10th grader has specific learning disabilities	BY Parent Questionnaire
1	*	BYP50B	10th grader has speech/language impairments	BY Parent Questionnaire
1	*	BYP50C	10th grader has mental retardation	BY Parent Questionnaire
1	*	BYP50D	10th grader has emotional disturbance	BY Parent Questionnaire
1	*	BYP50E	10th grader has hearing impairments	BY Parent Questionnaire
1	*	BYP50F	10th grader has orthopedic impairments	BY Parent Questionnaire
1	*	BYP50G	10th grader has visual impairments	BY Parent Questionnaire
1	*	BYP50H	10th grader has other disability	BY Parent Questionnaire
1	*	BYP51	10th grader ever had behavior problem at school	BY Parent Questionnaire
1	*	BYP52A	School contacted parent about poor performance	BY Parent Questionnaire
1	*	BYP52B	School contacted parent about school program for year	BY Parent Questionnaire
1	*	BYP52C	School contacted parent about plans after high school	BY Parent Questionnaire
1	*	BYP52D	School contacted parent about course selection	BY Parent Questionnaire
1	*	BYP52E	School contacted parent about poor attendance	BY Parent Questionnaire
1	*	BYP52F	School contacted parent about problem behavior	BY Parent Questionnaire
1	*	BYP52G	School contacted parent about positive/good behavior	BY Parent Questionnaire
1	*	BYP52H	School contacted parent about fundraising/volunteer work	BY Parent Questionnaire
1	*	BYP52I	School contacted parent about helping with homework	BY Parent Questionnaire
1	*	BYP52J	School contacted parent to obtain information for records	BY Parent Questionnaire
1	*	BYP53A	Parent contacted school about poor performance	BY Parent Questionnaire
1	*	BYP53B	Parent contacted school about school program for year	BY Parent Questionnaire
1	*	BYP53C	Parent contacted school about plans after high school	BY Parent Questionnaire
1	*	BYP53D	Parent contacted school about course selection	BY Parent Questionnaire
1	*	BYP53E	Parent contacted school about poor attendance	BY Parent Questionnaire
1	*	BYP53F	Parent contacted school about problem behavior	BY Parent Questionnaire
1	*	BYP53G	Parent contacted school about positive/good behavior	BY Parent Questionnaire
1	*	BYP53H	Parent contacted school about fundraising/volunteer work	BY Parent Questionnaire
1	*	BYP53I	Parent contacted school about helping with homework	BY Parent Questionnaire
1	*	BYP53J	Parent contacted school to provide information for records	BY Parent Questionnaire
1	*	BYP54A	Belong to parent-teacher organization	BY Parent Questionnaire
1	*	BYP54B	Attend parent-teacher organization meetings	BY Parent Questionnaire
1	*	BYP54C	Take part in parent-teach organization activities	BY Parent Questionnaire
1	*	BYP54D	Act as a volunteer at the school	BY Parent Questionnaire
1	*	BYP54E	Belong to other organization with parents from school	BY Parent Questionnaire
1	*	BYP55A	How often check that homework completed	BY Parent Questionnaire
1	*	BYP55B	How often discuss report card	BY Parent Questionnaire
1	*	BYP55C	How often know whereabouts	BY Parent Questionnaire
1	*	BYP55D	How often make/enforce school night curfews	BY Parent Questionnaire
1	*	BYP56A	Provide advice about selecting courses or programs	BY Parent Questionnaire
1	*	BYP56B	Provide advice about plans for college entrance exams	BY Parent Questionnaire
1	*	BYP56C	Provide advice about applying to college/school after hs	BY Parent Questionnaire
1	*	BYP56D	Provide advice about jobs to apply for after high school	BY Parent Questionnaire
1	*	BYP56E	Provide information about community/national/world events	BY Parent Questionnaire
1	*	BYP56F	Provide advice about things troubling 10th grader	BY Parent Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYP57A	Attended school activities with 10th grader	BY Parent Questionnaire
1	*	BYP57B	Worked on homework/school projects with 10th grader	BY Parent Questionnaire
1	*	BYP57C	Attended concerts/plays/movies with 10th grader	BY Parent Questionnaire
1	*	BYP57D	Attended sports events outside school with 10th grader	BY Parent Questionnaire
1	*	BYP57E	Attended religious services with 10th grader	BY Parent Questionnaire
1	*	BYP57F	Attended family social functions with 10th grader	BY Parent Questionnaire
1	*	BYP57G	Took day trips/vacations with 10th grader	BY Parent Questionnaire
1	*	BYP57H	Worked on hobby/played sports with 10th grader	BY Parent Questionnaire
1	*	BYP57I	Went shopping with 10th grader	BY Parent Questionnaire
1	*	BYP57J	Went to restaurants with 10th grader	BY Parent Questionnaire
1	*	BYP57K	Spent time talking with 10th grader	BY Parent Questionnaire
1	*	BYP57L	Did something else fun with 10th grader	BY Parent Questionnaire
1	*	BYP58A	Most people can learn to be good at math-parent's opinion	BY Parent Questionnaire
1	*	BYP58B	Must be born w/ability to be good at math-parent's opinion	BY Parent Questionnaire
1	*	BYP59BA	1st friend attends same school	BY Parent Questionnaire
1	*	BYP59CA	Knows 10th grader's 1st friend	BY Parent Questionnaire
1	*	BYP59DA	Knows mother of 10th grader's 1st friend	BY Parent Questionnaire
1	*	BYP59EA	Knows father of 10th grader's 1st friend	BY Parent Questionnaire
1	*	BYP59BB	2nd friend attends same school	BY Parent Questionnaire
1	*	BYP59CB	Knows 10th grader's 2nd friend	BY Parent Questionnaire
1	*	BYP59DB	Knows mother of 10th grader's 2nd friend	BY Parent Questionnaire
1	*	BYP59EB	Knows father of 10th grader's 2nd friend	BY Parent Questionnaire
1	*	BYP59BC	3rd friend attends same school	BY Parent Questionnaire
1	*	BYP59CC	Knows 10th grader's 3rd friend	BY Parent Questionnaire
1	*	BYP59DC	Knows mother of 10th grader's 3rd friend	BY Parent Questionnaire
1	*	BYP59EC	Knows father of 10th grader's 3rd friend	BY Parent Questionnaire
1	*	BYP60A	Friend's parent gave advice about teachers/courses	BY Parent Questionnaire
1	*	BYP60B	Friend's parent did favor	BY Parent Questionnaire
1	*	BYP60C	Friend's parent received favor	BY Parent Questionnaire
1	*	BYP60D	Friend's parent supervised 10th grader on field trip	BY Parent Questionnaire
1	*	BYP61	10th grader has biological/adoptive parent living outside home	BY Parent Questionnaire
1	*	BYP62	10th grader has contact with non-resident parent	BY Parent Questionnaire
1	*	BYP63	Non-resident parent's participation in education decisions	BY Parent Questionnaire
1	*	BYP64A	Non-resident parent attended school open-house	BY Parent Questionnaire
1	*	BYP64B	Non-resident parent attended PTA/PTO meeting	BY Parent Questionnaire
1	*	BYP64C	Non-resident parent attended parent/teacher conference	BY Parent Questionnaire
1	*	BYP64D	Non-resident parent attended school/class event	BY Parent Questionnaire
1	*	BYP65	# of years parent has lived in current neighborhood	BY Parent Questionnaire
1	*	BYP66	How involved parent feels in neighborhood/community	BY Parent Questionnaire
1	*	BYP67	Level of crime in neighborhood	BY Parent Questionnaire
1	*	BYP68	How safe is neighborhood	BY Parent Questionnaire
1	*	BYP69A	Family rules for 10th grader about maintaining grade average	BY Parent Questionnaire
1	*	BYP69B	Family rules for 10th grader about doing homework	BY Parent Questionnaire
1	*	BYP69C	Family rules for 10th grader about doing household chores	BY Parent Questionnaire
1	*	BYP69D	Family rules for 10th grader about watching TV	BY Parent Questionnaire
1	*	BYP70	Days/week eat at least one meal with 10th grader	BY Parent Questionnaire
1	*	BYP71	Computer in home that 10th grader may use	BY Parent Questionnaire
1	*	BYP72	Computer has access to Internet	BY Parent Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYP73	Uses computer to communicate with 10th grader's school	BY Parent Questionnaire
1	*	BYP74A	How often e-mails teachers/staff about 10th grader	BY Parent Questionnaire
1	*	BYP74B	How often uses computer to learn about school events	BY Parent Questionnaire
1	*	BYP74C	How often uses computer to express concern over policy	BY Parent Questionnaire
1	*	BYP74D	How often uses computer to select classes for 10th grader	BY Parent Questionnaire
1	*	BYP74E	How often uses computer to get information about homework	BY Parent Questionnaire
1	*	BYP75	School has voice-messaging system	BY Parent Questionnaire
1	*	BYP76	How often use voice-messaging system	BY Parent Questionnaire
1	*	BYP77A	School assigns too little homework	BY Parent Questionnaire
1	*	BYP77B	10th grader challenged at school	BY Parent Questionnaire
1	*	BYP77C	10th grader working hard at school	BY Parent Questionnaire
1	*	BYP77D	School preparing students well for jobs in workplace	BY Parent Questionnaire
1	*	BYP77E	School preparing students well for college	BY Parent Questionnaire
1	*	BYP77F	The school is a safe place	BY Parent Questionnaire
1	*	BYP77G	Parents have adequate say in setting school policy	BY Parent Questionnaire
1	*	BYP77H	Parents work together supporting school policy	BY Parent Questionnaire
1	*	BYP77I	10th grader's teachers are well trained	BY Parent Questionnaire
1	*	BYP77J	Drinking on school grounds is problem	BY Parent Questionnaire
1	*	BYP77K	Drug use on school grounds is problem	BY Parent Questionnaire
1	*	BYP77L	Sale/use of drugs on way to/from school is problem	BY Parent Questionnaire
1	*	BYP77M	Theft on school grounds is problem	BY Parent Questionnaire
1	*	BYP77N	Violence on school grounds is problem	BY Parent Questionnaire
1	*	BYP77O	Lack of discipline in class is problem	BY Parent Questionnaire
1	*	BYP78	Satisfaction with 10th grader's education up to now	BY Parent Questionnaire
1	*	BYP79	How far in school wants 10th grader to go	BY Parent Questionnaire
1	*	BYP80A	Post-sec school's low expenses important to parent	BY Parent Questionnaire
1	*	BYP80B	Availability of post-sec financial aid important to parent	BY Parent Questionnaire
1	*	BYP80C	Post-sec school's courses/curriculum important to parent	BY Parent Questionnaire
1	*	BYP80D	Post-sec school's athletic program important to parent	BY Parent Questionnaire
1	*	BYP80E	Post-sec school's active social life important to parent	BY Parent Questionnaire
1	*	BYP80F	Living at home while attending post-sec important to parent	BY Parent Questionnaire
1	*	BYP80G	Away from home while attending post-sec important to parent	BY Parent Questionnaire
1	*	BYP80H	Post-sec school's religious environment important to parent	BY Parent Questionnaire
1	*	BYP80I	Post-sec school's low crime important to parent	BY Parent Questionnaire
1	*	BYP80J	Post-sec school's job placement record important to parent	BY Parent Questionnaire
1	*	BYP80K	Post-sec school's grad school placement important to parent	BY Parent Questionnaire
1	*	BYP80L	Post-sec school's academic reputation important to parent	BY Parent Questionnaire
1	*	BYP80M	Post-sec school's easy admission important to parent	BY Parent Questionnaire
1	*	BYP80N	Post-sec school's racial/ethnic makeup important to parent	BY Parent Questionnaire
1	*	BYP80O	Post-sec school's size important to parent	BY Parent Questionnaire
1	*	BYP81	How far in school parent expects 10th grader will go	BY Parent Questionnaire
1	*	BYP82	Savings efforts for 10th grader's education after high school	BY Parent Questionnaire
1	*	BYP83A	Started a savings account	BY Parent Questionnaire
1	*	BYP83B	Bought an insurance policy	BY Parent Questionnaire
1	*	BYP83C	Bought U.S. savings bonds	BY Parent Questionnaire
1	*	BYP83D	Made investments in stocks/real estate	BY Parent Questionnaire
1	*	BYP83E	Set up a college investment fund	BY Parent Questionnaire
1	*	BYP83F	Started working another job/more hours	BY Parent Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	BYP83G	Established another form of savings	BY Parent Questionnaire
1	*	BYP83H	Reduced other expenses in some way	BY Parent Questionnaire
1	*	BYP83I	Planned to reduce other expenses in some way	BY Parent Questionnaire
1	*	BYP83J	Remortgaged property/took out home-equity loan	BY Parent Questionnaire
1	*	BYP83K	Planned to remortgage property/take out home-equity loan	BY Parent Questionnaire
1	*	BYP83L	Had 10th grader put aside earnings	BY Parent Questionnaire
1	*	BYP83M	Participated in state-sponsored college savings program	BY Parent Questionnaire
1	*	BYP84	Amount of money set aside for 10th grader's future education	BY Parent Questionnaire
1	*	BYP85	Total family income from all sources 2001	BY Parent Questionnaire
1	*	BYP86	# of earners contributed to family income	BY Parent Questionnaire
1	*	BYP97	Received help in completing questionnaire	BY Parent Questionnaire
1	*	BYP98A	10th grader helped with questionnaire	BY Parent Questionnaire
1	*	BYP98B	Spouse/partner helped with questionnaire	BY Parent Questionnaire
1	*	BYP98C	Other family member helped with questionnaire	BY Parent Questionnaire
1	*	BYP98D	A friend helped with questionnaire	BY Parent Questionnaire
1	*	BYP98E	Other person in community helped with questionnaire	BY Parent Questionnaire
1	*	BYP99	Year/month parent questionnaire completed	BY Parent Questionnaire
1	*	BYTE01	Taught student in fall 2001 (English)	BY Teacher Questionnaire (English)
1	*	BYTE02	How well remembers student from fall semester (English)	BY Teacher Questionnaire (English)
1	*	BYTE03	Taught student in spring 2002 (English)	BY Teacher Questionnaire (English)
1	*	BYTE04	Student usually works hard for good grades (English)	BY Teacher Questionnaire (English)
1	*	BYTE05	Student relates well to others (English)	BY Teacher Questionnaire (English)
1	*	BYTE06	Student is exceptionally passive (English)	BY Teacher Questionnaire (English)
1	*	BYTE07	Student talks with teacher outside of class (English)	BY Teacher Questionnaire (English)
1	*	BYTE08A	Spoke to parents about poor performance (English)	BY Teacher Questionnaire (English)
1	*	BYTE08B	Spoke to parents about disruptive behavior (English)	BY Teacher Questionnaire (English)
1	*	BYTE08C	Spoke to parents about not doing homework (English)	BY Teacher Questionnaire (English)
1	*	BYTE08D	Spoke to parents about absenteeism (English)	BY Teacher Questionnaire (English)
1	*	BYTE08E	Spoke to parents about accomplishments (English)	BY Teacher Questionnaire (English)
1	*	BYTE09	Parents' level of involvement in academic performance (English)	BY Teacher Questionnaire (English)
1	*	BYTE10	Difficulty of class for student (English)	BY Teacher Questionnaire (English)
1	*	BYTE11	Student has disability that affects school work (English)	BY Teacher Questionnaire (English)
1	*	BYTE12	Student has fallen behind in school work (English)	BY Teacher Questionnaire (English)
1	*	BYTE12A	Student behind due to health problem (English)	BY Teacher Questionnaire (English)
1	*	BYTE12B	Student behind due to LEP (English)	BY Teacher Questionnaire (English)
1	*	BYTE12C	Student behind due to disciplinary action (English)	BY Teacher Questionnaire (English)
1	*	BYTE12D	Student behind due to lack of effort (English)	BY Teacher Questionnaire (English)
1	*	BYTE12E	Student behind due to other reason (English)	BY Teacher Questionnaire (English)
1	*	BYTE13	How often student completes homework (English)	BY Teacher Questionnaire (English)
1	*	BYTE14	How often student is absent (English)	BY Teacher Questionnaire (English)
1	*	BYTE15	How often student is tardy (English)	BY Teacher Questionnaire (English)
1	*	BYTE16	How often student is attentive in class (English)	BY Teacher Questionnaire (English)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYTE17	How often student is disruptive in class (English)	BY Teacher Questionnaire (English)
1	*	BYTE18A	Spoke to counselor about poor performance (English)	BY Teacher Questionnaire (English)
1	*	BYTE18B	Spoke to counselor about disruptive behavior (English)	BY Teacher Questionnaire (English)
1	*	BYTE19	Recommended student for AP/honors classes/academic honors (English)	BY Teacher Questionnaire (English)
1	*	BYTE20	How far teacher expects student to get in school (English)	BY Teacher Questionnaire (English)
1	*	BYTE21A	How well student organizes ideas (English)	BY Teacher Questionnaire (English)
1	*	BYTE21B	How well student uses grammar (English)	BY Teacher Questionnaire (English)
1	*	BYTE21C	How well student uses appropriate detail (English)	BY Teacher Questionnaire (English)
1	*	BYTE21D	How well student expresses critical/creative thought (English)	BY Teacher Questionnaire (English)
1	*	BYTE22	Teacher's sex (English)	BY Teacher Questionnaire (English)
1	*	BYTE23	Teacher is Hispanic (English)	BY Teacher Questionnaire (English)
1		BYTE24A	Teacher is White (English) - restricted	BY Teacher Questionnaire (English)
1		BYTE24B	Teacher is Black/African American (English) - restricted	BY Teacher Questionnaire (English)
1		BYTE24C	Teacher is Asian (English) - restricted	BY Teacher Questionnaire (English)
1		BYTE24D	Teacher is Native Hawaiian/Pacific Islander (English) - restricted	BY Teacher Questionnaire (English)
1		BYTE24E	Teacher is American Indian/Alaska Native (English) - restricted	BY Teacher Questionnaire (English)
1	*	BYTE25	Teacher's year of birth (English)	BY Teacher Questionnaire (English)
1	*	BYTE26A	Years teaching at elementary level/K-6 (English)	BY Teacher Questionnaire (English)
1	*	BYTE26B	Years teaching at secondary level/7-12 (English)	BY Teacher Questionnaire (English)
1	*	BYTE26C	Total years teaching/K-12 (English)	BY Teacher Questionnaire (English)
1	*	BYTE27	Total years teaching in this school (English)	BY Teacher Questionnaire (English)
1	*	BYTE28	Employment status in this school/system (English)	BY Teacher Questionnaire (English)
1	*	BYTE29	Type of certification held in English (English)	BY Teacher Questionnaire (English)
1	*	BYTE30A	No academic degree held (English)	BY Teacher Questionnaire (English)
1	*	BYTE30B	Associate degree held (English)	BY Teacher Questionnaire (English)
1	*	BYTE30C	Bachelor's degree held (English)	BY Teacher Questionnaire (English)
1	*	BYTE30D	Education specialist degree held (English)	BY Teacher Questionnaire (English)
1	*	BYTE30E	Master's degree held (English)	BY Teacher Questionnaire (English)
1	*	BYTE30F	Doctorate degree held (English)	BY Teacher Questionnaire (English)
1	*	BYTE30G	First professional degree held (English)	BY Teacher Questionnaire (English)
1	*	BYTE31A	Bachelor's degree major (English)	BY Teacher Questionnaire (English)
1	*	BYTE31B	Bachelor's degree minor/2nd major (English)	BY Teacher Questionnaire (English)
1	*	BYTE32A	Highest graduate degree major (English)	BY Teacher Questionnaire (English)
1	*	BYTE32B	Highest graduate degree minor/2nd major (English)	BY Teacher Questionnaire (English)
1	*	BYTE33A	# undergraduate English courses taken (English)	BY Teacher Questionnaire (English)
1	*	BYTE33B	# graduate English courses taken (English)	BY Teacher Questionnaire (English)
1	*	BYTE34	If starting over whether would be a teacher again (English)	BY Teacher Questionnaire (English)
1	*	BYTE35A	How often use computer to create materials (English)	BY Teacher Questionnaire (English)
1	*	BYTE35B	How often use WWW sites to plan lessons (English)	BY Teacher Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
				(English)
1	*	BYTE35C	How often access model lesson plans from Internet (English)	BY Teacher Questionnaire (English)
1	*	BYTE35D	How often research teaching on Internet (English)	BY Teacher Questionnaire (English)
1	*	BYTE35E	How often take professional development courses on Internet (English)	BY Teacher Questionnaire (English)
1	*	BYTE35F	How often use Internet for colleague discussions (English)	BY Teacher Questionnaire (English)
1	*	BYTE35G	How often download instructional software from Internet (English)	BY Teacher Questionnaire (English)
1	*	BYTE35H	How often use computer to give class presentations (English)	BY Teacher Questionnaire (English)
1	*	BYTE35I	How often use computer for administrative records (English)	BY Teacher Questionnaire (English)
1	*	BYTE35J	How often use computer to prepare multimedia presentations (English)	BY Teacher Questionnaire (English)
1	*	BYTE35K	How often use computer to communicate w/colleagues (English)	BY Teacher Questionnaire (English)
1	*	BYTE35L	How often use computer to communicate w/parents (English)	BY Teacher Questionnaire (English)
1	*	BYTE35M	How often use computer to communicate w/students (English)	BY Teacher Questionnaire (English)
1	*	BYTE35N	How often use computer to post homework/information (English)	BY Teacher Questionnaire (English)
1	*	BYTE36	Hours of training on teaching special education students (English)	BY Teacher Questionnaire (English)
1	*	BYTE37	Has had eight hours training on teaching LEP students (English)	BY Teacher Questionnaire (English)
1	*	BYTE38A	Received training in basic computer skills (English)	BY Teacher Questionnaire (English)
1	*	BYTE38B	Received training in software applications (English)	BY Teacher Questionnaire (English)
1	*	BYTE38C	Received training in use of Internet (English)	BY Teacher Questionnaire (English)
1	*	BYTE38D	Received training in use of other technology (English)	BY Teacher Questionnaire (English)
1	*	BYTE38E	Received training in integrating technology in curriculum (English)	BY Teacher Questionnaire (English)
1	*	BYTE38F	Received follow-up or advanced training (English)	BY Teacher Questionnaire (English)
1	*	BYTE39	Days missed teaching during 1st semester (English)	BY Teacher Questionnaire (English)
1	*	BYTE40	Holds additional full-time job (English)	BY Teacher Questionnaire (English)
1	*	BYTE41	Additional full-time job related to education (English)	BY Teacher Questionnaire (English)
1	*	BYTE42	Holds additional part-time job (English)	BY Teacher Questionnaire (English)
1	*	BYTE43	Additional part-time job related to education (English)	BY Teacher Questionnaire (English)
1	*	BYTE44A	Importance of home background to student success (English)	BY Teacher Questionnaire (English)
1	*	BYTE44B	Importance of intellectual ability to student success (English)	BY Teacher Questionnaire (English)
1	*	BYTE44C	Importance of student's enthusiasm to student success (English)	BY Teacher Questionnaire (English)
1	*	BYTE44D	Importance of teacher's attention to student success (English)	BY Teacher Questionnaire (English)
1	*	BYTE44E	Importance of teaching methods to student success (English)	BY Teacher Questionnaire (English)
1	*	BYTE44F	Importance of teacher's enthusiasm to student success (English)	BY Teacher Questionnaire (English)
1	*	BYTE47	Date teacher questionnaire completed (English)	BY Teacher Questionnaire (English)
1	*	BYTM01	Taught student in fall 2001 (math)	BY Teacher Questionnaire (Math)
1	*	BYTM02	How well remembers student from fall semester (math)	BY Teacher Questionnaire (Math)
1	*	BYTM03	Taught student in spring 2002 (math)	BY Teacher Questionnaire (Math)
1	*	BYTM04	Student usually works hard for good grades (math)	BY Teacher Questionnaire (Math)
1	*	BYTM05	Student relates well to others (math)	BY Teacher Questionnaire (Math)
1	*	BYTM06	Student is exceptionally passive (math)	BY Teacher Questionnaire (Math)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYTM07	Student talks with teacher outside of class (math)	BY Teacher Questionnaire (Math)
1	*	BYTM08A	Spoke to parents about poor performance (math)	BY Teacher Questionnaire (Math)
1	*	BYTM08B	Spoke to parents about disruptive behavior (math)	BY Teacher Questionnaire (Math)
1	*	BYTM08C	Spoke to parents about not doing homework (math)	BY Teacher Questionnaire (Math)
1	*	BYTM08D	Spoke to parents about absenteeism (math)	BY Teacher Questionnaire (Math)
1	*	BYTM08E	Spoke to parents about accomplishments (math)	BY Teacher Questionnaire (Math)
1	*	BYTM09	Parents' level of involvement (math)	BY Teacher Questionnaire (Math)
1	*	BYTM10	Difficulty of class for student (math)	BY Teacher Questionnaire (Math)
1	*	BYTM11	Student has disability that affects school work (math)	BY Teacher Questionnaire (Math)
1	*	BYTM12	Student has fallen behind in school work (math)	BY Teacher Questionnaire (Math)
1	*	BYTM12A	Student behind due to health problem (math)	BY Teacher Questionnaire (Math)
1	*	BYTM12B	Student behind due to LEP (math)	BY Teacher Questionnaire (Math)
1	*	BYTM12C	Student behind due to disciplinary action (math)	BY Teacher Questionnaire (Math)
1	*	BYTM12D	Student behind due to lack of effort (math)	BY Teacher Questionnaire (Math)
1	*	BYTM12E	Student behind due to other reason (math)	BY Teacher Questionnaire (Math)
1	*	BYTM13	How often student completes homework (math)	BY Teacher Questionnaire (Math)
1	*	BYTM14	How often student is absent (math)	BY Teacher Questionnaire (Math)
1	*	BYTM15	How often student is tardy (math)	BY Teacher Questionnaire (Math)
1	*	BYTM16	How often student is attentive in class (math)	BY Teacher Questionnaire (Math)
1	*	BYTM17	How often student is disruptive in class (math)	BY Teacher Questionnaire (Math)
1	*	BYTM18A	Spoke to counselor about poor performance (math)	BY Teacher Questionnaire (Math)
1	*	BYTM18B	Spoke to counselor about disruptive behavior (math)	BY Teacher Questionnaire (Math)
1	*	BYTM19	Recommended student for AP/honors classes/academic honors (math)	BY Teacher Questionnaire (Math)
1	*	BYTM20	How far teacher expects student to get in school (math)	BY Teacher Questionnaire (Math)
1	*	BYTM22	Teacher's sex (math)	BY Teacher Questionnaire (Math)
1	*	BYTM23	Teacher is Hispanic (math)	BY Teacher Questionnaire (Math)
1		BYTM24A	Teacher is White (math) - restricted	BY Teacher Questionnaire (Math)
1		BYTM24B	Teacher is Black/African American (math) - restricted	BY Teacher Questionnaire (Math)
1		BYTM24C	Teacher is Asian (math) - restricted	BY Teacher Questionnaire (Math)
1		BYTM24D	Teacher is Native Hawaiian/Pacific Islander (math) - restricted	BY Teacher Questionnaire (Math)
1		BYTM24E	Teacher is American Indian/Alaska Native (math) - restricted	BY Teacher Questionnaire (Math)
1	*	BYTM25	Teacher's year of birth (math)	BY Teacher Questionnaire (Math)
1	*	BYTM26A	Years teaching at elementary level/K-6 (math)	BY Teacher Questionnaire (Math)
1	*	BYTM26B	Years teaching at secondary level/7-12 (math)	BY Teacher Questionnaire (Math)
1	*	BYTM26C	Total years teaching/K-12 (math)	BY Teacher Questionnaire (Math)
1	*	BYTM27	Total years teaching in this school (math)	BY Teacher Questionnaire (Math)
1	*	BYTM28	Employment status in this school/system (math)	BY Teacher Questionnaire (Math)
1	*	BYTM29	Type of certification held in math (math)	BY Teacher Questionnaire (Math)
1	*	BYTM30A	No academic degree held (math)	BY Teacher Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
				(Math)
1	*	BYTM30B	Associate degree held (math)	BY Teacher Questionnaire (Math)
1	*	BYTM30C	Bachelor's degree held (math)	BY Teacher Questionnaire (Math)
1	*	BYTM30D	Education specialist degree held (math)	BY Teacher Questionnaire (Math)
1	*	BYTM30E	Master's degree held (math)	BY Teacher Questionnaire (Math)
1	*	BYTM30F	Doctorate degree held (math)	BY Teacher Questionnaire (Math)
1	*	BYTM30G	First professional degree held (math)	BY Teacher Questionnaire (Math)
1	*	BYTM31A	Bachelor's degree major (math)	BY Teacher Questionnaire (Math)
1	*	BYTM31B	Bachelor's degree minor/2nd major (math)	BY Teacher Questionnaire (Math)
1	*	BYTM32A	Highest graduate degree major (math)	BY Teacher Questionnaire (Math)
1	*	BYTM32B	Highest graduate degree minor/2nd major (math)	BY Teacher Questionnaire (Math)
1	*	BYTM33C	# undergraduate math courses taken (math)	BY Teacher Questionnaire (Math)
1	*	BYTM33D	# graduate math courses taken (math)	BY Teacher Questionnaire (Math)
1	*	BYTM34	If starting over whether would be a teacher again (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35A	How often use computer to create materials (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35B	How often use Web sites to plan lessons (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35C	How often use model lesson plans from Internet (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35D	How often use Internet for research on teaching (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35E	How often take professional development courses via Internet (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35F	How often use Internet for colleague discussions (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35G	How often download instructional software from Internet (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35H	How often use computer to give class presentations (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35I	How often use computer for administrative records (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35J	How often use computer to prepare multimedia presentations (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35K	How often use computer to communicate w/colleagues (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35L	How often use computer to communicate w/parents (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35M	How often use computer to communicate w/students (math)	BY Teacher Questionnaire (Math)
1	*	BYTM35N	How often use computer to post homework/information (math)	BY Teacher Questionnaire (Math)
1	*	BYTM36	Hours of training on teaching special education students (math)	BY Teacher Questionnaire (Math)
1	*	BYTM37	Had eight hours training on teaching LEP students (math)	BY Teacher Questionnaire (Math)
1	*	BYTM38A	Received training in basic computer skills (math)	BY Teacher Questionnaire (Math)
1	*	BYTM38B	Received training in software applications (math)	BY Teacher Questionnaire (Math)
1	*	BYTM38C	Received training in use of Internet (math)	BY Teacher Questionnaire (Math)
1	*	BYTM38D	Received training in use of other technology (math)	BY Teacher Questionnaire (Math)
1	*	BYTM38E	Received training in integrating technology in curriculum (math)	BY Teacher Questionnaire (Math)
1	*	BYTM38F	Received follow-up or advanced training (math)	BY Teacher Questionnaire (Math)
1	*	BYTM39	Days missed teaching during 1st semester (math)	BY Teacher Questionnaire (Math)
1	*	BYTM40	Holds additional full-time job (math)	BY Teacher Questionnaire (Math)
1	*	BYTM41	Additional full-time job related to education (math)	BY Teacher Questionnaire (Math)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	BYTM42	Holds additional part-time job (math)	BY Teacher Questionnaire (Math)
1	*	BYTM43	Additional part-time job related to education (math)	BY Teacher Questionnaire (Math)
1	*	BYTM44A	Importance of home background to student success (math)	BY Teacher Questionnaire (Math)
1	*	BYTM44B	Importance of intellectual ability to student success (math)	BY Teacher Questionnaire (Math)
1	*	BYTM44C	Importance of student's enthusiasm to student success (math)	BY Teacher Questionnaire (Math)
1	*	BYTM44D	Importance of teacher's attention to student success (math)	BY Teacher Questionnaire (Math)
1	*	BYTM44E	Importance of teaching methods to student success (math)	BY Teacher Questionnaire (Math)
1	*	BYTM44F	Importance of teacher's enthusiasm to student success (math)	BY Teacher Questionnaire (Math)
1	*	BYTM45A	People can learn to be good at math (math)	BY Teacher Questionnaire (Math)
1	*	BYTM45B	People must be born with math ability (math)	BY Teacher Questionnaire (Math)
1	*	BYTM47	Date teacher questionnaire completed (math)	BY Teacher Questionnaire (Math)
1		BYADMSTA	Base year administrator questionnaire status	BY School Composites
1		BYSCMDST	Base Year library media center questionnaire status (restricted)	BY School Composites
1		BYSCMDFG	Base year library media center questionnaire flag	BY School Composites
1	*	BYFFTP	Number of full-time teachers categorical	BY School Composites
1		F1ADMSTA	F1 administrator questionnaire status	F1 School Composites
1	*	F1SCENP	Oct 2003 total school enrollment-administrator quex-categorical	F1 School Composites
1	*	F1SCFLP	F1 School percent free lunch-categorical	F1 School Composites
1	*	F1FFTP	F1 Number of full-time teachers categorical	F1 School Composites
1		NCESDI	NCES school district ID number (restricted)	External Source School Data
1		NCESSI	School identification number from CCD or PSS (restricted)	External Source School Data
1		CP01FLUN	Percent free lunch-2000/01 CCD (restricted)	External Source School Data
1		CP01FTE	Number FTE teachers-2000/01 CCD (restricted)	External Source School Data
1		CP01G9EN	Grade 9 enrollment-2000/01 CCD (restricted)	External Source School Data
1		CP01GRHI	Highest Grade-2000/01 CCD (restricted)	External Source School Data
1		CP01GRLO	Lowest Grade-2000/01 CCD (restricted)	External Source School Data
1		CP01LOC	School locale-2000/01 CCD (restricted)	External Source School Data
1		CP01PMIN	Percent minority-2000/01 CCD (restricted)	External Source School Data
1		CP01STEN	Total school enrollment-2000/01 CCD (restricted)	External Source School Data
1		CP01STRO	Student/teacher ratio-2000/01 CCD (restricted)	External Source School Data
1		CP01STYP	School type-2000/01 CCD (restricted)	External Source School Data
1		CP02FLUN	Percent free lunch-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP02FTE	Number FTE teachers-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP02G10E	Grade 10 enrollment-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP02GRHI	Highest Grade-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP02GRLO	Lowest Grade-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP02LOC	School locale-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP02PMIN	Percent minority-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP02STEN	Total school enrollment-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP02STRO	Student/teacher ratio-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP02STYP	School type-2001/02 CCD/PSS (restricted)	External Source School Data
1		CP03FLUN	Percent free lunch-2002/03 CCD (restricted)	External Source School Data
1		CP03FTE	Number FTE teachers-2002/03 CCD (restricted)	External Source School Data
1		CP03G11E	Grade 11 enrollment-2002/03 CCD (restricted)	External Source School Data
1		CP03GRHI	Highest Grade-2002/03 CCD (restricted)	External Source School Data

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		CP03GRLO	Lowest Grade-2002/03 CCD (restricted)	External Source School Data
1		CP03LOC	School locale-2002/03 CCD (restricted)	External Source School Data
1		CP03PMIN	Percent minority-2002/03 CCD (restricted)	External Source School Data
1		CP03STEN	Total school enrollment-2002/03 CCD (restricted)	External Source School Data
1		CP03STRO	Student/teacher ratio-2002/03 CCD (restricted)	External Source School Data
1		CP03STYP	School type-2002/03 CCD (restricted)	External Source School Data
1		CP04FLUN	Percent free lunch-2003/04 CCD/PSS (restricted)	External Source School Data
1		CP04FTE	Number FTE teachers-2003/04 CCD/PSS (restricted)	External Source School Data
1		CP04G12E	Grade 12 enrollment-2003/04 CCD/PSS (restricted)	External Source School Data
1		CP04GRHI	Highest Grade-2003/04 CCD/PSS (restricted)	External Source School Data
1		CP04GRLO	Lowest Grade-2003/04 CCD/PSS (restricted)	External Source School Data
1		CP04LOC	School locale-2003/04 CCD/PSS (restricted)	External Source School Data
1		CP04PMIN	Percent minority-2003/04 CCD/PSS (restricted)	External Source School Data
1		CP04STEN	Total school enrollment-2003/04 CCD/PSS (restricted)	External Source School Data
1		CP04STRO	Student/teacher ratio-2003/04 CCD/PSS (restricted)	External Source School Data
1		CP04STYP	School type-2003/04 CCD/PSS (restricted)	External Source School Data
1		BYA01	Total student enrollment as of October 2001 (restricted)	BY Administrator Questionnaire
1		BYA02A	School has pre-kindergarten (restricted)	BY Administrator Questionnaire
1		BYA02B	School has kindergarten (restricted)	BY Administrator Questionnaire
1		BYA02C	School has 1st grade (restricted)	BY Administrator Questionnaire
1		BYA02D	School has 2nd grade (restricted)	BY Administrator Questionnaire
1		BYA02E	School has 3rd grade (restricted)	BY Administrator Questionnaire
1		BYA02F	School has 4th grade (restricted)	BY Administrator Questionnaire
1		BYA02G	School has 5th grade (restricted)	BY Administrator Questionnaire
1		BYA02H	School has 6th grade (restricted)	BY Administrator Questionnaire
1		BYA02I	School has 7th grade (restricted)	BY Administrator Questionnaire
1		BYA02J	School has 8th grade (restricted)	BY Administrator Questionnaire
1		BYA02K	School has 9th grade (restricted)	BY Administrator Questionnaire
1		BYA02L	School has 10th grade (restricted)	BY Administrator Questionnaire
1		BYA02M	School has 11th grade (restricted)	BY Administrator Questionnaire
1		BYA02N	School has 12th grade (restricted)	BY Administrator Questionnaire
1		BYA02O	School has 13th grade or higher (restricted)	BY Administrator Questionnaire
1		BYA03A	Comprehensive public school (restricted)	BY Administrator Questionnaire
1		BYA03B	Public magnet school (restricted)	BY Administrator Questionnaire
1		BYA03C	Public magnet school with theme (restricted)	BY Administrator Questionnaire
1		BYA03D	Public school of choice (restricted)	BY Administrator Questionnaire
1		BYA03E	Year round school (restricted)	BY Administrator Questionnaire
1		BYA03F	Area vocational school/center (restricted)	BY Administrator Questionnaire
1		BYA03G	Full-time technical/vocational school (restricted)	BY Administrator Questionnaire
1		BYA03H	Other technical or vocational school (restricted)	BY Administrator Questionnaire
1		BYA03I	Catholic diocesan school (restricted)	BY Administrator Questionnaire
1		BYA03J	Catholic parish (restricted)	BY Administrator Questionnaire
1		BYA03K	Catholic religious order (restricted)	BY Administrator Questionnaire
1		BYA03L	Catholic independent school (restricted)	BY Administrator Questionnaire
1		BYA03M	Other private school with religious affiliation (restricted)	BY Administrator Questionnaire
1		BYA03N	Private school without religious affiliation (restricted)	BY Administrator Questionnaire
1		BYA03O	Boarding school (restricted)	BY Administrator Questionnaire
1		BYA03P	Indian reservation school (restricted)	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1		BYA03Q	Military academy (restricted)	BY Administrator Questionnaire
1		BYA03R	Alternative/dropout prevention/continuation school (restricted)	BY Administrator Questionnaire
1		BYA03S	Charter school (restricted)	BY Administrator Questionnaire
1	*	BYA04	Way of teaching students with different abilities	BY Administrator Questionnaire
1	*	BYA05	Crime in students' neighborhood	BY Administrator Questionnaire
1	*	BYA06	Type of academic calendar	BY Administrator Questionnaire
1	*	BYA07	# of days in school year for 10th graders	BY Administrator Questionnaire
1	*	BYA08	# class periods in day for 10th graders	BY Administrator Questionnaire
1	*	BYA09	# of minutes of average 10th grade class period	BY Administrator Questionnaire
1	*	BYA10	Typical semester class load for 10th graders	BY Administrator Questionnaire
1	*	BYA11	School is coeducational	BY Administrator Questionnaire
1	*	BYA12A	% in school-sponsored community service	BY Administrator Questionnaire
1	*	BYA12B	% in work study program	BY Administrator Questionnaire
1	*	BYA12C	% in academic counseling program	BY Administrator Questionnaire
1	*	BYA12D	% in vocational counseling program	BY Administrator Questionnaire
1	*	BYA12E	% in dropout prevention program	BY Administrator Questionnaire
1	*	BYA12F	% in gang prevention program	BY Administrator Questionnaire
1	*	BYA12G	% in alcohol/drug prevention program	BY Administrator Questionnaire
1	*	BYA12H	% in AIDS education program	BY Administrator Questionnaire
1	*	BYA12I	% in crisis prevention program	BY Administrator Questionnaire
1	*	BYA13	When parents notified of absences	BY Administrator Questionnaire
1	*	BYA14A	% 10th graders in general high school program	BY Administrator Questionnaire
1	*	BYA14B	% 10th graders in college prep program	BY Administrator Questionnaire
1	*	BYA14C	% 10th graders in other specialized programs	BY Administrator Questionnaire
1	*	BYA14D	% 10th graders in voc/tech/business program	BY Administrator Questionnaire
1	*	BYA14E	% 10th graders in special ed program	BY Administrator Questionnaire
1	*	BYA14F	% 10th graders in alternative program	BY Administrator Questionnaire
1	*	BYA14G	% 10th graders receive bilingual education	BY Administrator Questionnaire
1	*	BYA14H	% 10th graders receive ESL	BY Administrator Questionnaire
1	*	BYA14I	% 10th graders receive remedial reading	BY Administrator Questionnaire
1	*	BYA14J	% 10th graders receive remedial math	BY Administrator Questionnaire
1	*	BYA14K	% 10th graders in after school/summer outreach	BY Administrator Questionnaire
1	*	BYA15A	Students develop career plan	BY Administrator Questionnaire
1	*	BYA15B	Students select career major/pathway	BY Administrator Questionnaire
1	*	BYA15C	Students in program to prepare for college	BY Administrator Questionnaire
1	*	BYA16	Vocational-technical programs offered	BY Administrator Questionnaire
1	*	BYA17A	Agriculture/renewable resource courses offered	BY Administrator Questionnaire
1	*	BYA17B	Business courses offered	BY Administrator Questionnaire
1	*	BYA17C	Marketing/distribution courses offered	BY Administrator Questionnaire
1	*	BYA17D	Health care courses offered	BY Administrator Questionnaire
1	*	BYA17E	Public/protective service courses offered	BY Administrator Questionnaire
1	*	BYA17F	Construction courses offered	BY Administrator Questionnaire
1	*	BYA17G	Mechanics and repair courses offered	BY Administrator Questionnaire
1	*	BYA17H	Precisions production courses offered	BY Administrator Questionnaire
1	*	BYA17I	Trade/industry/transportation courses offered	BY Administrator Questionnaire
1	*	BYA17J	Computer technology courses offered	BY Administrator Questionnaire
1	*	BYA17K	Communication technology courses offered	BY Administrator Questionnaire
1	*	BYA17L	Other technology courses offered	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYA17M	Food service and hospitality courses offered	BY Administrator Questionnaire
1	*	BYA17N	Child care/education courses offered	BY Administrator Questionnaire
1	*	BYA17O	Personal and other services courses offered	BY Administrator Questionnaire
1	*	BYA17P	Other occupational courses offered	BY Administrator Questionnaire
1	*	BYA17Q	Family/consumer sciences courses offered	BY Administrator Questionnaire
1	*	BYA17R	Industrial arts/technology courses offered	BY Administrator Questionnaire
1	*	BYA18A	Cooperative education offered to 10th graders	BY Administrator Questionnaire
1	*	BYA18B	Internships offered to 10th graders	BY Administrator Questionnaire
1	*	BYA18C	Job shadowing offered to 10th graders	BY Administrator Questionnaire
1	*	BYA18D	Mentoring offered to 10th graders	BY Administrator Questionnaire
1	*	BYA18E	Community service offered to 10th graders	BY Administrator Questionnaire
1	*	BYA18F	School-based enterprise offered to 10th graders	BY Administrator Questionnaire
1	*	BYA19AA	Baseball offered to males	BY Administrator Questionnaire
1	*	BYA19AB	Baseball offered to females	BY Administrator Questionnaire
1	*	BYA19BA	Softball offered to males	BY Administrator Questionnaire
1	*	BYA19BB	Softball offered to females	BY Administrator Questionnaire
1	*	BYA19CA	Basketball offered to males	BY Administrator Questionnaire
1	*	BYA19CB	Basketball offered to females	BY Administrator Questionnaire
1	*	BYA19DA	Football offered to males	BY Administrator Questionnaire
1	*	BYA19DB	Football offered to females	BY Administrator Questionnaire
1	*	BYA19EA	Soccer offered to males	BY Administrator Questionnaire
1	*	BYA19EB	Soccer offered to females	BY Administrator Questionnaire
1	*	BYA19FA	Swim team offered to males	BY Administrator Questionnaire
1	*	BYA19FB	Swim team offered to females	BY Administrator Questionnaire
1	*	BYA19GA	Ice hockey offered to males	BY Administrator Questionnaire
1	*	BYA19GB	Ice hockey offered to females	BY Administrator Questionnaire
1	*	BYA19HA	Field hockey offered to males	BY Administrator Questionnaire
1	*	BYA19HB	Field hockey offered to females	BY Administrator Questionnaire
1	*	BYA19IA	Volleyball offered to males	BY Administrator Questionnaire
1	*	BYA19IB	Volleyball offered to females	BY Administrator Questionnaire
1	*	BYA19JA	Lacrosse offered to males	BY Administrator Questionnaire
1	*	BYA19JB	Lacrosse offered to females	BY Administrator Questionnaire
1	*	BYA19KA	Tennis offered to males	BY Administrator Questionnaire
1	*	BYA19KB	Tennis offered to females	BY Administrator Questionnaire
1	*	BYA19LA	Cross-country offered to males	BY Administrator Questionnaire
1	*	BYA19LB	Cross-country offered to females	BY Administrator Questionnaire
1	*	BYA19MA	Track offered to males	BY Administrator Questionnaire
1	*	BYA19MB	Track offered to females	BY Administrator Questionnaire
1	*	BYA19NA	Golf offered to males	BY Administrator Questionnaire
1	*	BYA19NB	Golf offered to females	BY Administrator Questionnaire
1	*	BYA19OA	Gymnastics offered to males	BY Administrator Questionnaire
1	*	BYA19OB	Gymnastics offered to females	BY Administrator Questionnaire
1	*	BYA19PA	Wrestling offered to males	BY Administrator Questionnaire
1	*	BYA19PB	Wrestling offered to females	BY Administrator Questionnaire
1	*	BYA19QA	Cheerleading offered to males	BY Administrator Questionnaire
1	*	BYA19QB	Cheerleading offered to females	BY Administrator Questionnaire
1	*	BYA19RA	Drill team offered to males	BY Administrator Questionnaire
1	*	BYA19RB	Drill team offered to females	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYA19SA	Other sport offered to males	BY Administrator Questionnaire
1	*	BYA19SB	Other sport offered to females	BY Administrator Questionnaire
1	*	BYA19TA	No sports offered to males	BY Administrator Questionnaire
1	*	BYA19TB	No sports offered to females	BY Administrator Questionnaire
1	*	BYA20	% 10th graders are LEP or non-English proficient	BY Administrator Questionnaire
1		BYA21	% 10th graders receive free/reduced-price lunch (restricted)	BY Administrator Questionnaire
1		BYA22A	# of full-time teachers (restricted)	BY Administrator Questionnaire
1	*	BYA22B	# of part-time teachers	BY Administrator Questionnaire
1	*	BYA23A	# of full-time math teachers	BY Administrator Questionnaire
1	*	BYA23B	# of full-time science teachers	BY Administrator Questionnaire
1	*	BYA23C	# of full-time art teachers	BY Administrator Questionnaire
1	*	BYA23D	# of full-time music teachers	BY Administrator Questionnaire
1	*	BYA23E	# of full-time English teachers	BY Administrator Questionnaire
1	*	BYA23F	# of full-time foreign language teachers	BY Administrator Questionnaire
1	*	BYA23G	# of full-time social sciences teachers	BY Administrator Questionnaire
1	*	BYA23H	# of full-time history teachers	BY Administrator Questionnaire
1	*	BYA23I	# of full-time vocational education teachers	BY Administrator Questionnaire
1	*	BYA23J	# of full-time physical education teachers	BY Administrator Questionnaire
1	*	BYA23K	# full-time guidance counselors	BY Administrator Questionnaire
1	*	BYA23L	# full-time special education teachers	BY Administrator Questionnaire
1	*	BYA24A	% full-time teachers are certified	BY Administrator Questionnaire
1	*	BYA24B	% part-time teachers are certified	BY Administrator Questionnaire
1	*	BYA25A	% full-time teachers teach out of field	BY Administrator Questionnaire
1	*	BYA25B	% part-time teachers teach out of field	BY Administrator Questionnaire
1	*	BYA26A	Lowest salary paid to full-time teachers	BY Administrator Questionnaire
1	*	BYA26B	Highest salary paid to full-time teachers	BY Administrator Questionnaire
1	*	BYA27A	Principal/administrator evaluates teachers	BY Administrator Questionnaire
1	*	BYA27B	Teachers evaluate teachers	BY Administrator Questionnaire
1	*	BYA27C	Students evaluate teachers	BY Administrator Questionnaire
1	*	BYA28A	Good teachers given special awards	BY Administrator Questionnaire
1	*	BYA28B	Good teachers assigned to better students	BY Administrator Questionnaire
1	*	BYA28C	Good teachers given a lighter teaching load	BY Administrator Questionnaire
1	*	BYA28D	Good teachers relieved of administrative/disciplinary duties	BY Administrator Questionnaire
1	*	BYA28E	Good teachers given priority on requests for materials	BY Administrator Questionnaire
1	*	BYA28F	Good teachers receive higher pay	BY Administrator Questionnaire
1	*	BYA28G	Good teachers are not recognized in these ways	BY Administrator Questionnaire
1	*	BYA29	Content standards for academic subjects	BY Administrator Questionnaire
1	*	BYA30	Main source of content standards	BY Administrator Questionnaire
1	*	BYA31	Content standards linked with performance standards	BY Administrator Questionnaire
1	*	BYA32	Students must pass a test for high school diploma	BY Administrator Questionnaire
1	*	BYA33AA	Minimum competency test given in grade 7	BY Administrator Questionnaire
1	*	BYA33AB	Math is on grade 7 competency test	BY Administrator Questionnaire
1	*	BYA33AC	Science is on grade 7 competency test	BY Administrator Questionnaire
1	*	BYA33AD	English is on grade 7 competency test	BY Administrator Questionnaire
1	*	BYA33AE	History/social studies is on grade 7 competency test	BY Administrator Questionnaire
1	*	BYA33BA	Minimum competency test given in grade 8	BY Administrator Questionnaire
1	*	BYA33BB	Math is on grade 8 competency test	BY Administrator Questionnaire
1	*	BYA33BC	Science is on grade 8 competency test	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1	*	BYA33BD	English is on grade 8 competency test	BY Administrator Questionnaire
1	*	BYA33BE	History/social studies is on grade 8 competency test	BY Administrator Questionnaire
1	*	BYA33CA	Minimum competency test given in grade 9	BY Administrator Questionnaire
1	*	BYA33CB	Math is on grade 9 competency test	BY Administrator Questionnaire
1	*	BYA33CC	Science is on grade 9 competency test	BY Administrator Questionnaire
1	*	BYA33CD	English is on grade 9 competency test	BY Administrator Questionnaire
1	*	BYA33CE	History/social studies is on grade 9 competency test	BY Administrator Questionnaire
1	*	BYA33DA	Minimum competency test given in grade 10	BY Administrator Questionnaire
1	*	BYA33DB	Math is on grade 10 competency test	BY Administrator Questionnaire
1	*	BYA33DC	Science is on grade 10 competency test	BY Administrator Questionnaire
1	*	BYA33DD	English is on grade 10 competency test	BY Administrator Questionnaire
1	*	BYA33DE	History/social studies is on grade 10 competency test	BY Administrator Questionnaire
1	*	BYA33EA	Minimum competency test given in grade 11	BY Administrator Questionnaire
1	*	BYA33EB	Math is on grade 11 competency test	BY Administrator Questionnaire
1	*	BYA33EC	Science is on grade 11 competency test	BY Administrator Questionnaire
1	*	BYA33ED	English is on grade 11 competency test	BY Administrator Questionnaire
1	*	BYA33EE	History/social studies is on grade 11 competency test	BY Administrator Questionnaire
1	*	BYA33FA	Minimum competency test given in grade 12	BY Administrator Questionnaire
1	*	BYA33FB	Math is on grade 12 competency test	BY Administrator Questionnaire
1	*	BYA33FC	Science is on grade 12 competency test	BY Administrator Questionnaire
1	*	BYA33FD	English is on grade 12 competency test	BY Administrator Questionnaire
1	*	BYA33FE	History/social studies is on grade 12 competency test	BY Administrator Questionnaire
1	*	BYA34A	Competency test is state requirement	BY Administrator Questionnaire
1	*	BYA34B	Competency test is district requirement	BY Administrator Questionnaire
1	*	BYA34C	Competency test is school requirement	BY Administrator Questionnaire
1	*	BYA35	Competency test tied to content standards	BY Administrator Questionnaire
1	*	BYA36	% fail competency test on first attempt	BY Administrator Questionnaire
1	*	BYA37A	Retake competency test if failed	BY Administrator Questionnaire
1	*	BYA37B	Take remedial class if fail competency test	BY Administrator Questionnaire
1	*	BYA37C	Complete competency test preparation class if fail	BY Administrator Questionnaire
1	*	BYA37D	Tutoring/individualized academic program if fail competency test	BY Administrator Questionnaire
1	*	BYA37E	Summer school if fail competency test	BY Administrator Questionnaire
1	*	BYA37F	Referred to alternative/continuing ed school if fail competency test	BY Administrator Questionnaire
1	*	BYA38A	Control access to buildings during school hours	BY Administrator Questionnaire
1	*	BYA38B	Control access to grounds during school hours	BY Administrator Questionnaire
1	*	BYA38C	Require students pass through metal detector	BY Administrator Questionnaire
1	*	BYA38D	Random metal detector checks on students	BY Administrator Questionnaire
1	*	BYA38E	Close campus for students during lunch	BY Administrator Questionnaire
1	*	BYA38F	Random dog sniffs to check for drugs	BY Administrator Questionnaire
1	*	BYA38G	Random sweeps for contraband	BY Administrator Questionnaire
1	*	BYA38H	Require drug testing for any students	BY Administrator Questionnaire
1	*	BYA38I	Require students to wear uniforms	BY Administrator Questionnaire
1	*	BYA38J	Enforce strict dress code	BY Administrator Questionnaire
1	*	BYA38K	Require clear book bags/ban book bags	BY Administrator Questionnaire
1	*	BYA38L	Require students to wear badges/picture ID	BY Administrator Questionnaire
1	*	BYA38M	Require faculty/staff to wear badges/picture ID	BY Administrator Questionnaire
1	*	BYA38N	Use security cameras to monitor school	BY Administrator Questionnaire
1	*	BYA38O	Telephones in most classrooms	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYA38P	Emergency call button in classrooms	BY Administrator Questionnaire
1	*	BYA39A	Process to get parent input on discipline policies	BY Administrator Questionnaire
1	*	BYA39B	Training parents to deal with problem behavior	BY Administrator Questionnaire
1	*	BYA39C	Program involves parents in school discipline	BY Administrator Questionnaire
1	*	BYA40A	Use paid security at any time during school hours	BY Administrator Questionnaire
1	*	BYA40B	Use paid security as students arrive or leave	BY Administrator Questionnaire
1	*	BYA40C	Use paid security at school activities	BY Administrator Questionnaire
1	*	BYA40D	Use paid security outside of school hours/activities	BY Administrator Questionnaire
1	*	BYA40E	Use paid security at other time	BY Administrator Questionnaire
1	*	BYA41A	Teachers have access to cable TV	BY Administrator Questionnaire
1	*	BYA41B	Teachers have access to closed-circuit TV	BY Administrator Questionnaire
1	*	BYA41C	Teachers have access to videodisc player/VCR/DVD	BY Administrator Questionnaire
1	*	BYA41D	Teachers have access to video camera	BY Administrator Questionnaire
1	*	BYA41E	Teachers have access to video production studio	BY Administrator Questionnaire
1	*	BYA41F	Teachers have access to satellite TV hook-up	BY Administrator Questionnaire
1	*	BYA41G	Teachers have access to videoconferencing equipment	BY Administrator Questionnaire
1	*	BYA41H	Teachers have access to digital camera	BY Administrator Questionnaire
1	*	BYA41I	Teachers have access to scanner	BY Administrator Questionnaire
1	*	BYA41J	Teachers have access to LCD panel	BY Administrator Questionnaire
1	*	BYA41K	Teachers have access to laptop computer	BY Administrator Questionnaire
1	*	BYA41L	Teachers have access to Internet	BY Administrator Questionnaire
1	*	BYA41M	Teachers have access to computer printer	BY Administrator Questionnaire
1	*	BYA42A	Teachers use computers as instructional tools	BY Administrator Questionnaire
1	*	BYA42B	Teachers use computers to plan lessons	BY Administrator Questionnaire
1	*	BYA42C	Teachers use computers for professional development courses	BY Administrator Questionnaire
1	*	BYA42D	Teachers use computers to communicate with colleagues	BY Administrator Questionnaire
1	*	BYA42E	Teachers use computers to access best practices	BY Administrator Questionnaire
1	*	BYA42F	Teachers use computers to communicate with parents	BY Administrator Questionnaire
1	*	BYA42G	Teachers use computers to post homework	BY Administrator Questionnaire
1	*	BYA42H	Teachers/staff use computers to communicate with each other	BY Administrator Questionnaire
1	*	BYA42I	Teachers use computers to teach job skills	BY Administrator Questionnaire
1	*	BYA42J	Administrative staff use computers for administrative purposes	BY Administrator Questionnaire
1	*	BYA42K	Administrative staff use computers to communicate with colleagues	BY Administrator Questionnaire
1	*	BYA42L	Administrative staff use computers to communicate with parents	BY Administrator Questionnaire
1	*	BYA42M	School offers students distance learning courses	BY Administrator Questionnaire
1	*	BYA42N	Teachers have access to Internet professional development programs	BY Administrator Questionnaire
1	*	BYA43A	Teacher training on use of new software	BY Administrator Questionnaire
1	*	BYA43B	Teacher training on use of Internet	BY Administrator Questionnaire
1	*	BYA43C	Teacher training on using computers to teach skills	BY Administrator Questionnaire
1	*	BYA43D	Teacher training on integrating computer into class	BY Administrator Questionnaire
1	*	BYA43E	Teacher training on basic computer literacy	BY Administrator Questionnaire
1	*	BYA44A	Computers in administrative offices	BY Administrator Questionnaire
1	*	BYA44B	Computers in teacher work rooms	BY Administrator Questionnaire
1	*	BYA44C	Computers in classrooms	BY Administrator Questionnaire
1	*	BYA44D	Computers in the library media center	BY Administrator Questionnaire
1	*	BYA44E	Computers in separate computer lab	BY Administrator Questionnaire
1	*	BYA46A	Principal's influence on hiring/firing teachers	BY Administrator Questionnaire
1	*	BYA46B	Principal's influence on grouping students	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYA46C	Principal's influence on course offerings	BY Administrator Questionnaire
1	*	BYA46D	Principal's influence on instructional materials	BY Administrator Questionnaire
1	*	BYA46E	Principal's influence on curricular guidelines	BY Administrator Questionnaire
1	*	BYA46F	Principal's influence on grading and evaluation	BY Administrator Questionnaire
1	*	BYA46G	Principal's influence on discipline policies	BY Administrator Questionnaire
1	*	BYA46H	Principal's influence on school funds	BY Administrator Questionnaire
1	*	BYA47A	School's relationship with school board	BY Administrator Questionnaire
1	*	BYA47B	School's relationship with central office	BY Administrator Questionnaire
1	*	BYA47C	School's relationship with teachers' association	BY Administrator Questionnaire
1	*	BYA48A	Principal evaluated on standardized test scores	BY Administrator Questionnaire
1	*	BYA48B	Principal evaluated on school environment	BY Administrator Questionnaire
1	*	BYA48C	Principal evaluated on efficient administration	BY Administrator Questionnaire
1	*	BYA48D	Principal evaluated on parent involvement	BY Administrator Questionnaire
1	*	BYA48E	Principal evaluated on relationship with community	BY Administrator Questionnaire
1	*	BYA48F	Principal evaluated on new programs/reform	BY Administrator Questionnaire
1	*	BYA49A	How often tardiness a problem at school	BY Administrator Questionnaire
1	*	BYA49B	How often absenteeism a problem at school	BY Administrator Questionnaire
1	*	BYA49C	How often class cutting a problem at school	BY Administrator Questionnaire
1	*	BYA49D	How often physical conflicts a problem at school	BY Administrator Questionnaire
1	*	BYA49E	How often robbery/theft a problem at school	BY Administrator Questionnaire
1	*	BYA49F	How often vandalism a problem at school	BY Administrator Questionnaire
1	*	BYA49G	How often use of alcohol a problem at school	BY Administrator Questionnaire
1	*	BYA49H	How often use of illegal drugs a problem at school	BY Administrator Questionnaire
1	*	BYA49I	How often students on drugs/alcohol at school a problem	BY Administrator Questionnaire
1	*	BYA49J	How often sale of drugs near school a problem	BY Administrator Questionnaire
1	*	BYA49K	How often possession of weapons a problem at school	BY Administrator Questionnaire
1	*	BYA49L	How often physical abuse of teachers a problem at school	BY Administrator Questionnaire
1	*	BYA49M	How often racial tension among students a problem at school	BY Administrator Questionnaire
1	*	BYA49N	How often student bullying a problem at school	BY Administrator Questionnaire
1	*	BYA49O	How often verbal abuse of teachers a problem at school	BY Administrator Questionnaire
1	*	BYA49P	How often disorder in classrooms a problem at school	BY Administrator Questionnaire
1	*	BYA49Q	How often student disrespect for teachers a problem at school	BY Administrator Questionnaire
1	*	BYA49R	How often gang activity a problem at school	BY Administrator Questionnaire
1	*	BYA49S	How often cult/extremist group activities a problem at school	BY Administrator Questionnaire
1	*	BYA50A	Learning hindered by poor condition of buildings	BY Administrator Questionnaire
1	*	BYA50B	Learning hindered by poor heating/air/light	BY Administrator Questionnaire
1	*	BYA50C	Learning hindered by poor science labs	BY Administrator Questionnaire
1	*	BYA50D	Learning hindered by poor fine arts facilities	BY Administrator Questionnaire
1	*	BYA50E	Learning hindered by lack of space	BY Administrator Questionnaire
1	*	BYA50F	Learning hindered by poor library	BY Administrator Questionnaire
1	*	BYA50G	Learning hindered by lack of texts/supplies	BY Administrator Questionnaire
1	*	BYA50H	Learning hindered by too few computers	BY Administrator Questionnaire
1	*	BYA50I	Learning hindered by lack of multi-media	BY Administrator Questionnaire
1	*	BYA50J	Learning hindered by lack of discipline/safety	BY Administrator Questionnaire
1	*	BYA50K	Learning hindered by poor voc/tech equipment/facilities	BY Administrator Questionnaire
1	*	BYA51A	Student morale is high	BY Administrator Questionnaire
1	*	BYA51B	Teachers press students to achieve	BY Administrator Questionnaire
1	*	BYA51C	Teacher morale is high	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1	*	BYA51D	Learning is high priority for students	BY Administrator Questionnaire
1	*	BYA51E	Students expected to do homework	BY Administrator Questionnaire
1		BYA53	Date completed interview	BY Administrator Questionnaire
1		F1A01	Total student enrollment as of October 2003 (restricted)	F1 Administrator Questionnaire
1		F1A02	# of days in school year for 12th graders	F1 Administrator Questionnaire
1		F1A03	Type of academic calendar	F1 Administrator Questionnaire
1		F1A04AA	Academic courses are block scheduled	F1 Administrator Questionnaire
1		F1A04AB	# of minutes in block for academic courses	F1 Administrator Questionnaire
1		F1A04BA	Vocational/technical courses are block scheduled	F1 Administrator Questionnaire
1		F1A04BB	# of minutes in block for vocational/technical courses	F1 Administrator Questionnaire
1		F1A04CA	Other courses are block scheduled	F1 Administrator Questionnaire
1		F1A04CB	# of minutes in block for other courses	F1 Administrator Questionnaire
1		F1A05A	Students in area or district attend the school	F1 Administrator Questionnaire
1		F1A05B	Students in area or district attend the school/transfers allowed	F1 Administrator Questionnaire
1		F1A05C	Students assigned to school to achieve racial/ethnic composition	F1 Administrator Questionnaire
1		F1A05D	Students admitted to school based on test/audition/other criterion	F1 Administrator Questionnaire
1		F1A05E	Students admitted to school based on lottery/random selection	F1 Administrator Questionnaire
1		F1A05F	Students admitted on first-come first-serve basis	F1 Administrator Questionnaire
1		F1A06A	Influence of teachers on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06B	Influence of department head on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06C	Influence of counselors on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06D	Influence of coaches on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06E	Influence of parents on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06F	Influence of student's preferences on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06G	Influence of student's grades on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06H	Influence of student's test scores on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06I	Influence of student attendance on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06J	Influence of special education on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A06K	Influence of potential for dropout on selecting 12th grader's courses	F1 Administrator Questionnaire
1		F1A07A	Years of English coursework required to graduate	F1 Administrator Questionnaire
1		F1A07B	Years of mathematics coursework required to graduate	F1 Administrator Questionnaire
1		F1A07C	Years of science coursework required to graduate	F1 Administrator Questionnaire
1		F1A07D	Years of history/social studies coursework required to graduate	F1 Administrator Questionnaire
1		F1A07E	Years of computer coursework required to graduate	F1 Administrator Questionnaire
1		F1A07F	Years of foreign language coursework required to graduate	F1 Administrator Questionnaire
1		F1A07G	Years of fine arts coursework required to graduate	F1 Administrator Questionnaire
1		F1A07H	Years of physical education/health coursework required to graduate	F1 Administrator Questionnaire
1		F1A08A	School confers regular/honors diplomas	F1 Administrator Questionnaire
1		F1A08B	School confers International Baccalaureate diplomas	F1 Administrator Questionnaire
1		F1A08C	School confers diplomas with special education adjustments	F1 Administrator Questionnaire
1		F1A08D	School confers diplomas with vocational/technical skills certificate	F1 Administrator Questionnaire
1		F1A08E	School confers certificates of attendance	F1 Administrator Questionnaire
1		F1A08F	School confers GED/other equivalency	F1 Administrator Questionnaire
1		F1A09	Minimum GPA required to participate in school activities	F1 Administrator Questionnaire
1		F1A10	Availability of a vocational/technical program	F1 Administrator Questionnaire
1		F1A11A	Student request used to decide enrollment in vocational program	F1 Administrator Questionnaire
1		F1A11B	Parent request used to decide enrollment in vocational program	F1 Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		F1A11C	Counselor referral used to decide enrollment in vocational program	F1 Administrator Questionnaire
1		F1A11D	Teacher referral used to decide enrollment in vocational program	F1 Administrator Questionnaire
1		F1A11E	Academic performance used to decide enrollment in vocational program	F1 Administrator Questionnaire
1		F1A11F	Attendance record used to decide enrollment in vocational program	F1 Administrator Questionnaire
1		F1A11G	Special education need used to decide enrollment in vocational program	F1 Administrator Questionnaire
1		F1A11H	Potential for dropout used to decide enrollment in vocational program	F1 Administrator Questionnaire
1		F1A11I	Lottery/random choice used to decide enrollment in vocational program	F1 Administrator Questionnaire
1		F1A12A	# of occupational courses defines vocational/technical completers	F1 Administrator Questionnaire
1		F1A12B	Specific academic coursework defines vocational/technical completers	F1 Administrator Questionnaire
1		F1A12C	District/state assessment defines vocational/technical completers	F1 Administrator Questionnaire
1		F1A12D	Industry-recognized credential defines vocational/technical completers	F1 Administrator Questionnaire
1		F1A13A	Vocational interest/ability assessments are available	F1 Administrator Questionnaire
1		F1A13B	Job placement services are available	F1 Administrator Questionnaire
1		F1A13C	Career days/job fairs are available	F1 Administrator Questionnaire
1		F1A13D	Career/employment readiness workshops are available	F1 Administrator Questionnaire
1		F1A13E	School-arranged interviews with employers are available	F1 Administrator Questionnaire
1		F1A13F	Selection of career major/pathways are available	F1 Administrator Questionnaire
1		F1A14	Class of 2004 must pass a test for high school diploma	F1 Administrator Questionnaire
1		F1A15A	Math is on grade 12 competency test	F1 Administrator Questionnaire
1		F1A15B	Science is on grade 12 competency test	F1 Administrator Questionnaire
1		F1A15C	Reading is on grade 12 competency test	F1 Administrator Questionnaire
1		F1A15D	Composition/writing is on grade 12 competency test	F1 Administrator Questionnaire
1		F1A15E	History/civics/social studies is on grade 12 competency test	F1 Administrator Questionnaire
1		F1A15F	Computer skills are on grade 12 competency test	F1 Administrator Questionnaire
1		F1A16	% fail competency test on first attempt	F1 Administrator Questionnaire
1		F1A17A	Retake competency test if failed	F1 Administrator Questionnaire
1		F1A17B	Take remedial class if fail competency test	F1 Administrator Questionnaire
1		F1A17C	Complete competency test preparation class if fail	F1 Administrator Questionnaire
1		F1A17D	Tutoring/individualized academic program if fail competency test	F1 Administrator Questionnaire
1		F1A17E	Summer school if fail competency test	F1 Administrator Questionnaire
1		F1A17F	Referred to alternative/continuing ed school if fail competency test	F1 Administrator Questionnaire
1		F1A18A	% 12th graders in general high school program	F1 Administrator Questionnaire
1		F1A18B	% 12th graders in college prep/specialized academic program	F1 Administrator Questionnaire
1		F1A18C	% 12th graders in voc/tech/business program	F1 Administrator Questionnaire
1		F1A19A	% of 2003 graduates went to 4-year colleges	F1 Administrator Questionnaire
1		F1A19B	% of 2003 graduates went to 2-year colleges/vocational school	F1 Administrator Questionnaire
1		F1A19C	% of 2003 graduates entered labor market or military	F1 Administrator Questionnaire
1		F1A19D	% of 2003 graduates did something else	F1 Administrator Questionnaire
1		F1A20A	% of 12th graders attend college application programs	F1 Administrator Questionnaire
1		F1A20B	% of 12th graders attend programs on financial aid	F1 Administrator Questionnaire
1		F1A20C	% of 12th graders attend school SAT/ACT courses	F1 Administrator Questionnaire
1		F1A20D	% of 12th graders attend college fairs	F1 Administrator Questionnaire
1		F1A20E	% of 12th graders attend meetings with college representative	F1 Administrator Questionnaire
1		F1A20F	% of 12th graders participate in Talent Search	F1 Administrator Questionnaire
1		F1A20G	% of 12th graders participate in Upward Bound	F1 Administrator Questionnaire
1		F1A20H	% of 12th graders in other program for minority/disadvantaged	F1 Administrator Questionnaire
1		F1A21A	Vocational counseling/services/programs offered	F1 Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		F1A21B	Home visits by teachers offered	F1 Administrator Questionnaire
1		F1A21C	Peer tutoring offered	F1 Administrator Questionnaire
1		F1A21D	School-sponsored community service offered	F1 Administrator Questionnaire
1		F1A21E	Individual/family psychological counseling offered	F1 Administrator Questionnaire
1		F1A21F	Programs for pregnant girls/teenage mothers offered	F1 Administrator Questionnaire
1		F1A22A	% of student body receives free/reduced-price lunch (restricted)	F1 Administrator Questionnaire
1		F1A22B	% of student body is LEP or non-English proficient	F1 Administrator Questionnaire
1		F1A22C	% of student body receives special education services	F1 Administrator Questionnaire
1		F1A22D	% of student body in alternative program	F1 Administrator Questionnaire
1		F1A22E	% of student body in dropout prevention program	F1 Administrator Questionnaire
1		F1A22F	% of student body in Advanced Placement courses	F1 Administrator Questionnaire
1		F1A22G	% of student body in International Baccalaureate program	F1 Administrator Questionnaire
1		F1A23	School has dropout prevention program	F1 Administrator Questionnaire
1		F1A24A	Dropout prevention is recommended on basis of absentee record	F1 Administrator Questionnaire
1		F1A24B	Dropout prevention is recommended on basis of academic performance	F1 Administrator Questionnaire
1		F1A24C	Dropout prevention is recommended on basis of teacher referral	F1 Administrator Questionnaire
1		F1A24D	Dropout prevention is recommended on basis of counselor referral	F1 Administrator Questionnaire
1		F1A24E	Dropout prevention is recommended on basis of parental request	F1 Administrator Questionnaire
1		F1A24F	Dropout prevention is recommended on basis of student request	F1 Administrator Questionnaire
1		F1A24G	Dropout prevention is recommended on basis of disciplinary problems	F1 Administrator Questionnaire
1		F1A25A	Dropout prevention offers special instructional programs	F1 Administrator Questionnaire
1		F1A25B	Dropout prevention offers focus on vocational/technical education	F1 Administrator Questionnaire
1		F1A25C	Dropout prevention offers individual/group counseling	F1 Administrator Questionnaire
1		F1A25D	Dropout prevention offers health care	F1 Administrator Questionnaire
1		F1A25E	Dropout prevention offers incentives for better attendance/performance	F1 Administrator Questionnaire
1		F1A25F	Dropout prevention offers close monitoring of attendance/performance	F1 Administrator Questionnaire
1		F1A25G	Dropout prevention offers childcare/nurseries for student's children	F1 Administrator Questionnaire
1		F1A25H	Dropout prevention offers cultural interaction	F1 Administrator Questionnaire
1		F1A25I	Dropout prevention offers anger management	F1 Administrator Questionnaire
1		F1A26	# of full-time teachers (restricted)	F1 Administrator Questionnaire
1		F1A27	# of part-time teachers	F1 Administrator Questionnaire
1		F1A28	# of full-time teachers left at end of 2002-2003 school year	F1 Administrator Questionnaire
1		F1A29AR	# of full-time teachers have less than Bachelor's (restricted)	F1 Administrator Questionnaire
1		F1A29AP	# of full-time teachers have less than Bachelor's degree (public)	F1 Administrator Questionnaire
1		F1A29BR	# of full-time teachers with highest degree of Bachelor's(restricted)	F1 Administrator Questionnaire
1		F1A29BP	# of full-time teachers whose highest degree is Bachelor's (Public)	F1 Administrator Questionnaire
1		F1A29CR	# of full-time teachers whose highest degree is Master's (restricted)	F1 Administrator Questionnaire
1		F1A29CP	# of full-time teachers whose highest degree is Master's	F1 Administrator Questionnaire
1		F1A29DR	# of full-time teachers whose highest degr is EdD or PhD (restricted)	F1 Administrator Questionnaire
1		F1A29DP	# of full-time teachers whose highest degree is EdD or PhD	F1 Administrator Questionnaire
1		F1A29ER	# of full-time teachers for whom highest degr is unknown (restricted)	F1 Administrator Questionnaire
1		F1A29EP	# of full-time teachers whose highest degree is unknown	F1 Administrator Questionnaire
1		F1A30	# of full-time library media resource center staff members	F1 Administrator Questionnaire
1		F1A31	# of part-time library media resource center staff members	F1 Administrator Questionnaire
1		F1A32A	% of full-time teachers are Hispanic	F1 Administrator Questionnaire
1		F1A32B	% of full-time teachers for whom Hispanic ethnicity is unknown	F1 Administrator Questionnaire
1		F1A33A	% of full-time teachers are White	F1 Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		F1A33B	% of full-time teachers are Black/African American	F1 Administrator Questionnaire
1		F1A33C	% of full-time teachers are Asian	F1 Administrator Questionnaire
1		F1A33D	% of full-time teachers are Native Hawaiian/Pacific Islander	F1 Administrator Questionnaire
1		F1A33E	% of full-time teachers are American Indian/Alaskan Native	F1 Administrator Questionnaire
1		F1A33F	% of full-time teachers for whom race is unknown	F1 Administrator Questionnaire
1		F1A34A	% of full-time teachers have state/advanced professional certificate	F1 Administrator Questionnaire
1		F1A34B	% of full-time teachers have probationary certificate	F1 Administrator Questionnaire
1		F1A34C	% of full-time teachers have provisional certificate	F1 Administrator Questionnaire
1		F1A34D	% of full-time teachers have temporary/emergency certificate	F1 Administrator Questionnaire
1		F1A35	% of full-time library staff is state-certified	F1 Administrator Questionnaire
1		F1A37A	% of poor teachers	F1 Administrator Questionnaire
1		F1A37B	% of fair teachers	F1 Administrator Questionnaire
1		F1A37C	% of good teachers	F1 Administrator Questionnaire
1		F1A37D	% of excellent teachers	F1 Administrator Questionnaire
1		F1A38A	Student morale is high	F1 Administrator Questionnaire
1		F1A38B	Teachers press students to achieve	F1 Administrator Questionnaire
1		F1A38C	Teacher morale is high	F1 Administrator Questionnaire
1		F1A38D	Learning is high priority for students	F1 Administrator Questionnaire
1		F1A38E	Students expected to do homework	F1 Administrator Questionnaire
1		F1A38F	Discipline is emphasized	F1 Administrator Questionnaire
1		F1A38G	Classroom activities are highly structured	F1 Administrator Questionnaire
1		F1A38H	Many teachers are negative about students	F1 Administrator Questionnaire
1		F1A38I	Many teachers find it difficult to motivate students	F1 Administrator Questionnaire
1		F1A38J	School emphasizes sports	F1 Administrator Questionnaire
1		F1A38K	Students are encouraged to compete for grades	F1 Administrator Questionnaire
1		F1A38L	Counselors/teachers encourage students to enroll in academic classes	F1 Administrator Questionnaire
1		F1A38M	There is often conflict between teachers and administrators	F1 Administrator Questionnaire
1		F1A38N	Teachers usually respond to students' individual needs	F1 Administrator Questionnaire
1		F1A39A	% of students typically tardy	F1 Administrator Questionnaire
1		F1A39B	% of students typically absent without excuse	F1 Administrator Questionnaire
1		F1A39C	% of students typically cut or skip classes	F1 Administrator Questionnaire
1		F1A40A	How often physical conflicts a problem at school	F1 Administrator Questionnaire
1		F1A40B	How often robbery/theft a problem at school	F1 Administrator Questionnaire
1		F1A40C	How often vandalism a problem at school	F1 Administrator Questionnaire
1		F1A40D	How often use of alcohol a problem at school	F1 Administrator Questionnaire
1		F1A40E	How often use of illegal drugs a problem at school	F1 Administrator Questionnaire
1		F1A40F	How often students on drugs/alcohol at school a problem	F1 Administrator Questionnaire
1		F1A40G	How often sale of drugs near school a problem	F1 Administrator Questionnaire
1		F1A40H	How often possession of weapons a problem at school	F1 Administrator Questionnaire
1		F1A40I	How often physical abuse of teachers a problem at school	F1 Administrator Questionnaire
1		F1A40J	How often racial tension among students a problem at school	F1 Administrator Questionnaire
1		F1A40K	How often student bullying a problem at school	F1 Administrator Questionnaire
1		F1A40L	How often verbal abuse of teachers a problem at school	F1 Administrator Questionnaire
1		F1A40M	How often disorder in classrooms a problem at school	F1 Administrator Questionnaire
1		F1A40N	How often student disrespect for teachers a problem at school	F1 Administrator Questionnaire
1		F1A40O	How often gang activity a problem at school	F1 Administrator Questionnaire
1		F1A40P	How often cult/extremist group activities a problem at school	F1 Administrator Questionnaire
1		F1A42	Month and year completed interview	F1 Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1		BYL01	How library is organized	BY Library Questionnaire
1		BYL02	Library's total seating capacity	BY Library Questionnaire
1		BYL03A	Library has individual activity areas	BY Library Questionnaire
1		BYL03B	Library has small group activity areas	BY Library Questionnaire
1		BYL03C	Library has large group activity areas	BY Library Questionnaire
1		BYL03D	Library has staff work area	BY Library Questionnaire
1		BYL03E	Library has conference rooms	BY Library Questionnaire
1		BYL03F	Library has computer access area/lab	BY Library Questionnaire
1		BYL04	Library can accommodate full class	BY Library Questionnaire
1		BYL05	Library serves full class/other activity at once	BY Library Questionnaire
1		BYL06AA	Staff includes state-certified librarians	BY Library Questionnaire
1		BYL06AB	# full-time state-certified librarians	BY Library Questionnaire
1		BYL06AC	# part-time state-certified librarians	BY Library Questionnaire
1		BYL06BA	Library media center staff includes state-certified teachers	BY Library Questionnaire
1		BYL06BB	# full-time state-certified teachers in library media center	BY Library Questionnaire
1		BYL06BC	# part-time state-certified teachers in library media center	BY Library Questionnaire
1		BYL06CA	Library media center staff includes uncertified professionals	BY Library Questionnaire
1		BYL06CB	# full-time uncertified professionals in library media center	BY Library Questionnaire
1		BYL06CC	# part-time uncertified professionals in library media center	BY Library Questionnaire
1		BYL06DA	Staff includes paid library aides	BY Library Questionnaire
1		BYL06DB	# full-time paid library aides	BY Library Questionnaire
1		BYL06DC	# part-time paid library aides	BY Library Questionnaire
1		BYL07	Volunteers provide library services	BY Library Questionnaire
1		BYL08A	# of adult library volunteers	BY Library Questionnaire
1		BYL08B	# of student library volunteers	BY Library Questionnaire
1		BYL09	District has library media coordinator	BY Library Questionnaire
1		BYL10	District library media coordinator is full-time	BY Library Questionnaire
1		BYL11AA	Library has telephone	BY Library Questionnaire
1		BYL11AB	Years library has had telephone	BY Library Questionnaire
1		BYL11AC	Students may use telephone	BY Library Questionnaire
1		BYL11AD	Faculty/staff may use telephone	BY Library Questionnaire
1		BYL11AE	Library staff may use telephone	BY Library Questionnaire
1		BYL11BA	Library has fax machine	BY Library Questionnaire
1		BYL11BB	Years library has had fax machine	BY Library Questionnaire
1		BYL11BC	Students may use fax machine	BY Library Questionnaire
1		BYL11BD	Faculty/staff may use fax machine	BY Library Questionnaire
1		BYL11BE	Library staff may use fax machine	BY Library Questionnaire
1		BYL11CA	Library has photocopier	BY Library Questionnaire
1		BYL11CB	Years library has had photocopier	BY Library Questionnaire
1		BYL11CC	Students may use photocopier	BY Library Questionnaire
1		BYL11CD	Faculty/staff may use photocopier	BY Library Questionnaire
1		BYL11CE	Library staff may use photocopier	BY Library Questionnaire
1		BYL11DA	Library has VCR	BY Library Questionnaire
1		BYL11DB	Years library has had VCR	BY Library Questionnaire
1		BYL11DC	Students may use VCR	BY Library Questionnaire
1		BYL11DD	Faculty/staff may use VCR	BY Library Questionnaire
1		BYL11DE	Library staff may use VCR	BY Library Questionnaire
1		BYL11EA	Library has laser disc player	BY Library Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1		BYL11EB	Years library has had laser disc player	BY Library Questionnaire
1		BYL11EC	Students may use laser disc player	BY Library Questionnaire
1		BYL11ED	Faculty/staff may use laser disc player	BY Library Questionnaire
1		BYL11EE	Library staff may use laser disc player	BY Library Questionnaire
1		BYL11FA	Library has DVD player	BY Library Questionnaire
1		BYL11FB	Years library has had DVD player	BY Library Questionnaire
1		BYL11FC	Students may use DVD player	BY Library Questionnaire
1		BYL11FD	Faculty/staff may use DVD player	BY Library Questionnaire
1		BYL11FE	Library staff may use DVD player	BY Library Questionnaire
1		BYL11GA	Library has electronic book reader	BY Library Questionnaire
1		BYL11GB	Years library has had electronic book reader	BY Library Questionnaire
1		BYL11GC	Students may use electronic book reader	BY Library Questionnaire
1		BYL11GD	Faculty/staff may use electronic book reader	BY Library Questionnaire
1		BYL11GE	Library staff may use electronic book reader	BY Library Questionnaire
1		BYL11HA	Library has CD-ROM reader	BY Library Questionnaire
1		BYL11HB	Years library has had CD-ROM reader	BY Library Questionnaire
1		BYL11HC	Students may use CD-ROM reader	BY Library Questionnaire
1		BYL11HD	Faculty/staff may use CD-ROM reader	BY Library Questionnaire
1		BYL11HE	Library staff may use CD-ROM reader	BY Library Questionnaire
1		BYL11IA	Library has personal computer	BY Library Questionnaire
1		BYL11IB	Years library has had personal computer	BY Library Questionnaire
1		BYL11IC	Students may use personal computer	BY Library Questionnaire
1		BYL11ID	Faculty/staff may use personal computer	BY Library Questionnaire
1		BYL11IE	Library staff may use personal computer	BY Library Questionnaire
1		BYL11JA	Library has automated book circulation system	BY Library Questionnaire
1		BYL11JB	Years library has had automated book circulation system	BY Library Questionnaire
1		BYL11JC	Students may use automated book circulation system	BY Library Questionnaire
1		BYL11JD	Faculty/staff may use automated book circulation system	BY Library Questionnaire
1		BYL11JE	Library staff may use automated book circulation system	BY Library Questionnaire
1		BYL11KA	Library has Internet access	BY Library Questionnaire
1		BYL11KB	Years library has had Internet access	BY Library Questionnaire
1		BYL11KC	Students may use Internet access	BY Library Questionnaire
1		BYL11KD	Faculty/staff may use Internet access	BY Library Questionnaire
1		BYL11KE	Library staff may use Internet access	BY Library Questionnaire
1		BYL11LA	Library has cable TV	BY Library Questionnaire
1		BYL11LB	Years library has had cable TV	BY Library Questionnaire
1		BYL11LC	Students may use cable TV	BY Library Questionnaire
1		BYL11LD	Faculty/staff may use cable TV	BY Library Questionnaire
1		BYL11LE	Library staff may use cable TV	BY Library Questionnaire
1		BYL11MA	Library has closed-circuit TV	BY Library Questionnaire
1		BYL11MB	Years library has had closed-circuit TV	BY Library Questionnaire
1		BYL11MC	Students may use closed-circuit TV	BY Library Questionnaire
1		BYL11MD	Faculty/staff may use closed-circuit TV	BY Library Questionnaire
1		BYL11ME	Library staff may use closed-circuit TV	BY Library Questionnaire
1		BYL11NA	Library has video camera	BY Library Questionnaire
1		BYL11NB	Years library has had video camera	BY Library Questionnaire
1		BYL11NC	Students may use video camera	BY Library Questionnaire
1		BYL11ND	Faculty/staff may use video camera	BY Library Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
1		BYL11NE	Library staff may use video camera	BY Library Questionnaire
1		BYL11OA	Library has satellite TV hook-up	BY Library Questionnaire
1		BYL11OB	Years library has had satellite TV hookup	BY Library Questionnaire
1		BYL11OC	Students may use satellite TV hookup	BY Library Questionnaire
1		BYL11OD	Faculty/staff may use satellite TV hookup	BY Library Questionnaire
1		BYL11OE	Library staff may use satellite TV hookup	BY Library Questionnaire
1		BYL11PA	Library has audio equipment	BY Library Questionnaire
1		BYL11PB	Years library has had audio equipment	BY Library Questionnaire
1		BYL11PC	Students may use audio equipment	BY Library Questionnaire
1		BYL11PD	Faculty/staff may use audio equipment	BY Library Questionnaire
1		BYL11PE	Library staff may use audio equipment	BY Library Questionnaire
1		BYL11QA	Library has videoconference equipment	BY Library Questionnaire
1		BYL11QB	Years library had videoconference equipment	BY Library Questionnaire
1		BYL11QC	Students may use videoconference equipment	BY Library Questionnaire
1		BYL11QD	Faculty/staff may use videoconference equipment	BY Library Questionnaire
1		BYL11QE	Library staff may use videoconference equipment	BY Library Questionnaire
1		BYL11RA	Library has scanner	BY Library Questionnaire
1		BYL11RB	Years library had scanner	BY Library Questionnaire
1		BYL11RC	Students may use scanner	BY Library Questionnaire
1		BYL11RD	Faculty/staff may use scanner	BY Library Questionnaire
1		BYL11RE	Library staff may use scanner	BY Library Questionnaire
1		BYL11SA	Library has LCD panel/projection device	BY Library Questionnaire
1		BYL11SB	Years library had LCD panel/projection device	BY Library Questionnaire
1		BYL11SC	Students may use LCD panel/projection device	BY Library Questionnaire
1		BYL11SD	Faculty/staff may use LCD panel/projection device	BY Library Questionnaire
1		BYL11SE	Library staff may use LCD panel/projection device	BY Library Questionnaire
1		BYL11TA	Library has technology for disabled	BY Library Questionnaire
1		BYL11TB	Years library has had technology for disabled	BY Library Questionnaire
1		BYL11TC	Students may use technology for disabled	BY Library Questionnaire
1		BYL11TD	Faculty/staff may use technology for disabled	BY Library Questionnaire
1		BYL11TE	Library staff may use technology for disabled	BY Library Questionnaire
1		BYL12A	Online catalog available	BY Library Questionnaire
1		BYL12B	Other libraries' online catalogs available	BY Library Questionnaire
1		BYL12C	Internet access available	BY Library Questionnaire
1		BYL12D	E-mail/chat room access available	BY Library Questionnaire
1		BYL12E	Reference/bibliography databases available	BY Library Questionnaire
1		BYL12F	General articles/news databases available	BY Library Questionnaire
1		BYL12G	College/career databases available	BY Library Questionnaire
1		BYL12H	Academic subject databases available	BY Library Questionnaire
1		BYL12I	Electronic books/journals/references/magazines available	BY Library Questionnaire
1		BYL12J	Educational software available	BY Library Questionnaire
1		BYL13	Library has multimedia production facility	BY Library Questionnaire
1		BYL14A	Has interlibrary loan program with area high schools	BY Library Questionnaire
1		BYL14B	Has interlibrary loan program with high schools in state	BY Library Questionnaire
1		BYL14C	Has interlibrary loan program with public libraries	BY Library Questionnaire
1		BYL14D	Has interlibrary loan program with the state library	BY Library Questionnaire
1		BYL14E	Has interlibrary loan program with colleges/universities	BY Library Questionnaire
1		BYL14F	Has other interlibrary loan program	BY Library Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		BYL15	School participates in distance learning	BY Library Questionnaire
1		BYL16A	2001 holdings-books	BY Library Questionnaire
1		BYL16B	2001 holdings-video	BY Library Questionnaire
1		BYL16C	2001 holdings-periodical subscriptions	BY Library Questionnaire
1		BYL16D	2001 holdings-electronic database subscription	BY Library Questionnaire
1		BYL17	Library has professional collection for teachers	BY Library Questionnaire
1		BYL18	# of professional collection volumes bought 2000-2001 school year	BY Library Questionnaire
1		BYL19	Total spent on computer hardware 2000-2001 school year	BY Library Questionnaire
1		BYL20	When students may use library on own	BY Library Questionnaire
1		BYL21A	Students may use library on own before/after school	BY Library Questionnaire
1		BYL21B	Students may use library on own during lunch break	BY Library Questionnaire
1		BYL21C	Students may use library on own during set times	BY Library Questionnaire
1		BYL21D	Students may use library on own between class/recess	BY Library Questionnaire
1		BYL21E	Students may use library on own at other time	BY Library Questionnaire
1		BYL22A	How often library used for classes at same time	BY Library Questionnaire
1		BYL22B	How often library used for one class only	BY Library Questionnaire
1		BYL22C	How often library used for small groups	BY Library Questionnaire
1		BYL23	How often library used for non-library activities	BY Library Questionnaire
1		BYL24	How many students use library per week	BY Library Questionnaire
1		BYL25	Total circulation per week	BY Library Questionnaire
1		BYL26	Maximum # of books students may take out	BY Library Questionnaire
1		BYL27A	Students may take out reference material	BY Library Questionnaire
1		BYL27B	Students may take out periodicals	BY Library Questionnaire
1		BYL27C	Students may take out AV materials	BY Library Questionnaire
1		BYL27D	Students may take out AV equipment	BY Library Questionnaire
1		BYL27E	Students may take out computer software	BY Library Questionnaire
1		BYL27F	Students may take out computer hardware	BY Library Questionnaire
1		BYL27G	Students may take out none of these	BY Library Questionnaire
1		BYL28	Parents allowed to check out material	BY Library Questionnaire
1		BYL29	Worked in this library during 2000-2001 school year	BY Library Questionnaire
1		BYL30A	How often worked with English teachers	BY Library Questionnaire
1		BYL30B	How often worked with math teachers	BY Library Questionnaire
1		BYL31A	School-board has policy on use of Internet	BY Library Questionnaire
1		BYL31B	School-board has copyright policy	BY Library Questionnaire
1		BYL31C	School-board has materials selection policy	BY Library Questionnaire
1		BYL31D	School-board has none of these policies	BY Library Questionnaire
1		BYL32	School has library policy/procedure manual	BY Library Questionnaire
1		BYL34	Library questionnaire respondent's title	BY Library Questionnaire
1		BYL35	Date library questionnaire completed	BY Library Questionnaire
1		BYF01A	Trash on front hallway floors	BY Facilities Checklist
1		BYF01B	Overflowing trashcans in hallway	BY Facilities Checklist
1		BYF01C	Broken lights in hallway	BY Facilities Checklist
1		BYF01D	Graffiti on hallway walls/doors/ceiling	BY Facilities Checklist
1		BYF01E	Graffiti on lockers in hallway	BY Facilities Checklist
1		BYF01F	Visible fire/emergency alarms in hallway	BY Facilities Checklist
1		BYF01G	Chipped paint in hallway	BY Facilities Checklist
1		BYF01H	Hallway ceilings in disrepair	BY Facilities Checklist
1		BYF01I	Visible safety exit signs in hallway	BY Facilities Checklist

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		BYF01J	Hallway floor and walls appear clean	BY Facilities Checklist
1		BYF02	Noise level of main entrance during class	BY Facilities Checklist
1		BYF03A	Visitor check-in sign observed	BY Facilities Checklist
1		BYF03B	Sign stating 'no drugs' observed	BY Facilities Checklist
1		BYF03C	Sign stating 'no trespassing' observed	BY Facilities Checklist
1		BYF03D	Sign stating 'no weapons' observed	BY Facilities Checklist
1		BYF04A	Graffiti on bathroom walls and ceilings	BY Facilities Checklist
1		BYF04B	Graffiti on bathroom stall doors/walls	BY Facilities Checklist
1		BYF04C	Trash on bathroom floor	BY Facilities Checklist
1		BYF04D	Overflowing trashcans in bathroom	BY Facilities Checklist
1		BYF04E	Doors on all bathroom stalls	BY Facilities Checklist
1		BYF04F	Students loitering in bathroom during class	BY Facilities Checklist
1		BYF04G	Students smoking in bathroom during class	BY Facilities Checklist
1		BYF05A	Locks on inside of classroom door	BY Facilities Checklist
1		BYF05B	Classroom ceiling in disrepair	BY Facilities Checklist
1		BYF05C	Broken lights in classroom	BY Facilities Checklist
1		BYF05D	Graffiti on classroom walls/ceiling/doors	BY Facilities Checklist
1		BYF05E	Graffiti on classroom desks	BY Facilities Checklist
1		BYF05F	Trash on classroom floor	BY Facilities Checklist
1		BYF05G	Overflowing trashcan in classroom	BY Facilities Checklist
1		BYF05H	Classroom floor and walls appear clean	BY Facilities Checklist
1		BYF05I	Posters or material on classroom windows	BY Facilities Checklist
1		BYF05J	Bars on classroom windows	BY Facilities Checklist
1		BYF05K	Classroom windows broken	BY Facilities Checklist
1		BYF06A	Students wear ID badges	BY Facilities Checklist
1		BYF06B	Teachers wear ID badges	BY Facilities Checklist
1		BYF06C	Other personnel wear ID badges	BY Facilities Checklist
1		BYF06D	Visitors wear ID badges	BY Facilities Checklist
1		BYF07	School has parking lots	BY Facilities Checklist
1		BYF08A	# entrances/exits to parking lots	BY Facilities Checklist
1		BYF08B	# entrances/exits monitored by video	BY Facilities Checklist
1		BYF08C	# entrances/exits monitored by guard	BY Facilities Checklist
1		BYF08D	# entrances/exits locked during day	BY Facilities Checklist
1		BYF09A	How much litter/trash in area around school	BY Facilities Checklist
1		BYF09B	How much graffiti in area around school	BY Facilities Checklist
1		BYF09C	How many boarded up buildings in area around school	BY Facilities Checklist
1		BYF09D	How many people congregated in area around school	BY Facilities Checklist
1		BYF09E	How many students loitering in area around school	BY Facilities Checklist
1		BYF10A	Observed security guard	BY Facilities Checklist
1		BYF10B	Observed metal detectors	BY Facilities Checklist
1		BYF10C	Observed security cameras	BY Facilities Checklist
1		BYF10D	Observed fencing around entire school	BY Facilities Checklist
1		BYF10E	Observed sign-in policies	BY Facilities Checklist
1		BYF10F	Observed adult direct guests to sign-in	BY Facilities Checklist
1		BYF10G	Observed fire alarms	BY Facilities Checklist
1		BYF10H	Observed fire extinguishers	BY Facilities Checklist
1		BYF10I	Observed fire sprinklers	BY Facilities Checklist
1		BYF10J	Observed exterior lights	BY Facilities Checklist

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
1		BYF10K	Observed student lockers	BY Facilities Checklist
1		BYF10L	Observed student uniforms	BY Facilities Checklist
1		BYF10M	Observed signs-alarm if door opened	BY Facilities Checklist
2		Sch_ID	School ID	IDs
2		STRAT_ID	Stratum	IDs
2		PSU	Primary sampling unit	IDs
2		BYSCHWT	School weight	BY School Composites
2		BYADMSTA	Base year administrator questionnaire status	BY School Composites
2		BYSCMDST	Base Year library media center questionnaire status (restricted)	BY School Composites
2		BYSCMDFG	Base year library media center questionnaire flag	BY School Composites
2		BYG10ER	Grade 10 enrollment-2001/02 school roster (restricted)	BY School Composites
2		BYG10EP	Grade 10 enrollment-2001/02 school roster-categorical	BY School Composites
2		BYSCENP	Oct 2001 total school enrollment-administrator quex-categorical	BY School Composites
2		BYCTRL	School control	BY School Composites
2		BYURBAN	School urbanicity	BY School Composites
2		BYREGION	Geographic region of school	BY School Composites
2		BYSPANP	Grade span-administrator questionnaire	BY School Composites
2		BY10FLP	Grade 10 percent free lunch-categorical	BY School Composites
2		BYFTTP	Number of full-time teachers categorical	BY School Composites
2		BYCENDIV	Census division of school locale (restricted)	BY School Composites
2		BYSTATE	State code for school locale (restricted)	BY School Composites
2		BYCOUNTY	County code for school locale (restricted)	BY School Composites
2		BYSCHZIP	School zip code (restricted)	BY School Composites
2		F1ADMSTA	F1 administrator questionnaire status	F1 School Composites
2		F1SCENP	Oct 2003 total school enrollment-administrator quex-categorical	F1 School Composites
2		F1SCFLP	F1 School percent free lunch-categorical	F1 School Composites
2		F1FTTP	F1 Number of full-time teachers categorical	F1 School Composites
2		F1SGRDSY	Grade system	High School Transcript (School)
2		F1SGRDAP	Lower bound of A plus	High School Transcript (School)
2		F1SGRDA	Lower bound of A	High School Transcript (School)
2		F1SGRDAM	Lower bound of A minus	High School Transcript (School)
2		F1SGRDBP	Lower bound of B plus	High School Transcript (School)
2		F1SGRDB	Lower bound of B	High School Transcript (School)
2		F1SGRDBM	Lower bound of B minus	High School Transcript (School)
2		F1SGRDCP	Lower bound of C plus	High School Transcript (School)
2		F1SGRDC	Lower bound of C	High School Transcript (School)
2		F1SGRDCM	Lower bound of C minus	High School Transcript (School)
2		F1SGRDDP	Lower bound of D plus	High School Transcript (School)
2		F1SGRDD	Lower bound of D	High School Transcript (School)
2		F1SGRDDM	Lower bound of D minus	High School Transcript (School)
2		F1SGRDP	Lower bound of pass	High School Transcript (School)
2		F1SCONV	Credit conversion for year-long daily course	High School Transcript (School)
2		F1STERM	Term system	High School Transcript (School)
2		F1SOFFS1	Off-site courses available to students	High School Transcript (School)
2		F1SOFFS2	Off-site courses identified in course catalog	High School Transcript (School)
2		F1SOFFS3	Off-site courses identified on course transcript	High School Transcript (School)
2		F1SPSHS1	PSE courses for high school credit available to students	High School Transcript (School)
2		F1SPSHS2	PSE courses for high school credit identified in course catalog	High School Transcript (School)

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		F1SPSHS3	PSE courses for high school credit identified on course transcript	High School Transcript (School)
2		F1SPSDU1	PSE courses for dual credit available to students	High School Transcript (School)
2		F1SPSDU2	PSE courses for dual credit identified in course catalog	High School Transcript (School)
2		F1SPSDU3	PSE courses for dual credit identified on course transcript	High School Transcript (School)
2		F1STECH1	Tech prep courses available to students	High School Transcript (School)
2		F1STECH2	Tech prep courses identified in course catalog	High School Transcript (School)
2		F1STECH3	Tech prep courses identified on course transcript	High School Transcript (School)
2		F1SACAD1	Career academy courses available to students	High School Transcript (School)
2		F1SACAD2	Career academy courses identified in course catalog	High School Transcript (School)
2		F1SACAD3	Career academy courses identified on course transcript	High School Transcript (School)
2		F1SONLN1	On-line courses available to students	High School Transcript (School)
2		F1SONLN2	On-line courses identified in course catalog	High School Transcript (School)
2		F1SONLN3	On-line courses identified on course transcript	High School Transcript (School)
2		F1SOFFD1	Standard diploma offered	High School Transcript (School)
2		F1SCRED1	School assigned credits for standard diploma	High School Transcript (School)
2		F1SCRES1	Standardized credits for standard diploma	High School Transcript (School)
2		F1SOFFD2	Regents diploma offered	High School Transcript (School)
2		F1SCRED2	School assigned credits for regent diploma	High School Transcript (School)
2		F1SCRES2	Standardized credits for regent diploma	High School Transcript (School)
2		F1SOFFD3	Honors diploma offered	High School Transcript (School)
2		F1SCRED3	School assigned credits for honors diploma	High School Transcript (School)
2		F1SCRES3	Standardized credits for honors diploma	High School Transcript (School)
2		F1SOFFD4	Certificate of merit offered	High School Transcript (School)
2		F1SCRED4	School assigned credits for certificate of merit	High School Transcript (School)
2		F1SCRES4	Standardized credits for certificate of merit	High School Transcript (School)
2		F1SOFFD5	Vocational diploma offered	High School Transcript (School)
2		F1SCRED5	School assigned credits for vocational diploma	High School Transcript (School)
2		F1SCRES5	Standardized credits for vocational diploma	High School Transcript (School)
2		F1SOFFD6	Special education diploma offered	High School Transcript (School)
2		F1SCRED6	School assigned credits for special education diploma	High School Transcript (School)
2		F1SCRES6	Standardized credits for special education diploma	High School Transcript (School)
2		F1SOFFD7	Certificate of attendance offered	High School Transcript (School)
2		F1SCRED7	School assigned credits for certificate of attendance	High School Transcript (School)
2		F1SCRES7	Standardized credits for certificate of attendance	High School Transcript (School)
2		F1SOFFD8	International Baccalaureate diploma offered	High School Transcript (School)
2		F1SCRED8	School assigned credits for International Baccalaureate diploma	High School Transcript (School)
2		F1SCRES8	Standardized credits for International Baccalaureate diploma	High School Transcript (School)
2		NCESDI	NCES school district ID number (restricted)	External Source School Data
2		NESSI	School identification number from CCD or PSS (restricted)	External Source School Data
2		CP01FLUN	Percent free lunch-2000/01 CCD (restricted)	External Source School Data
2		CP01FTE	Number FTE teachers-2000/01 CCD (restricted)	External Source School Data
2		CP01G9EN	Grade 9 enrollment-2000/01 CCD (restricted)	External Source School Data
2		CP01GRHI	Highest Grade-2000/01 CCD (restricted)	External Source School Data
2		CP01GRLO	Lowest Grade-2000/01 CCD (restricted)	External Source School Data
2		CP01LOC	School locale-2000/01 CCD (restricted)	External Source School Data
2		CP01PMIN	Percent minority-2000/01 CCD (restricted)	External Source School Data
2		CP01STEN	Total school enrollment-2000/01 CCD (restricted)	External Source School Data
2		CP01STRO	Student/teacher ratio-2000/01 CCD (restricted)	External Source School Data

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
2		CP01STYP	School type-2000/01 CCD (restricted)	External Source School Data
2		CP02FLUN	Percent free lunch-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP02FTE	Number FTE teachers-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP02G10E	Grade 10 enrollment-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP02GRHI	Highest Grade-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP02GRLO	Lowest Grade-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP02LOC	School locale-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP02PMIN	Percent minority-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP02STEN	Total school enrollment-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP02STRO	Student/teacher ratio-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP02STYP	School type-2001/02 CCD/PSS (restricted)	External Source School Data
2		CP03FLUN	Percent free lunch-2002/03 CCD (restricted)	External Source School Data
2		CP03FTE	Number FTE teachers-2002/03 CCD (restricted)	External Source School Data
2		CP03G11E	Grade 11 enrollment-2002/03 CCD (restricted)	External Source School Data
2		CP03GRHI	Highest Grade-2002/03 CCD (restricted)	External Source School Data
2		CP03GRLO	Lowest Grade-2002/03 CCD (restricted)	External Source School Data
2		CP03LOC	School locale-2002/03 CCD (restricted)	External Source School Data
2		CP03PMIN	Percent minority-2002/03 CCD (restricted)	External Source School Data
2		CP03STEN	Total school enrollment-2002/03 CCD (restricted)	External Source School Data
2		CP03STRO	Student/teacher ratio-2002/03 CCD (restricted)	External Source School Data
2		CP03STYP	School type-2002/03 CCD (restricted)	External Source School Data
2		CP04FLUN	Percent free lunch-2003/04 CCD/PSS (restricted)	External Source School Data
2		CP04FTE	Number FTE teachers-2003/04 CCD/PSS (restricted)	External Source School Data
2		CP04G12E	Grade 12 enrollment-2003/04 CCD/PSS (restricted)	External Source School Data
2		CP04GRHI	Highest Grade-2003/04 CCD/PSS (restricted)	External Source School Data
2		CP04GRLO	Lowest Grade-2003/04 CCD/PSS (restricted)	External Source School Data
2		CP04LOC	School locale-2003/04 CCD/PSS (restricted)	External Source School Data
2		CP04PMIN	Percent minority-2003/04 CCD/PSS (restricted)	External Source School Data
2		CP04STEN	Total school enrollment-2003/04 CCD/PSS (restricted)	External Source School Data
2		CP04STRO	Student/teacher ratio-2003/04 CCD/PSS (restricted)	External Source School Data
2		CP04STYP	School type-2003/04 CCD/PSS (restricted)	External Source School Data
2		BYA01	Total student enrollment as of October 2001 (restricted)	BY Administrator Questionnaire
2		BYA02A	School has pre-kindergarten (restricted)	BY Administrator Questionnaire
2		BYA02B	School has kindergarten (restricted)	BY Administrator Questionnaire
2		BYA02C	School has 1st grade (restricted)	BY Administrator Questionnaire
2		BYA02D	School has 2nd grade (restricted)	BY Administrator Questionnaire
2		BYA02E	School has 3rd grade (restricted)	BY Administrator Questionnaire
2		BYA02F	School has 4th grade (restricted)	BY Administrator Questionnaire
2		BYA02G	School has 5th grade (restricted)	BY Administrator Questionnaire
2		BYA02H	School has 6th grade (restricted)	BY Administrator Questionnaire
2		BYA02I	School has 7th grade (restricted)	BY Administrator Questionnaire
2		BYA02J	School has 8th grade (restricted)	BY Administrator Questionnaire
2		BYA02K	School has 9th grade (restricted)	BY Administrator Questionnaire
2		BYA02L	School has 10th grade (restricted)	BY Administrator Questionnaire
2		BYA02M	School has 11th grade (restricted)	BY Administrator Questionnaire
2		BYA02N	School has 12th grade (restricted)	BY Administrator Questionnaire
2		BYA02O	School has 13th grade or higher (restricted)	BY Administrator Questionnaire
2		BYA03A	Comprehensive public school (restricted)	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		BYA03B	Public magnet school (restricted)	BY Administrator Questionnaire
2		BYA03C	Public magnet school with theme (restricted)	BY Administrator Questionnaire
2		BYA03D	Public school of choice (restricted)	BY Administrator Questionnaire
2		BYA03E	Year round school (restricted)	BY Administrator Questionnaire
2		BYA03F	Area vocational school/center (restricted)	BY Administrator Questionnaire
2		BYA03G	Full-time technical/vocational school (restricted)	BY Administrator Questionnaire
2		BYA03H	Other technical or vocational school (restricted)	BY Administrator Questionnaire
2		BYA03I	Catholic diocesan school (restricted)	BY Administrator Questionnaire
2		BYA03J	Catholic parish (restricted)	BY Administrator Questionnaire
2		BYA03K	Catholic religious order (restricted)	BY Administrator Questionnaire
2		BYA03L	Catholic independent school (restricted)	BY Administrator Questionnaire
2		BYA03M	Other private school with religious affiliation (restricted)	BY Administrator Questionnaire
2		BYA03N	Private school without religious affiliation (restricted)	BY Administrator Questionnaire
2		BYA03O	Boarding school (restricted)	BY Administrator Questionnaire
2		BYA03P	Indian reservation school (restricted)	BY Administrator Questionnaire
2		BYA03Q	Military academy (restricted)	BY Administrator Questionnaire
2		BYA03R	Alternative/dropout prevention/continuation school (restricted)	BY Administrator Questionnaire
2		BYA03S	Charter school (restricted)	BY Administrator Questionnaire
2		BYA04	Way of teaching students with different abilities	BY Administrator Questionnaire
2		BYA05	Crime in students' neighborhood	BY Administrator Questionnaire
2		BYA06	Type of academic calendar	BY Administrator Questionnaire
2		BYA07	# of days in school year for 10th graders	BY Administrator Questionnaire
2		BYA08	# class periods in day for 10th graders	BY Administrator Questionnaire
2		BYA09	# of minutes of average 10th grade class period	BY Administrator Questionnaire
2		BYA10	Typical semester class load for 10th graders	BY Administrator Questionnaire
2		BYA11	School is coeducational	BY Administrator Questionnaire
2		BYA12A	% in school-sponsored community service	BY Administrator Questionnaire
2		BYA12B	% in work study program	BY Administrator Questionnaire
2		BYA12C	% in academic counseling program	BY Administrator Questionnaire
2		BYA12D	% in vocational counseling program	BY Administrator Questionnaire
2		BYA12E	% in dropout prevention program	BY Administrator Questionnaire
2		BYA12F	% in gang prevention program	BY Administrator Questionnaire
2		BYA12G	% in alcohol/drug prevention program	BY Administrator Questionnaire
2		BYA12H	% in AIDS education program	BY Administrator Questionnaire
2		BYA12I	% in crisis prevention program	BY Administrator Questionnaire
2		BYA13	When parents notified of absences	BY Administrator Questionnaire
2		BYA14A	% 10th graders in general high school program	BY Administrator Questionnaire
2		BYA14B	% 10th graders in college prep program	BY Administrator Questionnaire
2		BYA14C	% 10th graders in other specialized programs	BY Administrator Questionnaire
2		BYA14D	% 10th graders in voc/tech/business program	BY Administrator Questionnaire
2		BYA14E	% 10th graders in special ed program	BY Administrator Questionnaire
2		BYA14F	% 10th graders in alternative program	BY Administrator Questionnaire
2		BYA14G	% 10th graders receive bilingual education	BY Administrator Questionnaire
2		BYA14H	% 10th graders receive ESL	BY Administrator Questionnaire
2		BYA14I	% 10th graders receive remedial reading	BY Administrator Questionnaire
2		BYA14J	% 10th graders receive remedial math	BY Administrator Questionnaire
2		BYA14K	% 10th graders in after school/summer outreach	BY Administrator Questionnaire
2		BYA15A	Students develop career plan	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		BYA15B	Students select career major/pathway	BY Administrator Questionnaire
2		BYA15C	Students in program to prepare for college	BY Administrator Questionnaire
2		BYA16	Vocational-technical programs offered	BY Administrator Questionnaire
2		BYA17A	Agriculture/renewable resource courses offered	BY Administrator Questionnaire
2		BYA17B	Business courses offered	BY Administrator Questionnaire
2		BYA17C	Marketing/distribution courses offered	BY Administrator Questionnaire
2		BYA17D	Health care courses offered	BY Administrator Questionnaire
2		BYA17E	Public/protective service courses offered	BY Administrator Questionnaire
2		BYA17F	Construction courses offered	BY Administrator Questionnaire
2		BYA17G	Mechanics and repair courses offered	BY Administrator Questionnaire
2		BYA17H	Precisions production courses offered	BY Administrator Questionnaire
2		BYA17I	Trade/industry/transportation courses offered	BY Administrator Questionnaire
2		BYA17J	Computer technology courses offered	BY Administrator Questionnaire
2		BYA17K	Communication technology courses offered	BY Administrator Questionnaire
2		BYA17L	Other technology courses offered	BY Administrator Questionnaire
2		BYA17M	Food service and hospitality courses offered	BY Administrator Questionnaire
2		BYA17N	Child care/education courses offered	BY Administrator Questionnaire
2		BYA17O	Personal and other services courses offered	BY Administrator Questionnaire
2		BYA17P	Other occupational courses offered	BY Administrator Questionnaire
2		BYA17Q	Family/consumer sciences courses offered	BY Administrator Questionnaire
2		BYA17R	Industrial arts/technology courses offered	BY Administrator Questionnaire
2		BYA18A	Cooperative education offered to 10th graders	BY Administrator Questionnaire
2		BYA18B	Internships offered to 10th graders	BY Administrator Questionnaire
2		BYA18C	Job shadowing offered to 10th graders	BY Administrator Questionnaire
2		BYA18D	Mentoring offered to 10th graders	BY Administrator Questionnaire
2		BYA18E	Community service offered to 10th graders	BY Administrator Questionnaire
2		BYA18F	School-based enterprise offered to 10th graders	BY Administrator Questionnaire
2		BYA19AA	Baseball offered to males	BY Administrator Questionnaire
2		BYA19AB	Baseball offered to females	BY Administrator Questionnaire
2		BYA19BA	Softball offered to males	BY Administrator Questionnaire
2		BYA19BB	Softball offered to females	BY Administrator Questionnaire
2		BYA19CA	Basketball offered to males	BY Administrator Questionnaire
2		BYA19CB	Basketball offered to females	BY Administrator Questionnaire
2		BYA19DA	Football offered to males	BY Administrator Questionnaire
2		BYA19DB	Football offered to females	BY Administrator Questionnaire
2		BYA19EA	Soccer offered to males	BY Administrator Questionnaire
2		BYA19EB	Soccer offered to females	BY Administrator Questionnaire
2		BYA19FA	Swim team offered to males	BY Administrator Questionnaire
2		BYA19FB	Swim team offered to females	BY Administrator Questionnaire
2		BYA19GA	Ice hockey offered to males	BY Administrator Questionnaire
2		BYA19GB	Ice hockey offered to females	BY Administrator Questionnaire
2		BYA19HA	Field hockey offered to males	BY Administrator Questionnaire
2		BYA19HB	Field hockey offered to females	BY Administrator Questionnaire
2		BYA19IA	Volleyball offered to males	BY Administrator Questionnaire
2		BYA19IB	Volleyball offered to females	BY Administrator Questionnaire
2		BYA19JA	Lacrosse offered to males	BY Administrator Questionnaire
2		BYA19JB	Lacrosse offered to females	BY Administrator Questionnaire
2		BYA19KA	Tennis offered to males	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		BYA19KB	Tennis offered to females	BY Administrator Questionnaire
2		BYA19LA	Cross-country offered to males	BY Administrator Questionnaire
2		BYA19LB	Cross-country offered to females	BY Administrator Questionnaire
2		BYA19MA	Track offered to males	BY Administrator Questionnaire
2		BYA19MB	Track offered to females	BY Administrator Questionnaire
2		BYA19NA	Golf offered to males	BY Administrator Questionnaire
2		BYA19NB	Golf offered to females	BY Administrator Questionnaire
2		BYA19OA	Gymnastics offered to males	BY Administrator Questionnaire
2		BYA19OB	Gymnastics offered to females	BY Administrator Questionnaire
2		BYA19PA	Wrestling offered to males	BY Administrator Questionnaire
2		BYA19PB	Wrestling offered to females	BY Administrator Questionnaire
2		BYA19QA	Cheerleading offered to males	BY Administrator Questionnaire
2		BYA19QB	Cheerleading offered to females	BY Administrator Questionnaire
2		BYA19RA	Drill team offered to males	BY Administrator Questionnaire
2		BYA19RB	Drill team offered to females	BY Administrator Questionnaire
2		BYA19SA	Other sport offered to males	BY Administrator Questionnaire
2		BYA19SB	Other sport offered to females	BY Administrator Questionnaire
2		BYA19TA	No sports offered to males	BY Administrator Questionnaire
2		BYA19TB	No sports offered to females	BY Administrator Questionnaire
2		BYA20	% 10th graders are LEP or non-English proficient	BY Administrator Questionnaire
2		BYA21	% 10th graders receive free/reduced-price lunch (restricted)	BY Administrator Questionnaire
2		BYA22A	# of full-time teachers (restricted)	BY Administrator Questionnaire
2		BYA22B	# of part-time teachers	BY Administrator Questionnaire
2		BYA23A	# of full-time math teachers	BY Administrator Questionnaire
2		BYA23B	# of full-time science teachers	BY Administrator Questionnaire
2		BYA23C	# of full-time art teachers	BY Administrator Questionnaire
2		BYA23D	# of full-time music teachers	BY Administrator Questionnaire
2		BYA23E	# of full-time English teachers	BY Administrator Questionnaire
2		BYA23F	# of full-time foreign language teachers	BY Administrator Questionnaire
2		BYA23G	# of full-time social sciences teachers	BY Administrator Questionnaire
2		BYA23H	# of full-time history teachers	BY Administrator Questionnaire
2		BYA23I	# of full-time vocational education teachers	BY Administrator Questionnaire
2		BYA23J	# of full-time physical education teachers	BY Administrator Questionnaire
2		BYA23K	# full-time guidance counselors	BY Administrator Questionnaire
2		BYA23L	# full-time special education teachers	BY Administrator Questionnaire
2		BYA24A	% full-time teachers are certified	BY Administrator Questionnaire
2		BYA24B	% part-time teachers are certified	BY Administrator Questionnaire
2		BYA25A	% full-time teachers teach out of field	BY Administrator Questionnaire
2		BYA25B	% part-time teachers teach out of field	BY Administrator Questionnaire
2		BYA26A	Lowest salary paid to full-time teachers	BY Administrator Questionnaire
2		BYA26B	Highest salary paid to full-time teachers	BY Administrator Questionnaire
2		BYA27A	Principal/administrator evaluates teachers	BY Administrator Questionnaire
2		BYA27B	Teachers evaluate teachers	BY Administrator Questionnaire
2		BYA27C	Students evaluate teachers	BY Administrator Questionnaire
2		BYA28A	Good teachers given special awards	BY Administrator Questionnaire
2		BYA28B	Good teachers assigned to better students	BY Administrator Questionnaire
2		BYA28C	Good teachers given a lighter teaching load	BY Administrator Questionnaire
2		BYA28D	Good teachers relieved of administrative/disciplinary duties	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
2		BYA28E	Good teachers given priority on requests for materials	BY Administrator Questionnaire
2		BYA28F	Good teachers receive higher pay	BY Administrator Questionnaire
2		BYA28G	Good teachers are not recognized in these ways	BY Administrator Questionnaire
2		BYA29	Content standards for academic subjects	BY Administrator Questionnaire
2		BYA30	Main source of content standards	BY Administrator Questionnaire
2		BYA31	Content standards linked with performance standards	BY Administrator Questionnaire
2		BYA32	Students must pass a test for high school diploma	BY Administrator Questionnaire
2		BYA33AA	Minimum competency test given in grade 7	BY Administrator Questionnaire
2		BYA33AB	Math is on grade 7 competency test	BY Administrator Questionnaire
2		BYA33AC	Science is on grade 7 competency test	BY Administrator Questionnaire
2		BYA33AD	English is on grade 7 competency test	BY Administrator Questionnaire
2		BYA33AE	History/social studies is on grade 7 competency test	BY Administrator Questionnaire
2		BYA33BA	Minimum competency test given in grade 8	BY Administrator Questionnaire
2		BYA33BB	Math is on grade 8 competency test	BY Administrator Questionnaire
2		BYA33BC	Science is on grade 8 competency test	BY Administrator Questionnaire
2		BYA33BD	English is on grade 8 competency test	BY Administrator Questionnaire
2		BYA33BE	History/social studies is on grade 8 competency test	BY Administrator Questionnaire
2		BYA33CA	Minimum competency test given in grade 9	BY Administrator Questionnaire
2		BYA33CB	Math is on grade 9 competency test	BY Administrator Questionnaire
2		BYA33CC	Science is on grade 9 competency test	BY Administrator Questionnaire
2		BYA33CD	English is on grade 9 competency test	BY Administrator Questionnaire
2		BYA33CE	History/social studies is on grade 9 competency test	BY Administrator Questionnaire
2		BYA33DA	Minimum competency test given in grade 10	BY Administrator Questionnaire
2		BYA33DB	Math is on grade 10 competency test	BY Administrator Questionnaire
2		BYA33DC	Science is on grade 10 competency test	BY Administrator Questionnaire
2		BYA33DD	English is on grade 10 competency test	BY Administrator Questionnaire
2		BYA33DE	History/social studies is on grade 10 competency test	BY Administrator Questionnaire
2		BYA33EA	Minimum competency test given in grade 11	BY Administrator Questionnaire
2		BYA33EB	Math is on grade 11 competency test	BY Administrator Questionnaire
2		BYA33EC	Science is on grade 11 competency test	BY Administrator Questionnaire
2		BYA33ED	English is on grade 11 competency test	BY Administrator Questionnaire
2		BYA33EE	History/social studies is on grade 11 competency test	BY Administrator Questionnaire
2		BYA33FA	Minimum competency test given in grade 12	BY Administrator Questionnaire
2		BYA33FB	Math is on grade 12 competency test	BY Administrator Questionnaire
2		BYA33FC	Science is on grade 12 competency test	BY Administrator Questionnaire
2		BYA33FD	English is on grade 12 competency test	BY Administrator Questionnaire
2		BYA33FE	History/social studies is on grade 12 competency test	BY Administrator Questionnaire
2		BYA34A	Competency test is state requirement	BY Administrator Questionnaire
2		BYA34B	Competency test is district requirement	BY Administrator Questionnaire
2		BYA34C	Competency test is school requirement	BY Administrator Questionnaire
2		BYA35	Competency test tied to content standards	BY Administrator Questionnaire
2		BYA36	% fail competency test on first attempt	BY Administrator Questionnaire
2		BYA37A	Retake competency test if failed	BY Administrator Questionnaire
2		BYA37B	Take remedial class if fail competency test	BY Administrator Questionnaire
2		BYA37C	Complete competency test preparation class if fail	BY Administrator Questionnaire
2		BYA37D	Tutoring/individualized academic program if fail competency test	BY Administrator Questionnaire
2		BYA37E	Summer school if fail competency test	BY Administrator Questionnaire
2		BYA37F	Referred to alternative/continuing ed school if fail competency test	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		BYA38A	Control access to buildings during school hours	BY Administrator Questionnaire
2		BYA38B	Control access to grounds during school hours	BY Administrator Questionnaire
2		BYA38C	Require students pass through metal detector	BY Administrator Questionnaire
2		BYA38D	Random metal detector checks on students	BY Administrator Questionnaire
2		BYA38E	Close campus for students during lunch	BY Administrator Questionnaire
2		BYA38F	Random dog sniffs to check for drugs	BY Administrator Questionnaire
2		BYA38G	Random sweeps for contraband	BY Administrator Questionnaire
2		BYA38H	Require drug testing for any students	BY Administrator Questionnaire
2		BYA38I	Require students to wear uniforms	BY Administrator Questionnaire
2		BYA38J	Enforce strict dress code	BY Administrator Questionnaire
2		BYA38K	Require clear book bags/ban book bags	BY Administrator Questionnaire
2		BYA38L	Require students to wear badges/picture ID	BY Administrator Questionnaire
2		BYA38M	Require faculty/staff to wear badges/picture ID	BY Administrator Questionnaire
2		BYA38N	Use security cameras to monitor school	BY Administrator Questionnaire
2		BYA38O	Telephones in most classrooms	BY Administrator Questionnaire
2		BYA38P	Emergency call button in classrooms	BY Administrator Questionnaire
2		BYA39A	Process to get parent input on discipline policies	BY Administrator Questionnaire
2		BYA39B	Training parents to deal with problem behavior	BY Administrator Questionnaire
2		BYA39C	Program involves parents in school discipline	BY Administrator Questionnaire
2		BYA40A	Use paid security at any time during school hours	BY Administrator Questionnaire
2		BYA40B	Use paid security as students arrive or leave	BY Administrator Questionnaire
2		BYA40C	Use paid security at school activities	BY Administrator Questionnaire
2		BYA40D	Use paid security outside of school hours/activities	BY Administrator Questionnaire
2		BYA40E	Use paid security at other time	BY Administrator Questionnaire
2		BYA41A	Teachers have access to cable TV	BY Administrator Questionnaire
2		BYA41B	Teachers have access to closed-circuit TV	BY Administrator Questionnaire
2		BYA41C	Teachers have access to videodisc player/VCR/DVD	BY Administrator Questionnaire
2		BYA41D	Teachers have access to video camera	BY Administrator Questionnaire
2		BYA41E	Teachers have access to video production studio	BY Administrator Questionnaire
2		BYA41F	Teachers have access to satellite TV hook-up	BY Administrator Questionnaire
2		BYA41G	Teachers have access to videoconferencing equipment	BY Administrator Questionnaire
2		BYA41H	Teachers have access to digital camera	BY Administrator Questionnaire
2		BYA41I	Teachers have access to scanner	BY Administrator Questionnaire
2		BYA41J	Teachers have access to LCD panel	BY Administrator Questionnaire
2		BYA41K	Teachers have access to laptop computer	BY Administrator Questionnaire
2		BYA41L	Teachers have access to Internet	BY Administrator Questionnaire
2		BYA41M	Teachers have access to computer printer	BY Administrator Questionnaire
2		BYA42A	Teachers use computers as instructional tools	BY Administrator Questionnaire
2		BYA42B	Teachers use computers to plan lessons	BY Administrator Questionnaire
2		BYA42C	Teachers use computers for professional development courses	BY Administrator Questionnaire
2		BYA42D	Teachers use computers to communicate with colleagues	BY Administrator Questionnaire
2		BYA42E	Teachers use computers to access best practices	BY Administrator Questionnaire
2		BYA42F	Teachers use computers to communicate with parents	BY Administrator Questionnaire
2		BYA42G	Teachers use computers to post homework	BY Administrator Questionnaire
2		BYA42H	Teachers/staff use computers to communicate with each other	BY Administrator Questionnaire
2		BYA42I	Teachers use computers to teach job skills	BY Administrator Questionnaire
2		BYA42J	Administrative staff use computers for administrative purposes	BY Administrator Questionnaire
2		BYA42K	Administrative staff use computers to communicate with colleagues	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		BYA42L	Administrative staff use computers to communicate with parents	BY Administrator Questionnaire
2		BYA42M	School offers students distance learning courses	BY Administrator Questionnaire
2		BYA42N	Teachers have access to Internet professional development programs	BY Administrator Questionnaire
2		BYA43A	Teacher training on use of new software	BY Administrator Questionnaire
2		BYA43B	Teacher training on use of Internet	BY Administrator Questionnaire
2		BYA43C	Teacher training on using computers to teach skills	BY Administrator Questionnaire
2		BYA43D	Teacher training on integrating computer into class	BY Administrator Questionnaire
2		BYA43E	Teacher training on basic computer literacy	BY Administrator Questionnaire
2		BYA44A	Computers in administrative offices	BY Administrator Questionnaire
2		BYA44B	Computers in teacher work rooms	BY Administrator Questionnaire
2		BYA44C	Computers in classrooms	BY Administrator Questionnaire
2		BYA44D	Computers in the library media center	BY Administrator Questionnaire
2		BYA44E	Computers in separate computer lab	BY Administrator Questionnaire
2		BYA46A	Principal's influence on hiring/firing teachers	BY Administrator Questionnaire
2		BYA46B	Principal's influence on grouping students	BY Administrator Questionnaire
2		BYA46C	Principal's influence on course offerings	BY Administrator Questionnaire
2		BYA46D	Principal's influence on instructional materials	BY Administrator Questionnaire
2		BYA46E	Principal's influence on curricular guidelines	BY Administrator Questionnaire
2		BYA46F	Principal's influence on grading and evaluation	BY Administrator Questionnaire
2		BYA46G	Principal's influence on discipline policies	BY Administrator Questionnaire
2		BYA46H	Principal's influence on school funds	BY Administrator Questionnaire
2		BYA47A	School's relationship with school board	BY Administrator Questionnaire
2		BYA47B	School's relationship with central office	BY Administrator Questionnaire
2		BYA47C	School's relationship with teachers' association	BY Administrator Questionnaire
2		BYA48A	Principal evaluated on standardized test scores	BY Administrator Questionnaire
2		BYA48B	Principal evaluated on school environment	BY Administrator Questionnaire
2		BYA48C	Principal evaluated on efficient administration	BY Administrator Questionnaire
2		BYA48D	Principal evaluated on parent involvement	BY Administrator Questionnaire
2		BYA48E	Principal evaluated on relationship with community	BY Administrator Questionnaire
2		BYA48F	Principal evaluated on new programs/reform	BY Administrator Questionnaire
2		BYA49A	How often tardiness a problem at school	BY Administrator Questionnaire
2		BYA49B	How often absenteeism a problem at school	BY Administrator Questionnaire
2		BYA49C	How often class cutting a problem at school	BY Administrator Questionnaire
2		BYA49D	How often physical conflicts a problem at school	BY Administrator Questionnaire
2		BYA49E	How often robbery/theft a problem at school	BY Administrator Questionnaire
2		BYA49F	How often vandalism a problem at school	BY Administrator Questionnaire
2		BYA49G	How often use of alcohol a problem at school	BY Administrator Questionnaire
2		BYA49H	How often use of illegal drugs a problem at school	BY Administrator Questionnaire
2		BYA49I	How often students on drugs/alcohol at school a problem	BY Administrator Questionnaire
2		BYA49J	How often sale of drugs near school a problem	BY Administrator Questionnaire
2		BYA49K	How often possession of weapons a problem at school	BY Administrator Questionnaire
2		BYA49L	How often physical abuse of teachers a problem at school	BY Administrator Questionnaire
2		BYA49M	How often racial tension among students a problem at school	BY Administrator Questionnaire
2		BYA49N	How often student bullying a problem at school	BY Administrator Questionnaire
2		BYA49O	How often verbal abuse of teachers a problem at school	BY Administrator Questionnaire
2		BYA49P	How often disorder in classrooms a problem at school	BY Administrator Questionnaire
2		BYA49Q	How often student disrespect for teachers a problem at school	BY Administrator Questionnaire
2		BYA49R	How often gang activity a problem at school	BY Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		BYA49S	How often cult/extremist group activities a problem at school	BY Administrator Questionnaire
2		BYA50A	Learning hindered by poor condition of buildings	BY Administrator Questionnaire
2		BYA50B	Learning hindered by poor heating/air/light	BY Administrator Questionnaire
2		BYA50C	Learning hindered by poor science labs	BY Administrator Questionnaire
2		BYA50D	Learning hindered by poor fine arts facilities	BY Administrator Questionnaire
2		BYA50E	Learning hindered by lack of space	BY Administrator Questionnaire
2		BYA50F	Learning hindered by poor library	BY Administrator Questionnaire
2		BYA50G	Learning hindered by lack of texts/supplies	BY Administrator Questionnaire
2		BYA50H	Learning hindered by too few computers	BY Administrator Questionnaire
2		BYA50I	Learning hindered by lack of multi-media	BY Administrator Questionnaire
2		BYA50J	Learning hindered by lack of discipline/safety	BY Administrator Questionnaire
2		BYA50K	Learning hindered by poor voc/tech equipment/facilities	BY Administrator Questionnaire
2		BYA51A	Student morale is high	BY Administrator Questionnaire
2		BYA51B	Teachers press students to achieve	BY Administrator Questionnaire
2		BYA51C	Teacher morale is high	BY Administrator Questionnaire
2		BYA51D	Learning is high priority for students	BY Administrator Questionnaire
2		BYA51E	Students expected to do homework	BY Administrator Questionnaire
2		BYA53	Date completed interview	BY Administrator Questionnaire
2		F1A01	Total student enrollment as of October 2003 (restricted)	F1 Administrator Questionnaire
2		F1A02	# of days in school year for 12th graders	F1 Administrator Questionnaire
2		F1A03	Type of academic calendar	F1 Administrator Questionnaire
2		F1A04AA	Academic courses are block scheduled	F1 Administrator Questionnaire
2		F1A04AB	# of minutes in block for academic courses	F1 Administrator Questionnaire
2		F1A04BA	Vocational/technical courses are block scheduled	F1 Administrator Questionnaire
2		F1A04BB	# of minutes in block for vocational/technical courses	F1 Administrator Questionnaire
2		F1A04CA	Other courses are block scheduled	F1 Administrator Questionnaire
2		F1A04CB	# of minutes in block for other courses	F1 Administrator Questionnaire
2		F1A05A	Students in area or district attend the school	F1 Administrator Questionnaire
2		F1A05B	Students in area or district attend the school/transfers allowed	F1 Administrator Questionnaire
2		F1A05C	Students assigned to school to achieve racial/ethnic composition	F1 Administrator Questionnaire
2		F1A05D	Students admitted to school based on test/audition/other criterion	F1 Administrator Questionnaire
2		F1A05E	Students admitted to school based on lottery/random selection	F1 Administrator Questionnaire
2		F1A05F	Students admitted on first-come first-serve basis	F1 Administrator Questionnaire
2		F1A06A	Influence of teachers on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06B	Influence of department head on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06C	Influence of counselors on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06D	Influence of coaches on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06E	Influence of parents on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06F	Influence of student's preferences on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06G	Influence of student's grades on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06H	Influence of student's test scores on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06I	Influence of student attendance on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06J	Influence of special education on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A06K	Influence of potential for dropout on selecting 12th grader's courses	F1 Administrator Questionnaire
2		F1A07A	Years of English coursework required to graduate	F1 Administrator Questionnaire
2		F1A07B	Years of mathematics coursework required to graduate	F1 Administrator Questionnaire
2		F1A07C	Years of science coursework required to graduate	F1 Administrator Questionnaire
2		F1A07D	Years of history/social studies coursework required to graduate	F1 Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
2		F1A07E	Years of computer coursework required to graduate	F1 Administrator Questionnaire
2		F1A07F	Years of foreign language coursework required to graduate	F1 Administrator Questionnaire
2		F1A07G	Years of fine arts coursework required to graduate	F1 Administrator Questionnaire
2		F1A07H	Years of physical education/health coursework required to graduate	F1 Administrator Questionnaire
2		F1A08A	School confers regular/honors diplomas	F1 Administrator Questionnaire
2		F1A08B	School confers International Baccalaureate diplomas	F1 Administrator Questionnaire
2		F1A08C	School confers diplomas with special education adjustments	F1 Administrator Questionnaire
2		F1A08D	School confers diplomas with vocational/technical skills certificate	F1 Administrator Questionnaire
2		F1A08E	School confers certificates of attendance	F1 Administrator Questionnaire
2		F1A08F	School confers GED/other equivalency	F1 Administrator Questionnaire
2		F1A09	Minimum GPA required to participate in school activities	F1 Administrator Questionnaire
2		F1A10	Availability of a vocational/technical program	F1 Administrator Questionnaire
2		F1A11A	Student request used to decide enrollment in vocational program	F1 Administrator Questionnaire
2		F1A11B	Parent request used to decide enrollment in vocational program	F1 Administrator Questionnaire
2		F1A11C	Counselor referral used to decide enrollment in vocational program	F1 Administrator Questionnaire
2		F1A11D	Teacher referral used to decide enrollment in vocational program	F1 Administrator Questionnaire
2		F1A11E	Academic performance used to decide enrollment in vocational program	F1 Administrator Questionnaire
2		F1A11F	Attendance record used to decide enrollment in vocational program	F1 Administrator Questionnaire
2		F1A11G	Special education need used to decide enrollment in vocational program	F1 Administrator Questionnaire
2		F1A11H	Potential for dropout used to decide enrollment in vocational program	F1 Administrator Questionnaire
2		F1A11I	Lottery/random choice used to decide enrollment in vocational program	F1 Administrator Questionnaire
2		F1A12A	# of occupational courses defines vocational/technical completers	F1 Administrator Questionnaire
2		F1A12B	Specific academic coursework defines vocational/technical completers	F1 Administrator Questionnaire
2		F1A12C	District/state assessment defines vocational/technical completers	F1 Administrator Questionnaire
2		F1A12D	Industry-recognized credential defines vocational/technical completers	F1 Administrator Questionnaire
2		F1A13A	Vocational interest/ability assessments are available	F1 Administrator Questionnaire
2		F1A13B	Job placement services are available	F1 Administrator Questionnaire
2		F1A13C	Career days/job fairs are available	F1 Administrator Questionnaire
2		F1A13D	Career/employment readiness workshops are available	F1 Administrator Questionnaire
2		F1A13E	School-arranged interviews with employers are available	F1 Administrator Questionnaire
2		F1A13F	Selection of career major/pathways are available	F1 Administrator Questionnaire
2		F1A14	Class of 2004 must pass a test for high school diploma	F1 Administrator Questionnaire
2		F1A15A	Math is on grade 12 competency test	F1 Administrator Questionnaire
2		F1A15B	Science is on grade 12 competency test	F1 Administrator Questionnaire
2		F1A15C	Reading is on grade 12 competency test	F1 Administrator Questionnaire
2		F1A15D	Composition/writing is on grade 12 competency test	F1 Administrator Questionnaire
2		F1A15E	History/civics/social studies is on grade 12 competency test	F1 Administrator Questionnaire
2		F1A15F	Computer skills are on grade 12 competency test	F1 Administrator Questionnaire
2		F1A16	% fail competency test on first attempt	F1 Administrator Questionnaire
2		F1A17A	Retake competency test if failed	F1 Administrator Questionnaire
2		F1A17B	Take remedial class if fail competency test	F1 Administrator Questionnaire
2		F1A17C	Complete competency test preparation class if fail	F1 Administrator Questionnaire
2		F1A17D	Tutoring/individualized academic program if fail competency test	F1 Administrator Questionnaire
2		F1A17E	Summer school if fail competency test	F1 Administrator Questionnaire
2		F1A17F	Referred to alternative/continuing ed school if fail competency test	F1 Administrator Questionnaire
2		F1A18A	% 12th graders in general high school program	F1 Administrator Questionnaire
2		F1A18B	% 12th graders in college prep/specialized academic program	F1 Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		F1A18C	% 12th graders in voc/tech/business program	F1 Administrator Questionnaire
2		F1A19A	% of 2003 graduates went to 4-year colleges	F1 Administrator Questionnaire
2		F1A19B	% of 2003 graduates went to 2-year colleges/vocational school	F1 Administrator Questionnaire
2		F1A19C	% of 2003 graduates entered labor market or military	F1 Administrator Questionnaire
2		F1A19D	% of 2003 graduates did something else	F1 Administrator Questionnaire
2		F1A20A	% of 12th graders attend college application programs	F1 Administrator Questionnaire
2		F1A20B	% of 12th graders attend programs on financial aid	F1 Administrator Questionnaire
2		F1A20C	% of 12th graders attend school SAT/ACT courses	F1 Administrator Questionnaire
2		F1A20D	% of 12th graders attend college fairs	F1 Administrator Questionnaire
2		F1A20E	% of 12th graders attend meetings with college representative	F1 Administrator Questionnaire
2		F1A20F	% of 12th graders participate in Talent Search	F1 Administrator Questionnaire
2		F1A20G	% of 12th graders participate in Upward Bound	F1 Administrator Questionnaire
2		F1A20H	% of 12th graders in other program for minority/disadvantaged	F1 Administrator Questionnaire
2		F1A21A	Vocational counseling/services/programs offered	F1 Administrator Questionnaire
2		F1A21B	Home visits by teachers offered	F1 Administrator Questionnaire
2		F1A21C	Peer tutoring offered	F1 Administrator Questionnaire
2		F1A21D	School-sponsored community service offered	F1 Administrator Questionnaire
2		F1A21E	Individual/family psychological counseling offered	F1 Administrator Questionnaire
2		F1A21F	Programs for pregnant girls/teenage mothers offered	F1 Administrator Questionnaire
2		F1A22A	% of student body receives free/reduced-price lunch (restricted)	F1 Administrator Questionnaire
2		F1A22B	% of student body is LEP or non-English proficient	F1 Administrator Questionnaire
2		F1A22C	% of student body receives special education services	F1 Administrator Questionnaire
2		F1A22D	% of student body in alternative program	F1 Administrator Questionnaire
2		F1A22E	% of student body in dropout prevention program	F1 Administrator Questionnaire
2		F1A22F	% of student body in Advanced Placement courses	F1 Administrator Questionnaire
2		F1A22G	% of student body in International Baccalaureate program	F1 Administrator Questionnaire
2		F1A23	School has dropout prevention program	F1 Administrator Questionnaire
2		F1A24A	Dropout prevention is recommended on basis of absentee record	F1 Administrator Questionnaire
2		F1A24B	Dropout prevention is recommended on basis of academic performance	F1 Administrator Questionnaire
2		F1A24C	Dropout prevention is recommended on basis of teacher referral	F1 Administrator Questionnaire
2		F1A24D	Dropout prevention is recommended on basis of counselor referral	F1 Administrator Questionnaire
2		F1A24E	Dropout prevention is recommended on basis of parental request	F1 Administrator Questionnaire
2		F1A24F	Dropout prevention is recommended on basis of student request	F1 Administrator Questionnaire
2		F1A24G	Dropout prevention is recommended on basis of disciplinary problems	F1 Administrator Questionnaire
2		F1A25A	Dropout prevention offers special instructional programs	F1 Administrator Questionnaire
2		F1A25B	Dropout prevention offers focus on vocational/technical education	F1 Administrator Questionnaire
2		F1A25C	Dropout prevention offers individual/group counseling	F1 Administrator Questionnaire
2		F1A25D	Dropout prevention offers health care	F1 Administrator Questionnaire
2		F1A25E	Dropout prevention offers incentives for better attendance/performance	F1 Administrator Questionnaire
2		F1A25F	Dropout prevention offers close monitoring of attendance/performance	F1 Administrator Questionnaire
2		F1A25G	Dropout prevention offers childcare/nurseries for student's children	F1 Administrator Questionnaire
2		F1A25H	Dropout prevention offers cultural interaction	F1 Administrator Questionnaire
2		F1A25I	Dropout prevention offers anger management	F1 Administrator Questionnaire
2		F1A26	# of full-time teachers (restricted)	F1 Administrator Questionnaire
2		F1A27	# of part-time teachers	F1 Administrator Questionnaire
2		F1A28	# of full-time teachers left at end of 2002-2003 school year	F1 Administrator Questionnaire
2		F1A29AR	# of full-time teachers have less than Bachelor's (restricted)	F1 Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
2		F1A29AP	# of full-time teachers have less than Bachelor's degree (public)	F1 Administrator Questionnaire
2		F1A29BR	# of full-time teachers with highest degree of Bachelor's(restricted)	F1 Administrator Questionnaire
2		F1A29BP	# of full-time teachers with highest degree of Bachelor's (Public)	F1 Administrator Questionnaire
2		F1A29CR	# of full-time teachers whose highest degree is Master's (restricted)	F1 Administrator Questionnaire
2		F1A29CP	# of full-time teachers whose highest degree is Master's	F1 Administrator Questionnaire
2		F1A29DR	# of full-time teachers with highest degree of EdD or PhD (restricted)	F1 Administrator Questionnaire
2		F1A29DP	# of full-time teachers with highest degree of EdD or PhD	F1 Administrator Questionnaire
2		F1A29ER	# of full-time teachers whose highest degree is unknown (restricted)	F1 Administrator Questionnaire
2		F1A29EP	# of full-time teachers whose highest degree is unknown	F1 Administrator Questionnaire
2		F1A30	# of full-time library media resource center staff members	F1 Administrator Questionnaire
2		F1A31	# of part-time library media resource center staff members	F1 Administrator Questionnaire
2		F1A32A	% of full-time teachers are Hispanic	F1 Administrator Questionnaire
2		F1A32B	% of full-time teachers for whom Hispanic ethnicity is unknown	F1 Administrator Questionnaire
2		F1A33A	% of full-time teachers are White	F1 Administrator Questionnaire
2		F1A33B	% of full-time teachers are Black/African American	F1 Administrator Questionnaire
2		F1A33C	% of full-time teachers are Asian	F1 Administrator Questionnaire
2		F1A33D	% of full-time teachers are Native Hawaiian/Pacific Islander	F1 Administrator Questionnaire
2		F1A33E	% of full-time teachers are American Indian/Alaskan Native	F1 Administrator Questionnaire
2		F1A33F	% of full-time teachers for whom race is unknown	F1 Administrator Questionnaire
2		F1A34A	% of full-time teachers have state/advanced professional certificate	F1 Administrator Questionnaire
2		F1A34B	% of full-time teachers have probationary certificate	F1 Administrator Questionnaire
2		F1A34C	% of full-time teachers have provisional certificate	F1 Administrator Questionnaire
2		F1A34D	% of full-time teachers have temporary/emergency certificate	F1 Administrator Questionnaire
2		F1A35	% of full-time library staff is state-certified	F1 Administrator Questionnaire
2		F1A37A	% of poor teachers	F1 Administrator Questionnaire
2		F1A37B	% of fair teachers	F1 Administrator Questionnaire
2		F1A37C	% of good teachers	F1 Administrator Questionnaire
2		F1A37D	% of excellent teachers	F1 Administrator Questionnaire
2		F1A38A	Student morale is high	F1 Administrator Questionnaire
2		F1A38B	Teachers press students to achieve	F1 Administrator Questionnaire
2		F1A38C	Teacher morale is high	F1 Administrator Questionnaire
2		F1A38D	Learning is high priority for students	F1 Administrator Questionnaire
2		F1A38E	Students expected to do homework	F1 Administrator Questionnaire
2		F1A38F	Discipline is emphasized	F1 Administrator Questionnaire
2		F1A38G	Classroom activities are highly structured	F1 Administrator Questionnaire
2		F1A38H	Many teachers are negative about students	F1 Administrator Questionnaire
2		F1A38I	Many teachers find it difficult to motivate students	F1 Administrator Questionnaire
2		F1A38J	School emphasizes sports	F1 Administrator Questionnaire
2		F1A38K	Students are encouraged to compete for grades	F1 Administrator Questionnaire
2		F1A38L	Counselors/teachers encourage students to enroll in academic classes	F1 Administrator Questionnaire
2		F1A38M	There is often conflict between teachers and administrators	F1 Administrator Questionnaire
2		F1A38N	Teachers usually respond to students' individual needs	F1 Administrator Questionnaire
2		F1A39A	% of students typically tardy	F1 Administrator Questionnaire
2		F1A39B	% of students typically absent without excuse	F1 Administrator Questionnaire
2		F1A39C	% of students typically cut or skip classes	F1 Administrator Questionnaire
2		F1A40A	How often physical conflicts a problem at school	F1 Administrator Questionnaire
2		F1A40B	How often robbery/theft a problem at school	F1 Administrator Questionnaire
2		F1A40C	How often vandalism a problem at school	F1 Administrator Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		F1A40D	How often use of alcohol a problem at school	F1 Administrator Questionnaire
2		F1A40E	How often use of illegal drugs a problem at school	F1 Administrator Questionnaire
2		F1A40F	How often students on drugs/alcohol at school a problem	F1 Administrator Questionnaire
2		F1A40G	How often sale of drugs near school a problem	F1 Administrator Questionnaire
2		F1A40H	How often possession of weapons a problem at school	F1 Administrator Questionnaire
2		F1A40I	How often physical abuse of teachers a problem at school	F1 Administrator Questionnaire
2		F1A40J	How often racial tension among students a problem at school	F1 Administrator Questionnaire
2		F1A40K	How often student bullying a problem at school	F1 Administrator Questionnaire
2		F1A40L	How often verbal abuse of teachers a problem at school	F1 Administrator Questionnaire
2		F1A40M	How often disorder in classrooms a problem at school	F1 Administrator Questionnaire
2		F1A40N	How often student disrespect for teachers a problem at school	F1 Administrator Questionnaire
2		F1A40O	How often gang activity a problem at school	F1 Administrator Questionnaire
2		F1A40P	How often cult/extremist group activities a problem at school	F1 Administrator Questionnaire
2		F1A42	Month and year completed interview	F1 Administrator Questionnaire
2		BYL01	How library is organized	BY Library Questionnaire
2		BYL02	Library's total seating capacity	BY Library Questionnaire
2		BYL03A	Library has individual activity areas	BY Library Questionnaire
2		BYL03B	Library has small group activity areas	BY Library Questionnaire
2		BYL03C	Library has large group activity areas	BY Library Questionnaire
2		BYL03D	Library has staff work area	BY Library Questionnaire
2		BYL03E	Library has conference rooms	BY Library Questionnaire
2		BYL03F	Library has computer access area/lab	BY Library Questionnaire
2		BYL04	Library can accommodate full class	BY Library Questionnaire
2		BYL05	Library serves full class/other activity at once	BY Library Questionnaire
2		BYL06AA	Staff includes state-certified librarians	BY Library Questionnaire
2		BYL06AB	# full-time state-certified librarians	BY Library Questionnaire
2		BYL06AC	# part-time state-certified librarians	BY Library Questionnaire
2		BYL06BA	Library media center staff includes state-certified teachers	BY Library Questionnaire
2		BYL06BB	# full-time state-certified teachers in library media center	BY Library Questionnaire
2		BYL06BC	# part-time state-certified teachers in library media center	BY Library Questionnaire
2		BYL06CA	Library media center staff includes uncertified professionals	BY Library Questionnaire
2		BYL06CB	# full-time uncertified professionals in library media center	BY Library Questionnaire
2		BYL06CC	# part-time uncertified professionals in library media center	BY Library Questionnaire
2		BYL06DA	Staff includes paid library aides	BY Library Questionnaire
2		BYL06DB	# full-time paid library aides	BY Library Questionnaire
2		BYL06DC	# part-time paid library aides	BY Library Questionnaire
2		BYL07	Volunteers provide library services	BY Library Questionnaire
2		BYL08A	# of adult library volunteers	BY Library Questionnaire
2		BYL08B	# of student library volunteers	BY Library Questionnaire
2		BYL09	District has library media coordinator	BY Library Questionnaire
2		BYL10	District library media coordinator is full-time	BY Library Questionnaire
2		BYL11AA	Library has telephone	BY Library Questionnaire
2		BYL11AB	Years library has had telephone	BY Library Questionnaire
2		BYL11AC	Students may use telephone	BY Library Questionnaire
2		BYL11AD	Faculty/staff may use telephone	BY Library Questionnaire
2		BYL11AE	Library staff may use telephone	BY Library Questionnaire
2		BYL11BA	Library has fax machine	BY Library Questionnaire
2		BYL11BB	Years library has had fax machine	BY Library Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		BYL11BC	Students may use fax machine	BY Library Questionnaire
2		BYL11BD	Faculty/staff may use fax machine	BY Library Questionnaire
2		BYL11BE	Library staff may use fax machine	BY Library Questionnaire
2		BYL11CA	Library has photocopier	BY Library Questionnaire
2		BYL11CB	Years library has had photocopier	BY Library Questionnaire
2		BYL11CC	Students may use photocopier	BY Library Questionnaire
2		BYL11CD	Faculty/staff may use photocopier	BY Library Questionnaire
2		BYL11CE	Library staff may use photocopier	BY Library Questionnaire
2		BYL11DA	Library has VCR	BY Library Questionnaire
2		BYL11DB	Years library has had VCR	BY Library Questionnaire
2		BYL11DC	Students may use VCR	BY Library Questionnaire
2		BYL11DD	Faculty/staff may use VCR	BY Library Questionnaire
2		BYL11DE	Library staff may use VCR	BY Library Questionnaire
2		BYL11EA	Library has laser disc player	BY Library Questionnaire
2		BYL11EB	Years library has had laser disc player	BY Library Questionnaire
2		BYL11EC	Students may use laser disc player	BY Library Questionnaire
2		BYL11ED	Faculty/staff may use laser disc player	BY Library Questionnaire
2		BYL11EE	Library staff may use laser disc player	BY Library Questionnaire
2		BYL11FA	Library has DVD player	BY Library Questionnaire
2		BYL11FB	Years library has had DVD player	BY Library Questionnaire
2		BYL11FC	Students may use DVD player	BY Library Questionnaire
2		BYL11FD	Faculty/staff may use DVD player	BY Library Questionnaire
2		BYL11FE	Library staff may use DVD player	BY Library Questionnaire
2		BYL11GA	Library has electronic book reader	BY Library Questionnaire
2		BYL11GB	Years library has had electronic book reader	BY Library Questionnaire
2		BYL11GC	Students may use electronic book reader	BY Library Questionnaire
2		BYL11GD	Faculty/staff may use electronic book reader	BY Library Questionnaire
2		BYL11GE	Library staff may use electronic book reader	BY Library Questionnaire
2		BYL11HA	Library has CD-ROM reader	BY Library Questionnaire
2		BYL11HB	Years library has had CD-ROM reader	BY Library Questionnaire
2		BYL11HC	Students may use CD-ROM reader	BY Library Questionnaire
2		BYL11HD	Faculty/staff may use CD-ROM reader	BY Library Questionnaire
2		BYL11HE	Library staff may use CD-ROM reader	BY Library Questionnaire
2		BYL11IA	Library has personal computer	BY Library Questionnaire
2		BYL11IB	Years library has had personal computer	BY Library Questionnaire
2		BYL11IC	Students may use personal computer	BY Library Questionnaire
2		BYL11ID	Faculty/staff may use personal computer	BY Library Questionnaire
2		BYL11IE	Library staff may use personal computer	BY Library Questionnaire
2		BYL11JA	Library has automated book circulation system	BY Library Questionnaire
2		BYL11JB	Years library has had automated book circulation system	BY Library Questionnaire
2		BYL11JC	Students may use automated book circulation system	BY Library Questionnaire
2		BYL11JD	Faculty/staff may use automated book circulation system	BY Library Questionnaire
2		BYL11JE	Library staff may use automated book circulation system	BY Library Questionnaire
2		BYL11KA	Library has Internet access	BY Library Questionnaire
2		BYL11KB	Years library has had Internet access	BY Library Questionnaire
2		BYL11KC	Students may use Internet access	BY Library Questionnaire
2		BYL11KD	Faculty/staff may use Internet access	BY Library Questionnaire
2		BYL11KE	Library staff may use Internet access	BY Library Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
2		BYL11LA	Library has cable TV	BY Library Questionnaire
2		BYL11LB	Years library has had cable TV	BY Library Questionnaire
2		BYL11LC	Students may use cable TV	BY Library Questionnaire
2		BYL11LD	Faculty/staff may use cable TV	BY Library Questionnaire
2		BYL11LE	Library staff may use cable TV	BY Library Questionnaire
2		BYL11MA	Library has closed-circuit TV	BY Library Questionnaire
2		BYL11MB	Years library has had closed-circuit TV	BY Library Questionnaire
2		BYL11MC	Students may use closed-circuit TV	BY Library Questionnaire
2		BYL11MD	Faculty/staff may use closed-circuit TV	BY Library Questionnaire
2		BYL11ME	Library staff may use closed-circuit TV	BY Library Questionnaire
2		BYL11NA	Library has video camera	BY Library Questionnaire
2		BYL11NB	Years library has had video camera	BY Library Questionnaire
2		BYL11NC	Students may use video camera	BY Library Questionnaire
2		BYL11ND	Faculty/staff may use video camera	BY Library Questionnaire
2		BYL11NE	Library staff may use video camera	BY Library Questionnaire
2		BYL11OA	Library has satellite TV hook-up	BY Library Questionnaire
2		BYL11OB	Years library has had satellite TV hookup	BY Library Questionnaire
2		BYL11OC	Students may use satellite TV hookup	BY Library Questionnaire
2		BYL11OD	Faculty/staff may use satellite TV hookup	BY Library Questionnaire
2		BYL11OE	Library staff may use satellite TV hookup	BY Library Questionnaire
2		BYL11PA	Library has audio equipment	BY Library Questionnaire
2		BYL11PB	Years library has had audio equipment	BY Library Questionnaire
2		BYL11PC	Students may use audio equipment	BY Library Questionnaire
2		BYL11PD	Faculty/staff may use audio equipment	BY Library Questionnaire
2		BYL11PE	Library staff may use audio equipment	BY Library Questionnaire
2		BYL11QA	Library has videoconference equipment	BY Library Questionnaire
2		BYL11QB	Years library had videoconference equipment	BY Library Questionnaire
2		BYL11QC	Students may use videoconference equipment	BY Library Questionnaire
2		BYL11QD	Faculty/staff may use videoconference equipment	BY Library Questionnaire
2		BYL11QE	Library staff may use videoconference equipment	BY Library Questionnaire
2		BYL11RA	Library has scanner	BY Library Questionnaire
2		BYL11RB	Years library had scanner	BY Library Questionnaire
2		BYL11RC	Students may use scanner	BY Library Questionnaire
2		BYL11RD	Faculty/staff may use scanner	BY Library Questionnaire
2		BYL11RE	Library staff may use scanner	BY Library Questionnaire
2		BYL11SA	Library has LCD panel/projection device	BY Library Questionnaire
2		BYL11SB	Years library had LCD panel/projection device	BY Library Questionnaire
2		BYL11SC	Students may use LCD panel/projection device	BY Library Questionnaire
2		BYL11SD	Faculty/staff may use LCD panel/projection device	BY Library Questionnaire
2		BYL11SE	Library staff may use LCD panel/projection device	BY Library Questionnaire
2		BYL11TA	Library has technology for disabled	BY Library Questionnaire
2		BYL11TB	Years library has had technology for disabled	BY Library Questionnaire
2		BYL11TC	Students may use technology for disabled	BY Library Questionnaire
2		BYL11TD	Faculty/staff may use technology for disabled	BY Library Questionnaire
2		BYL11TE	Library staff may use technology for disabled	BY Library Questionnaire
2		BYL12A	Online catalog available	BY Library Questionnaire
2		BYL12B	Other libraries' online catalogs available	BY Library Questionnaire
2		BYL12C	Internet access available	BY Library Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
2		BYL12D	E-mail/chat room access available	BY Library Questionnaire
2		BYL12E	Reference/bibliography databases available	BY Library Questionnaire
2		BYL12F	General articles/news databases available	BY Library Questionnaire
2		BYL12G	College/career databases available	BY Library Questionnaire
2		BYL12H	Academic subject databases available	BY Library Questionnaire
2		BYL12I	Electronic books/journals/references/magazines available	BY Library Questionnaire
2		BYL12J	Educational software available	BY Library Questionnaire
2		BYL13	Library has multimedia production facility	BY Library Questionnaire
2		BYL14A	Has interlibrary loan program with area high schools	BY Library Questionnaire
2		BYL14B	Has interlibrary loan program with high schools in state	BY Library Questionnaire
2		BYL14C	Has interlibrary loan program with public libraries	BY Library Questionnaire
2		BYL14D	Has interlibrary loan program with the state library	BY Library Questionnaire
2		BYL14E	Has interlibrary loan program with colleges/universities	BY Library Questionnaire
2		BYL14F	Has other interlibrary loan program	BY Library Questionnaire
2		BYL15	School participates in distance learning	BY Library Questionnaire
2		BYL16A	2001 holdings-books	BY Library Questionnaire
2		BYL16B	2001 holdings-video	BY Library Questionnaire
2		BYL16C	2001 holdings-periodical subscriptions	BY Library Questionnaire
2		BYL16D	2001 holdings-electronic database subscription	BY Library Questionnaire
2		BYL17	Library has professional collection for teachers	BY Library Questionnaire
2		BYL18	# of professional collection volumes bought 2000-2001 school year	BY Library Questionnaire
2		BYL19	Total spent on computer hardware 2000-2001 school year	BY Library Questionnaire
2		BYL20	When students may use library on own	BY Library Questionnaire
2		BYL21A	Students may use library on own before/after school	BY Library Questionnaire
2		BYL21B	Students may use library on own during lunch break	BY Library Questionnaire
2		BYL21C	Students may use library on own during set times	BY Library Questionnaire
2		BYL21D	Students may use library on own between class/recess	BY Library Questionnaire
2		BYL21E	Students may use library on own at other time	BY Library Questionnaire
2		BYL22A	How often library used for classes at same time	BY Library Questionnaire
2		BYL22B	How often library used for one class only	BY Library Questionnaire
2		BYL22C	How often library used for small groups	BY Library Questionnaire
2		BYL23	How often library used for non-library activities	BY Library Questionnaire
2		BYL24	How many students use library per week	BY Library Questionnaire
2		BYL25	Total circulation per week	BY Library Questionnaire
2		BYL26	Maximum # of books students may take out	BY Library Questionnaire
2		BYL27A	Students may take out reference material	BY Library Questionnaire
2		BYL27B	Students may take out periodicals	BY Library Questionnaire
2		BYL27C	Students may take out AV materials	BY Library Questionnaire
2		BYL27D	Students may take out AV equipment	BY Library Questionnaire
2		BYL27E	Students may take out computer software	BY Library Questionnaire
2		BYL27F	Students may take out computer hardware	BY Library Questionnaire
2		BYL27G	Students may take out none of these	BY Library Questionnaire
2		BYL28	Parents allowed to check out material	BY Library Questionnaire
2		BYL29	Worked in this library during 2000-2001 school year	BY Library Questionnaire
2		BYL30A	How often worked with English teachers	BY Library Questionnaire
2		BYL30B	How often worked with math teachers	BY Library Questionnaire
2		BYL31A	School-board has policy on use of Internet	BY Library Questionnaire
2		BYL31B	School-board has copyright policy	BY Library Questionnaire

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
2		BYL31C	School-board has materials selection policy	BY Library Questionnaire
2		BYL31D	School-board has none of these policies	BY Library Questionnaire
2		BYL32	School has library policy/procedure manual	BY Library Questionnaire
2		BYL34	Library questionnaire respondent's title	BY Library Questionnaire
2		BYL35	Date library questionnaire completed	BY Library Questionnaire
2		BYF01A	Trash on front hallway floors	BY Facilities Checklist
2		BYF01B	Overflowing trashcans in hallway	BY Facilities Checklist
2		BYF01C	Broken lights in hallway	BY Facilities Checklist
2		BYF01D	Graffiti on hallway walls/doors/ceiling	BY Facilities Checklist
2		BYF01E	Graffiti on lockers in hallway	BY Facilities Checklist
2		BYF01F	Visible fire/emergency alarms in hallway	BY Facilities Checklist
2		BYF01G	Chipped paint in hallway	BY Facilities Checklist
2		BYF01H	Hallway ceilings in disrepair	BY Facilities Checklist
2		BYF01I	Visible safety exit signs in hallway	BY Facilities Checklist
2		BYF01J	Hallway floor and walls appear clean	BY Facilities Checklist
2		BYF02	Noise level of main entrance during class	BY Facilities Checklist
2		BYF03A	Visitor check-in sign observed	BY Facilities Checklist
2		BYF03B	Sign stating 'no drugs' observed	BY Facilities Checklist
2		BYF03C	Sign stating 'no trespassing' observed	BY Facilities Checklist
2		BYF03D	Sign stating 'no weapons' observed	BY Facilities Checklist
2		BYF04A	Graffiti on bathroom walls and ceilings	BY Facilities Checklist
2		BYF04B	Graffiti on bathroom stall doors/walls	BY Facilities Checklist
2		BYF04C	Trash on bathroom floor	BY Facilities Checklist
2		BYF04D	Overflowing trashcans in bathroom	BY Facilities Checklist
2		BYF04E	Doors on all bathroom stalls	BY Facilities Checklist
2		BYF04F	Students loitering in bathroom during class	BY Facilities Checklist
2		BYF04G	Students smoking in bathroom during class	BY Facilities Checklist
2		BYF05A	Locks on inside of classroom door	BY Facilities Checklist
2		BYF05B	Classroom ceiling in disrepair	BY Facilities Checklist
2		BYF05C	Broken lights in classroom	BY Facilities Checklist
2		BYF05D	Graffiti on classroom walls/ceiling/doors	BY Facilities Checklist
2		BYF05E	Graffiti on classroom desks	BY Facilities Checklist
2		BYF05F	Trash on classroom floor	BY Facilities Checklist
2		BYF05G	Overflowing trashcan in classroom	BY Facilities Checklist
2		BYF05H	Classroom floor and walls appear clean	BY Facilities Checklist
2		BYF05I	Posters or material on classroom windows	BY Facilities Checklist
2		BYF05J	Bars on classroom windows	BY Facilities Checklist
2		BYF05K	Classroom windows broken	BY Facilities Checklist
2		BYF06A	Students wear ID badges	BY Facilities Checklist
2		BYF06B	Teachers wear ID badges	BY Facilities Checklist
2		BYF06C	Other personnel wear ID badges	BY Facilities Checklist
2		BYF06D	Visitors wear ID badges	BY Facilities Checklist
2		BYF07	School has parking lots	BY Facilities Checklist
2		BYF08A	# entrances/exits to parking lots	BY Facilities Checklist
2		BYF08B	# entrances/exits monitored by video	BY Facilities Checklist
2		BYF08C	# entrances/exits monitored by guard	BY Facilities Checklist
2		BYF08D	# entrances/exits locked during day	BY Facilities Checklist
2		BYF09A	How much litter/trash in area around school	BY Facilities Checklist

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
2		BYF09B	How much graffiti in area around school	BY Facilities Checklist
2		BYF09C	How many boarded up buildings in area around school	BY Facilities Checklist
2		BYF09D	How many people congregated in area around school	BY Facilities Checklist
2		BYF09E	How many students loitering in area around school	BY Facilities Checklist
2		BYF10A	Observed security guard	BY Facilities Checklist
2		BYF10B	Observed metal detectors	BY Facilities Checklist
2		BYF10C	Observed security cameras	BY Facilities Checklist
2		BYF10D	Observed fencing around entire school	BY Facilities Checklist
2		BYF10E	Observed sign-in policies	BY Facilities Checklist
2		BYF10F	Observed adult direct guests to sign-in	BY Facilities Checklist
2		BYF10G	Observed fire alarms	BY Facilities Checklist
2		BYF10H	Observed fire extinguishers	BY Facilities Checklist
2		BYF10I	Observed fire sprinklers	BY Facilities Checklist
2		BYF10J	Observed exterior lights	BY Facilities Checklist
2		BYF10K	Observed student lockers	BY Facilities Checklist
2		BYF10L	Observed student uniforms	BY Facilities Checklist
2		BYF10M	Observed signs-alarm if door opened	BY Facilities Checklist
3		STU_ID	Student ID	HS Transcript (Student Course)
3		TSCH_ID	School ID of school providing transcript	HS Transcript (Student Course)
3		SCH_ID	School ID of course school	HS Transcript (Student Course)
3		F1CYEAR	School year in which course was taken	HS Transcript (Student Course)
3		F1CGRLEV	Grade level in which course was taken	HS Transcript (Student Course)
3		F1CCRSE	Course title	HS Transcript (Student Course)
3		F1CT_TYP	Term in which course was taken	HS Transcript (Student Course)
3		F1CCRED	School assigned course credit	HS Transcript (Student Course)
3		F1CSCRED	Standardized credits, in Carnegie units	HS Transcript (Student Course)
3		F1CGRADE	Standardized course grade	HS Transcript (Student Course)
3		F1CCSSC	CSSC code assigned to course	HS Transcript (Student Course)
4		SCH_ID	School ID	HS Transcript (Course Offering)
4		F1OCSSC	CSSC code assigned to course	HS Transcript (Course Offering)
4		F1OCRSE	Course title	HS Transcript (Course Offering)
4		F1OCLI	School course source	HS Transcript (Course Offering)
4		F1OCLIY	Year of school course source	HS Transcript (Course Offering)
4		F1OCRSDP	Course department	HS Transcript (Course Offering)
5		Stu_ID	Student ID	F2 Institution File
5		F2IORDER	F2 Institution file order number	F2 Institution File
5		F2IIPED	IPEDS code of postsecondary institution	F2 Institution File
5		F2ISTATE	State of postsecondary institution	F2 Institution File
5		F2ILEVEL	Level of institution	F2 Institution File
5		F2ICNTRL	Control of institution	F2 Institution File
5		F2ISECTR	Sector of institution	F2 Institution File
5		F2ISELC	Institutional selectivity	F2 Institution File
5		F2IOPNAP	Open admission policy	F2 Institution File
5		F2SATV25	SAT Verbal 25th percentile score (from SATVR25 in IPEDS)	F2 Institution File
5		F2SATV75	SAT Verbal 75th percentile score (from SATVR75 in IPEDS)	F2 Institution File
5		F2SATM25	SAT Math 25th percentile score (from SATMT25 in IPEDS)	F2 Institution File
5		F2SATM75	SAT Math 75th percentile score (from SATMT75 in IPEDS)	F2 Institution File
5		F2ACTE25	ACT English 25th percentile score (from ACTEN25 in IPEDS)	F2 Institution File

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
5		F2ACTE75	ACT English 75th percentile score (from ACTEN75 in IPEDS)	F2 Institution File
5		F2ACTM25	ACT Math 25th percentile score (from ACTMT25 in IPEDS)	F2 Institution File
5		F2ACTM75	ACT Math 75th percentile score (from ACTMT75 in IPEDS)	F2 Institution File
5		F2ACTC25	ACT Composite 25th percentile score (from ACTCM25 in IPEDS)	F2 Institution File
5		F2ACTC75	ACT Composite 75th percentile score (from ACTCM75 in IPEDS)	F2 Institution File
5		F2IAPPLY	Whether applied in first round of applications	F2 Institution File
5		F2IACCPY	Whether was accepted by this postsecondary institution	F2 Institution File
5		F2IGRANT	Offered scholarship or grant	F2 Institution File
5		F2ILOAN	Offered loan	F2 Institution File
5		F2IWKSTY	Offered work study	F2 Institution File
5		F2IWAIVR	Offered tuition waiver/discount	F2 Institution File
5		F2IATTND	Whether attended this postsecondary institution	F2 Institution File
5		F2IFTPT	Intensity of enrollment at postsecondary school	F2 Institution File
5		F2ISTART	First period of attendance at this postsecondary institution	F2 Institution File
5		F2IEND	Last period of attendance at this postsecondary institution	F2 Institution File
5		F2IPSQ	Questionable postsecondary enrollment flag	F2 Institution File
5		F2IMO45	Number of months enrolled in institution in 2004-2005 school year	F2 Institution File
5		F2IPRE4	Number of months enrolled at postsecondary institution in 2002-2003	F2 Institution File
5		F2I0401	Enrolled in postsecondary institution in 2004/01 (January 2004)	F2 Institution File
5		F2I0402	Enrolled in postsecondary institution in 2004/02 (February 2004)	F2 Institution File
5		F2I0403	Enrolled in postsecondary institution in 2004/03 (March 2004)	F2 Institution File
5		F2I0404	Enrolled in postsecondary institution in 2004/04 (April 2004)	F2 Institution File
5		F2I0405	Enrolled in postsecondary institution in 2004/05 (May 2004)	F2 Institution File
5		F2I0406	Enrolled in postsecondary institution in 2004/06 (June 2004)	F2 Institution File
5		F2I0407	Enrolled in postsecondary institution in 2004/07 (July 2004)	F2 Institution File
5		F2I0408	Enrolled in postsecondary institution in 2004/08 (August 2004)	F2 Institution File
5		F2I0409	Enrolled in postsecondary institution in 2004/09 (September 2004)	F2 Institution File
5		F2I0410	Enrolled in postsecondary institution in 2004/10 (October 2004)	F2 Institution File
5		F2I0411	Enrolled in postsecondary institution in 2004/11 (November 2004)	F2 Institution File
5		F2I0412	Enrolled in postsecondary institution in 2004/12 (December 2004)	F2 Institution File
5		F2I0501	Enrolled in postsecondary institution in 2005/01 (January 2005)	F2 Institution File
5		F2I0502	Enrolled in postsecondary institution in 2005/02 (February 2005)	F2 Institution File
5		F2I0503	Enrolled in postsecondary institution in 2005/03 (March 2005)	F2 Institution File
5		F2I0504	Enrolled in postsecondary institution in 2005/04 (April 2005)	F2 Institution File
5		F2I0505	Enrolled in postsecondary institution in 2005/05 (May 2005)	F2 Institution File
5		F2I0506	Enrolled in postsecondary institution in 2005/06 (June 2005)	F2 Institution File
5		F2I0507	Enrolled in postsecondary institution in 2005/07 (July 2005)	F2 Institution File
5		F2I0508	Enrolled in postsecondary institution in 2005/08 (August 2005)	F2 Institution File
5		F2I0509	Enrolled in postsecondary institution in 2005/09 (September 2005)	F2 Institution File
5		F2I0510	Enrolled in postsecondary institution in 2005/10 (October 2005)	F2 Institution File
5		F2I0511	Enrolled in postsecondary institution in 2005/11 (November 2005)	F2 Institution File
5		F2I0512	Enrolled in postsecondary institution in 2005/12 (December 2005)	F2 Institution File
5		F2I0601	Enrolled in postsecondary institution in 2006/01 (January 2006)	F2 Institution File
5		F2I0602	Enrolled in postsecondary institution in 2006/02 (February 2006)	F2 Institution File
5		F2I0603	Enrolled in postsecondary institution in 2006/03 (March 2006)	F2 Institution File
5		F2I0604	Enrolled in postsecondary institution in 2006/04 (April 2006)	F2 Institution File
5		F2I0605	Enrolled in postsecondary institution in 2006/05 (May 2006)	F2 Institution File
5		F2I0606	Enrolled in postsecondary institution in 2006/06 (June 2006)	F2 Institution File

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
5		F2I0607	Enrolled in postsecondary institution in 2006/07 (July 2006)	F2 Institution File
5		F2I0608	Enrolled in postsecondary institution in 2006/08 (August 2006)	F2 Institution File
6		STU_ID	Analysis case ID	CPS (FAFSA) 2004-2005
6		C05021	Student's state of legal residence (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05022	Student legal resident before 1-1-1999? (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05023	Student's legal residence date (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05026	Degree/certificate (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05027	Grade level in college (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05030	Interested in student loans? (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05031	Interested in Work-Study? (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05038	Student's adj gross inc on IRS form (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05039	Student's US income tax paid (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05040	Student's exemptions claimed (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05041	Student's income earned from work (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05046	Student's cash, savings, checking (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05047	Student's investment net worth (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05058	Parents marital status (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05068	Parents number of family members (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05069	Parents number in college (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05070	Parents state of legal residence (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05071	Parents legal residents before 1-1-1999? (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05072	Parents legal residence date (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05076	Parents adjusted gross income (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05077	Parents US income tax paid (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05078	Parents exemptions claimed (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05079	Father's income earned from work (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05080	Mother's income earned from work (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05081	Parents total amount from worksheet A (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05082	Parents total amount from worksheet B (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05083	Parents total amount from worksheet C (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05084	Parents cash, savings, checking (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05085	Parents investment net worth (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05086	Parents business and/or farm net worth (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05089	Federal school code #1 (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05090	Federal school code #1 housing plans (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05091	Federal school code #2 (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05092	Federal school code #2 housing plans (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05093	Federal school code #3 (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05094	Federal school code #3 housing plans (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05095	Federal school code #4 (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05096	Federal school code #4 housing plans (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05097	Federal school code #5 (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05098	Federal school code #5 housing plans (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05099	Federal school code #6 (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05100	Federal school code #6 housing plans (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05101	Enrollment status (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05110	Dependency status (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05134	Application receipt date (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
6		C05144	Pell grant eligibility flag (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05150	Automatic zero EFC (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05151	Simplified needs test (SNT) (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05179	Primary EFC (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05181	Primary EFC type (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05205	TI: Total Income (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05206	ATI: Allowances Against Total Income (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05207	STX: State Tax Allowance (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05208	EA: Employment Allowance (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05209	IPA: Income Protection Allowance (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05210	AI: Available Income (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05211	CAI: Contribution from available income (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05212	DNW: Discretionary Net Worth (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05213	NW: Net Worth (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05214	APA: Asset Protection Allowance (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05215	PCA: Parents Contribution from Assets (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05216	AAI: Adjusted Available Income (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05217	TSC: Total Student Contribution (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05218	TPC: Total Parent Contribution (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05219	PC: Parents Contribution (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05220	STI: Student's Total Income (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05221	SATI: Student's Allow Agnst Total Income (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05222	SIC: Dependent Students Inc Contribution (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05223	SDNW: Student's Discretionary Net Worth (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05224	SCA: Student's Contribution from Assets (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
6		C05225	FTI: FISAP total income (from FAFSA 2004-05)	CPS (FAFSA) 2004-2005
7		STU_ID	Analysis case ID	CPS (FAFSA) 2005-2006
7		C06021	Student's state of legal residence (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06022	Student legal resident before 1-1-2000? (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06023	Student's legal residence date (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06026	Degree/certificate (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06027	Grade level in college (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06030	Interested in student loans? (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06031	Interested in Work-Study? (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06038	Student's adj gross inc on IRS form (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06039	Student's US income tax paid (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06040	Student's exemptions claimed (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06041	Student's income earned from work (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06046	Student's cash, savings, checking (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06047	Student's investment net worth (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06058	Parents marital status (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06068	Parents number of family members (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06069	Parents number in college (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06070	Parents state of legal residence (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06071	Parents legal residents before 1-1-2000? (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06072	Parents legal residence date (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06076	Parents adjusted gross income (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06077	Parents US income tax paid (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
7		C06078	Parents exemptions claimed (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06079	Father's income earned from work (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06080	Mother's income earned from work (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06081	Parents total amount from worksheet A (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06082	Parents total amount from worksheet B (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06083	Parents total amount from worksheet C (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06084	Parents cash, savings, checking (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06085	Parents investment net worth (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06086	Parents business and/or farm net worth (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06089	Federal school code #1 (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06090	Federal school code #1 housing plans (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06091	Federal school code #2 (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06092	Federal school code #2 housing plans (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06093	Federal school code #3 (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06094	Federal school code #3 housing plans (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06095	Federal school code #4 (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06096	Federal school code #4 housing plans (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06097	Federal school code #5 (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06098	Federal school code #5 housing plans (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06099	Federal school code #6 (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06100	Federal school code #6 housing plans (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06101	Enrollment status (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06110	Dependency status (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06140	Application receipt date (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06152	Pell grant eligibility flag (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06158	Automatic zero EFC (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06159	Simplified needs test (SNT) (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06186	Primary EFC (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06188	Primary EFC type (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06212	TI: Total Income (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06213	ATI: Allowances Against Total Income (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06214	STX: State Tax Allowance (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06215	EA: Employment Allowance (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06216	IPA: Income Protection Allowance (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06217	AI: Available Income (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06218	CAI: Contribution from available income (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06219	DNW: Discretionary Net Worth (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06220	NW: Net Worth (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06221	APA: Asset Protection Allowance (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06222	PCA: Parents Contribution from Assets (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06223	AAI: Adjusted Available Income (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06224	TSC: Total Student Contribution (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06225	TPC: Total Parent Contribution (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06226	PC: Parents Contribution (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06227	STI: Student's Total Income (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06228	SATI: Student's Allow Agnst Total Income (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06229	SIC: Dependent Students Inc Contribution (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06230	SDNW: Student's Discretionary Net Worth (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
7		C06231	SCA: Student's Contribution from Assets (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
7		C06232	FTI: FISAP total income (from FAFSA 2005-06)	CPS (FAFSA) 2005-2006
8		STU_ID	Analysis case ID	CPS (FAFSA) 2006-2007
8		C07021	Student's state of legal residence (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07022	Student legal resident before 1-1-2001? (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07023	Student's legal residence date (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07026	Degree/certificate (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07027	Grade level in college (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07030	Interested in student loans? (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07031	Interested in Work-Study? (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07038	Student's adj gross inc on IRS form (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07039	Student's US income tax paid (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07040	Student's exemptions claimed (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07046	Student's cash, savings, checking (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07047	Student's investment net worth (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07058	Parents marital status (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07068	Parents number of family members (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07069	Parents number in college (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07070	Parents state of legal residence (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07071	Parents legal residents before 1-1-2001? (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07072	Parents legal residence date (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07076	Parents adjusted gross income (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07077	Parents US income tax paid (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07078	Parents exemptions claimed (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07079	Father's income earned from work (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07080	Mother's income earned from work (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07081	Parents total amount from worksheet A (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07082	Parents total amount from worksheet B (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07083	Parents total amount from worksheet C (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07084	Parents cash, savings, checking (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07085	Parents investment net worth (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07086	Parents business and/or farm net worth (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07089	Federal school code #1 (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07090	Federal school code #1 housing plans (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07091	Federal school code #2 (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07092	Federal school code #2 housing plans (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07093	Federal school code #3 (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07094	Federal school code #3 housing plans (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07095	Federal school code #4 (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07096	Federal school code #4 housing plans (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07097	Federal school code #5 (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07098	Federal school code #5 housing plans (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07099	Federal school code #6 (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07100	Federal school code #6 housing plans (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07101	Enrollment status (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07110	Dependency status (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07140	Application receipt date (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07152	Pell grant eligibility flag (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
8		C07158	Automatic zero EFC (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07159	Simplified needs test (SNT) (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07186	Primary EFC (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07188	Primary EFC type (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07212	TI: Total Income (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07213	ATI: Allowances Against Total Income (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07214	STX: State Tax Allowance (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07215	EA: Employment Allowance (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07216	IPA: Income Protection Allowance (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07217	AI: Available Income (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07218	CAI: Contribution from available income (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07219	DNW: Discretionary Net Worth (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07220	NW: Net Worth (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07221	APA: Asset Protection Allowance (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07222	PCA: Parents Contribution from Assets (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07223	AAI: Adjusted Available Income (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07224	TSC: Total Student Contribution (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07225	TPC: Total Parent Contribution (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07226	PC: Parents Contribution (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07227	STI: Student's Total Income (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07228	SATI: Student's Allow Agnst Total Income (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07229	SIC: Dependent Students Inc Contribution (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07230	SDNW: Student's Discretionary Net Worth (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07231	SCA: Student's Contribution from Assets (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
8		C07232	FTI: FISAP total income (from FAFSA 2006-07)	CPS (FAFSA) 2006-2007
9		STU_ID	Analysis case ID	Pell
9		PDATE1	Pell grant enrollment begin	Pell
9		PLAMTP1	Pell grant paid amount	Pell
9		PLAMTP2	Pell grant remaining	Pell
9		PLAMTSCH	Pell grant scheduled amount	Pell
9		PLBR1	Pell institution branch	Pell
9		PLCOST1	Pell cost of attendance	Pell
9		PLEFC	Pell grant EFC	Pell
9		PLSCHL1	Pell institution code (OPEID)	Pell
9		PLYEAR	Pell paid year (FY)	Pell
10		STU_ID	Analysis case ID	Loan
10		ACADLVL	Academic level	Loan
10		BEGDATE	Loan period begin date	Loan
10		BRNCHCOD	School branch code	Loan
10		ENDDATE	Loan period end date	Loan
10		GACODE	Current guaranty agency code	Loan
10		LNSTDAT2	Prior loan status date	Loan
10		LNSTDATE	Current loan status date	Loan
10		LOANAMT	Loan amount guaranteed	Loan
10		LOANDATE	Loan guaranteed date	Loan
10		LOANSTA2	Prior loan status code	Loan
10		LOANSTAT	Current loan status	Loan
10		LOANTYPE	Loan type	Loan

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
10		OUTSTAND	Outstanding principal balance	Loan
10		OUTSDAT	Outstanding principal balance date	Loan
10		SCHCODE	Title IV school code (OPEID)	Loan
10		SEQNO	Record sequence number	Loan
10		TOTCAN	Total canceled	Loan
10		TOTDIS	Total amount disbursed	Loan
11		Stu_ID	Student ID	GED Testing Program
11		GEDSTATE	State where candidate last took GED test	GED Testing Program
11		GEDPRACT	Whether candidate took official practice test	GED Testing Program
11		GEDPASSD	Whether candidate passed GED test	GED Testing Program
11		GEDPASDT	Date passed GED test	GED Testing Program
11		GEDRSN01	Took GED test to enroll in tech/trade program	GED Testing Program
11		GEDRSN02	Took GED test to enter 2-year college	GED Testing Program
11		GEDRSN03	Took GED test to enter 4-year college	GED Testing Program
11		GEDRSN04	Took GED test for job training	GED Testing Program
11		GEDRSN05	Took GED test to get first job or better job	GED Testing Program
11		GEDRSN06	Took GED test to keep current job or satisfy employer requirement	GED Testing Program
11		GEDRSN07	Took GED test to gain military entrance or for military career	GED Testing Program
11		GEDRSN08	Took GED test to be a role model for family	GED Testing Program
11		GEDRSN09	Took GED test for personal satisfaction	GED Testing Program
11		GEDRSN10	Took GED test for some other reason	GED Testing Program
11		GEDLRN01	First learned about GED from friend/family	GED Testing Program
11		GEDLRN02	First learned about GED from classmate	GED Testing Program
11		GEDLRN03	First learned about GED from counselor/teacher	GED Testing Program
11		GEDLRN04	First learned about GED through the media	GED Testing Program
11		GEDLRN05	First learned about GED from some other source	GED Testing Program
11		GEDPRP01	Prepared for GED test through public school adult education class	GED Testing Program
11		GEDPRP02	Prepared for GED test through community college adult education class	GED Testing Program
11		GEDPRP03	Prepared for GED test through internet/computer	GED Testing Program
11		GEDPRP04	Prepared for GED test through home study/schooling or family literacy	GED Testing Program
11		GEDPRP05	Prepared for GED test through official practice test	GED Testing Program
11		GEDPRP06	Prepared for GED test through library	GED Testing Program
11		GEDPRP07	Prepared for GED test through GED Option program	GED Testing Program
11		GEDPRP08	Prepared for GED test through job corps or employment/training program	GED Testing Program
11		GEDPRP09	Prepared for GED test by self-teaching	GED Testing Program
11		GEDPRP10	Prepared for GED test in some other way	GED Testing Program
11		GEDPRP11	Did not prepare for GED test	GED Testing Program
12		Stu_ID	Student ID	BY Student Weight Replicates
12		BYSTUWT	Student weight	BY Student Weight Replicates
12		BYSTU1	BRR BY student weight for replicate 1	BY Student Weight Replicates
12		BYSTU2	BRR BY student weight for replicate 2	BY Student Weight Replicates
12		BYSTU3	BRR BY student weight for replicate 3	BY Student Weight Replicates
12		BYSTU4	BRR BY student weight for replicate 4	BY Student Weight Replicates
12		BYSTU5	BRR BY student weight for replicate 5	BY Student Weight Replicates
12		BYSTU6	BRR BY student weight for replicate 6	BY Student Weight Replicates
12		BYSTU7	BRR BY student weight for replicate 7	BY Student Weight Replicates
12		BYSTU8	BRR BY student weight for replicate 8	BY Student Weight Replicates
12		BYSTU9	BRR BY student weight for replicate 9	BY Student Weight Replicates



*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
12		BYSTU58	BRR BY student weight for replicate 58	BY Student Weight Replicates
12		BYSTU59	BRR BY student weight for replicate 59	BY Student Weight Replicates
12		BYSTU60	BRR BY student weight for replicate 60	BY Student Weight Replicates
12		BYSTU61	BRR BY student weight for replicate 61	BY Student Weight Replicates
12		BYSTU62	BRR BY student weight for replicate 62	BY Student Weight Replicates
12		BYSTU63	BRR BY student weight for replicate 63	BY Student Weight Replicates
12		BYSTU64	BRR BY student weight for replicate 64	BY Student Weight Replicates
12		BYSTU65	BRR BY student weight for replicate 65	BY Student Weight Replicates
12		BYSTU66	BRR BY student weight for replicate 66	BY Student Weight Replicates
12		BYSTU67	BRR BY student weight for replicate 67	BY Student Weight Replicates
12		BYSTU68	BRR BY student weight for replicate 68	BY Student Weight Replicates
12		BYSTU69	BRR BY student weight for replicate 69	BY Student Weight Replicates
12		BYSTU70	BRR BY student weight for replicate 70	BY Student Weight Replicates
12		BYSTU71	BRR BY student weight for replicate 71	BY Student Weight Replicates
12		BYSTU72	BRR BY student weight for replicate 72	BY Student Weight Replicates
12		BYSTU73	BRR BY student weight for replicate 73	BY Student Weight Replicates
12		BYSTU74	BRR BY student weight for replicate 74	BY Student Weight Replicates
12		BYSTU75	BRR BY student weight for replicate 75	BY Student Weight Replicates
12		BYSTU76	BRR BY student weight for replicate 76	BY Student Weight Replicates
12		BYSTU77	BRR BY student weight for replicate 77	BY Student Weight Replicates
12		BYSTU78	BRR BY student weight for replicate 78	BY Student Weight Replicates
12		BYSTU79	BRR BY student weight for replicate 79	BY Student Weight Replicates
12		BYSTU80	BRR BY student weight for replicate 80	BY Student Weight Replicates
12		BYSTU81	BRR BY student weight for replicate 81	BY Student Weight Replicates
12		BYSTU82	BRR BY student weight for replicate 82	BY Student Weight Replicates
12		BYSTU83	BRR BY student weight for replicate 83	BY Student Weight Replicates
12		BYSTU84	BRR BY student weight for replicate 84	BY Student Weight Replicates
12		BYSTU85	BRR BY student weight for replicate 85	BY Student Weight Replicates
12		BYSTU86	BRR BY student weight for replicate 86	BY Student Weight Replicates
12		BYSTU87	BRR BY student weight for replicate 87	BY Student Weight Replicates
12		BYSTU88	BRR BY student weight for replicate 88	BY Student Weight Replicates
12		BYSTU89	BRR BY student weight for replicate 89	BY Student Weight Replicates
12		BYSTU90	BRR BY student weight for replicate 90	BY Student Weight Replicates
12		BYSTU91	BRR BY student weight for replicate 91	BY Student Weight Replicates
12		BYSTU92	BRR BY student weight for replicate 92	BY Student Weight Replicates
12		BYSTU93	BRR BY student weight for replicate 93	BY Student Weight Replicates
12		BYSTU94	BRR BY student weight for replicate 94	BY Student Weight Replicates
12		BYSTU95	BRR BY student weight for replicate 95	BY Student Weight Replicates
12		BYSTU96	BRR BY student weight for replicate 96	BY Student Weight Replicates
12		BYSTU97	BRR BY student weight for replicate 97	BY Student Weight Replicates
12		BYSTU98	BRR BY student weight for replicate 98	BY Student Weight Replicates
12		BYSTU99	BRR BY student weight for replicate 99	BY Student Weight Replicates
12		BYSTU100	BRR BY student weight for replicate 100	BY Student Weight Replicates
12		BYSTU101	BRR BY student weight for replicate 101	BY Student Weight Replicates
12		BYSTU102	BRR BY student weight for replicate 102	BY Student Weight Replicates
12		BYSTU103	BRR BY student weight for replicate 103	BY Student Weight Replicates
12		BYSTU104	BRR BY student weight for replicate 104	BY Student Weight Replicates
12		BYSTU105	BRR BY student weight for replicate 105	BY Student Weight Replicates



*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
12		BYSTU154	BRR BY student weight for replicate 154	BY Student Weight Replicates
12		BYSTU155	BRR BY student weight for replicate 155	BY Student Weight Replicates
12		BYSTU156	BRR BY student weight for replicate 156	BY Student Weight Replicates
12		BYSTU157	BRR BY student weight for replicate 157	BY Student Weight Replicates
12		BYSTU158	BRR BY student weight for replicate 158	BY Student Weight Replicates
12		BYSTU159	BRR BY student weight for replicate 159	BY Student Weight Replicates
12		BYSTU160	BRR BY student weight for replicate 160	BY Student Weight Replicates
12		BYSTU161	BRR BY student weight for replicate 161	BY Student Weight Replicates
12		BYSTU162	BRR BY student weight for replicate 162	BY Student Weight Replicates
12		BYSTU163	BRR BY student weight for replicate 163	BY Student Weight Replicates
12		BYSTU164	BRR BY student weight for replicate 164	BY Student Weight Replicates
12		BYSTU165	BRR BY student weight for replicate 165	BY Student Weight Replicates
12		BYSTU166	BRR BY student weight for replicate 166	BY Student Weight Replicates
12		BYSTU167	BRR BY student weight for replicate 167	BY Student Weight Replicates
12		BYSTU168	BRR BY student weight for replicate 168	BY Student Weight Replicates
12		BYSTU169	BRR BY student weight for replicate 169	BY Student Weight Replicates
12		BYSTU170	BRR BY student weight for replicate 170	BY Student Weight Replicates
12		BYSTU171	BRR BY student weight for replicate 171	BY Student Weight Replicates
12		BYSTU172	BRR BY student weight for replicate 172	BY Student Weight Replicates
12		BYSTU173	BRR BY student weight for replicate 173	BY Student Weight Replicates
12		BYSTU174	BRR BY student weight for replicate 174	BY Student Weight Replicates
12		BYSTU175	BRR BY student weight for replicate 175	BY Student Weight Replicates
12		BYSTU176	BRR BY student weight for replicate 176	BY Student Weight Replicates
12		BYSTU177	BRR BY student weight for replicate 177	BY Student Weight Replicates
12		BYSTU178	BRR BY student weight for replicate 178	BY Student Weight Replicates
12		BYSTU179	BRR BY student weight for replicate 179	BY Student Weight Replicates
12		BYSTU180	BRR BY student weight for replicate 180	BY Student Weight Replicates
12		BYSTU181	BRR BY student weight for replicate 181	BY Student Weight Replicates
12		BYSTU182	BRR BY student weight for replicate 182	BY Student Weight Replicates
12		BYSTU183	BRR BY student weight for replicate 183	BY Student Weight Replicates
12		BYSTU184	BRR BY student weight for replicate 184	BY Student Weight Replicates
12		BYSTU185	BRR BY student weight for replicate 185	BY Student Weight Replicates
12		BYSTU186	BRR BY student weight for replicate 186	BY Student Weight Replicates
12		BYSTU187	BRR BY student weight for replicate 187	BY Student Weight Replicates
12		BYSTU188	BRR BY student weight for replicate 188	BY Student Weight Replicates
12		BYSTU189	BRR BY student weight for replicate 189	BY Student Weight Replicates
12		BYSTU190	BRR BY student weight for replicate 190	BY Student Weight Replicates
12		BYSTU191	BRR BY student weight for replicate 191	BY Student Weight Replicates
12		BYSTU192	BRR BY student weight for replicate 192	BY Student Weight Replicates
12		BYSTU193	BRR BY student weight for replicate 193	BY Student Weight Replicates
12		BYSTU194	BRR BY student weight for replicate 194	BY Student Weight Replicates
12		BYSTU195	BRR BY student weight for replicate 195	BY Student Weight Replicates
12		BYSTU196	BRR BY student weight for replicate 196	BY Student Weight Replicates
12		BYSTU197	BRR BY student weight for replicate 197	BY Student Weight Replicates
12		BYSTU198	BRR BY student weight for replicate 198	BY Student Weight Replicates
12		BYSTU199	BRR BY student weight for replicate 199	BY Student Weight Replicates
12		BYSTU200	BRR BY student weight for replicate 200	BY Student Weight Replicates
12		F1QWT	Questionnaire weight for F1	F1 Quex Weight Replicates

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
12		F1Q1	BRR F1 questionnaire weight for replicate 1	F1 Quex Weight Replicates
12		F1Q2	BRR F1 questionnaire weight for replicate 2	F1 Quex Weight Replicates
12		F1Q3	BRR F1 questionnaire weight for replicate 3	F1 Quex Weight Replicates
12		F1Q4	BRR F1 questionnaire weight for replicate 4	F1 Quex Weight Replicates
12		F1Q5	BRR F1 questionnaire weight for replicate 5	F1 Quex Weight Replicates
12		F1Q6	BRR F1 questionnaire weight for replicate 6	F1 Quex Weight Replicates
12		F1Q7	BRR F1 questionnaire weight for replicate 7	F1 Quex Weight Replicates
12		F1Q8	BRR F1 questionnaire weight for replicate 8	F1 Quex Weight Replicates
12		F1Q9	BRR F1 questionnaire weight for replicate 9	F1 Quex Weight Replicates
12		F1Q10	BRR F1 questionnaire weight for replicate 10	F1 Quex Weight Replicates
12		F1Q11	BRR F1 questionnaire weight for replicate 11	F1 Quex Weight Replicates
12		F1Q12	BRR F1 questionnaire weight for replicate 12	F1 Quex Weight Replicates
12		F1Q13	BRR F1 questionnaire weight for replicate 13	F1 Quex Weight Replicates
12		F1Q14	BRR F1 questionnaire weight for replicate 14	F1 Quex Weight Replicates
12		F1Q15	BRR F1 questionnaire weight for replicate 15	F1 Quex Weight Replicates
12		F1Q16	BRR F1 questionnaire weight for replicate 16	F1 Quex Weight Replicates
12		F1Q17	BRR F1 questionnaire weight for replicate 17	F1 Quex Weight Replicates
12		F1Q18	BRR F1 questionnaire weight for replicate 18	F1 Quex Weight Replicates
12		F1Q19	BRR F1 questionnaire weight for replicate 19	F1 Quex Weight Replicates
12		F1Q20	BRR F1 questionnaire weight for replicate 20	F1 Quex Weight Replicates
12		F1Q21	BRR F1 questionnaire weight for replicate 21	F1 Quex Weight Replicates
12		F1Q22	BRR F1 questionnaire weight for replicate 22	F1 Quex Weight Replicates
12		F1Q23	BRR F1 questionnaire weight for replicate 23	F1 Quex Weight Replicates
12		F1Q24	BRR F1 questionnaire weight for replicate 24	F1 Quex Weight Replicates
12		F1Q25	BRR F1 questionnaire weight for replicate 25	F1 Quex Weight Replicates
12		F1Q26	BRR F1 questionnaire weight for replicate 26	F1 Quex Weight Replicates
12		F1Q27	BRR F1 questionnaire weight for replicate 27	F1 Quex Weight Replicates
12		F1Q28	BRR F1 questionnaire weight for replicate 28	F1 Quex Weight Replicates
12		F1Q29	BRR F1 questionnaire weight for replicate 29	F1 Quex Weight Replicates
12		F1Q30	BRR F1 questionnaire weight for replicate 30	F1 Quex Weight Replicates
12		F1Q31	BRR F1 questionnaire weight for replicate 31	F1 Quex Weight Replicates
12		F1Q32	BRR F1 questionnaire weight for replicate 32	F1 Quex Weight Replicates
12		F1Q33	BRR F1 questionnaire weight for replicate 33	F1 Quex Weight Replicates
12		F1Q34	BRR F1 questionnaire weight for replicate 34	F1 Quex Weight Replicates
12		F1Q35	BRR F1 questionnaire weight for replicate 35	F1 Quex Weight Replicates
12		F1Q36	BRR F1 questionnaire weight for replicate 36	F1 Quex Weight Replicates
12		F1Q37	BRR F1 questionnaire weight for replicate 37	F1 Quex Weight Replicates
12		F1Q38	BRR F1 questionnaire weight for replicate 38	F1 Quex Weight Replicates
12		F1Q39	BRR F1 questionnaire weight for replicate 39	F1 Quex Weight Replicates
12		F1Q40	BRR F1 questionnaire weight for replicate 40	F1 Quex Weight Replicates
12		F1Q41	BRR F1 questionnaire weight for replicate 41	F1 Quex Weight Replicates
12		F1Q42	BRR F1 questionnaire weight for replicate 42	F1 Quex Weight Replicates
12		F1Q43	BRR F1 questionnaire weight for replicate 43	F1 Quex Weight Replicates
12		F1Q44	BRR F1 questionnaire weight for replicate 44	F1 Quex Weight Replicates
12		F1Q45	BRR F1 questionnaire weight for replicate 45	F1 Quex Weight Replicates
12		F1Q46	BRR F1 questionnaire weight for replicate 46	F1 Quex Weight Replicates
12		F1Q47	BRR F1 questionnaire weight for replicate 47	F1 Quex Weight Replicates
12		F1Q48	BRR F1 questionnaire weight for replicate 48	F1 Quex Weight Replicates



*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
12		F1Q97	BRR F1 questionnaire weight for replicate 97	F1 Quex Weight Replicates
12		F1Q98	BRR F1 questionnaire weight for replicate 98	F1 Quex Weight Replicates
12		F1Q99	BRR F1 questionnaire weight for replicate 99	F1 Quex Weight Replicates
12		F1Q100	BRR F1 questionnaire weight for replicate 100	F1 Quex Weight Replicates
12		F1Q101	BRR F1 questionnaire weight for replicate 101	F1 Quex Weight Replicates
12		F1Q102	BRR F1 questionnaire weight for replicate 102	F1 Quex Weight Replicates
12		F1Q103	BRR F1 questionnaire weight for replicate 103	F1 Quex Weight Replicates
12		F1Q104	BRR F1 questionnaire weight for replicate 104	F1 Quex Weight Replicates
12		F1Q105	BRR F1 questionnaire weight for replicate 105	F1 Quex Weight Replicates
12		F1Q106	BRR F1 questionnaire weight for replicate 106	F1 Quex Weight Replicates
12		F1Q107	BRR F1 questionnaire weight for replicate 107	F1 Quex Weight Replicates
12		F1Q108	BRR F1 questionnaire weight for replicate 108	F1 Quex Weight Replicates
12		F1Q109	BRR F1 questionnaire weight for replicate 109	F1 Quex Weight Replicates
12		F1Q110	BRR F1 questionnaire weight for replicate 110	F1 Quex Weight Replicates
12		F1Q111	BRR F1 questionnaire weight for replicate 111	F1 Quex Weight Replicates
12		F1Q112	BRR F1 questionnaire weight for replicate 112	F1 Quex Weight Replicates
12		F1Q113	BRR F1 questionnaire weight for replicate 113	F1 Quex Weight Replicates
12		F1Q114	BRR F1 questionnaire weight for replicate 114	F1 Quex Weight Replicates
12		F1Q115	BRR F1 questionnaire weight for replicate 115	F1 Quex Weight Replicates
12		F1Q116	BRR F1 questionnaire weight for replicate 116	F1 Quex Weight Replicates
12		F1Q117	BRR F1 questionnaire weight for replicate 117	F1 Quex Weight Replicates
12		F1Q118	BRR F1 questionnaire weight for replicate 118	F1 Quex Weight Replicates
12		F1Q119	BRR F1 questionnaire weight for replicate 119	F1 Quex Weight Replicates
12		F1Q120	BRR F1 questionnaire weight for replicate 120	F1 Quex Weight Replicates
12		F1Q121	BRR F1 questionnaire weight for replicate 121	F1 Quex Weight Replicates
12		F1Q122	BRR F1 questionnaire weight for replicate 122	F1 Quex Weight Replicates
12		F1Q123	BRR F1 questionnaire weight for replicate 123	F1 Quex Weight Replicates
12		F1Q124	BRR F1 questionnaire weight for replicate 124	F1 Quex Weight Replicates
12		F1Q125	BRR F1 questionnaire weight for replicate 125	F1 Quex Weight Replicates
12		F1Q126	BRR F1 questionnaire weight for replicate 126	F1 Quex Weight Replicates
12		F1Q127	BRR F1 questionnaire weight for replicate 127	F1 Quex Weight Replicates
12		F1Q128	BRR F1 questionnaire weight for replicate 128	F1 Quex Weight Replicates
12		F1Q129	BRR F1 questionnaire weight for replicate 129	F1 Quex Weight Replicates
12		F1Q130	BRR F1 questionnaire weight for replicate 130	F1 Quex Weight Replicates
12		F1Q131	BRR F1 questionnaire weight for replicate 131	F1 Quex Weight Replicates
12		F1Q132	BRR F1 questionnaire weight for replicate 132	F1 Quex Weight Replicates
12		F1Q133	BRR F1 questionnaire weight for replicate 133	F1 Quex Weight Replicates
12		F1Q134	BRR F1 questionnaire weight for replicate 134	F1 Quex Weight Replicates
12		F1Q135	BRR F1 questionnaire weight for replicate 135	F1 Quex Weight Replicates
12		F1Q136	BRR F1 questionnaire weight for replicate 136	F1 Quex Weight Replicates
12		F1Q137	BRR F1 questionnaire weight for replicate 137	F1 Quex Weight Replicates
12		F1Q138	BRR F1 questionnaire weight for replicate 138	F1 Quex Weight Replicates
12		F1Q139	BRR F1 questionnaire weight for replicate 139	F1 Quex Weight Replicates
12		F1Q140	BRR F1 questionnaire weight for replicate 140	F1 Quex Weight Replicates
12		F1Q141	BRR F1 questionnaire weight for replicate 141	F1 Quex Weight Replicates
12		F1Q142	BRR F1 questionnaire weight for replicate 142	F1 Quex Weight Replicates
12		F1Q143	BRR F1 questionnaire weight for replicate 143	F1 Quex Weight Replicates
12		F1Q144	BRR F1 questionnaire weight for replicate 144	F1 Quex Weight Replicates



*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
12		F1Q193	BRR F1 questionnaire weight for replicate 193	F1 Quex Weight Replicates
12		F1Q194	BRR F1 questionnaire weight for replicate 194	F1 Quex Weight Replicates
12		F1Q195	BRR F1 questionnaire weight for replicate 195	F1 Quex Weight Replicates
12		F1Q196	BRR F1 questionnaire weight for replicate 196	F1 Quex Weight Replicates
12		F1Q197	BRR F1 questionnaire weight for replicate 197	F1 Quex Weight Replicates
12		F1Q198	BRR F1 questionnaire weight for replicate 198	F1 Quex Weight Replicates
12		F1Q199	BRR F1 questionnaire weight for replicate 199	F1 Quex Weight Replicates
12		F1Q200	BRR F1 questionnaire weight for replicate 200	F1 Quex Weight Replicates
12		F1PNLWT	Panel Weight, BY and F1 (2002 and 2004)	BY and F1 Panel Weight Replicates
12		F1PNL1	BRR BY and F1 (2002 and 2004) panel weight for replicate 1	BY and F1 Panel Weight Replicates
12		F1PNL2	BRR BY and F1 (2002 and 2004) panel weight for replicate 2	BY and F1 Panel Weight Replicates
12		F1PNL3	BRR BY and F1 (2002 and 2004) panel weight for replicate 3	BY and F1 Panel Weight Replicates
12		F1PNL4	BRR BY and F1 (2002 and 2004) panel weight for replicate 4	BY and F1 Panel Weight Replicates
12		F1PNL5	BRR BY and F1 (2002 and 2004) panel weight for replicate 5	BY and F1 Panel Weight Replicates
12		F1PNL6	BRR BY and F1 (2002 and 2004) panel weight for replicate 6	BY and F1 Panel Weight Replicates
12		F1PNL7	BRR BY and F1 (2002 and 2004) panel weight for replicate 7	BY and F1 Panel Weight Replicates
12		F1PNL8	BRR BY and F1 (2002 and 2004) panel weight for replicate 8	BY and F1 Panel Weight Replicates
12		F1PNL9	BRR BY and F1 (2002 and 2004) panel weight for replicate 9	BY and F1 Panel Weight Replicates
12		F1PNL10	BRR BY and F1 (2002 and 2004) panel weight for replicate 10	BY and F1 Panel Weight Replicates
12		F1PNL11	BRR BY and F1 (2002 and 2004) panel weight for replicate 11	BY and F1 Panel Weight Replicates
12		F1PNL12	BRR BY and F1 (2002 and 2004) panel weight for replicate 12	BY and F1 Panel Weight Replicates
12		F1PNL13	BRR BY and F1 (2002 and 2004) panel weight for replicate 13	BY and F1 Panel Weight Replicates
12		F1PNL14	BRR BY and F1 (2002 and 2004) panel weight for replicate 14	BY and F1 Panel Weight Replicates
12		F1PNL15	BRR BY and F1 (2002 and 2004) panel weight for replicate 15	BY and F1 Panel Weight Replicates
12		F1PNL16	BRR BY and F1 (2002 and 2004) panel weight for replicate 16	BY and F1 Panel Weight Replicates
12		F1PNL17	BRR BY and F1 (2002 and 2004) panel weight for replicate 17	BY and F1 Panel Weight Replicates
12		F1PNL18	BRR BY and F1 (2002 and 2004) panel weight for replicate 18	BY and F1 Panel Weight Replicates
12		F1PNL19	BRR BY and F1 (2002 and 2004) panel weight for replicate 19	BY and F1 Panel Weight Replicates
12		F1PNL20	BRR BY and F1 (2002 and 2004) panel weight for replicate 20	BY and F1 Panel Weight Replicates
12		F1PNL21	BRR BY and F1 (2002 and 2004) panel weight for replicate 21	BY and F1 Panel Weight Replicates
12		F1PNL22	BRR BY and F1 (2002 and 2004) panel weight for replicate 22	BY and F1 Panel Weight Replicates
12		F1PNL23	BRR BY and F1 (2002 and 2004) panel weight for replicate 23	BY and F1 Panel Weight Replicates
12		F1PNL24	BRR BY and F1 (2002 and 2004) panel weight for replicate 24	BY and F1 Panel Weight Replicates
12		F1PNL25	BRR BY and F1 (2002 and 2004) panel weight for replicate 25	BY and F1 Panel Weight Replicates
12		F1PNL26	BRR BY and F1 (2002 and 2004) panel weight for replicate 26	BY and F1 Panel Weight Replicates
12		F1PNL27	BRR BY and F1 (2002 and 2004) panel weight for replicate 27	BY and F1 Panel Weight Replicates
12		F1PNL28	BRR BY and F1 (2002 and 2004) panel weight for replicate 28	BY and F1 Panel Weight Replicates
12		F1PNL29	BRR BY and F1 (2002 and 2004) panel weight for replicate 29	BY and F1 Panel Weight Replicates
12		F1PNL30	BRR BY and F1 (2002 and 2004) panel weight for replicate 30	BY and F1 Panel Weight Replicates
12		F1PNL31	BRR BY and F1 (2002 and 2004) panel weight for replicate 31	BY and F1 Panel Weight Replicates









*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
12		F1PNL186	BRR BY and F1 (2002 and 2004) panel weight for replicate 186	BY and F1 Panel Weight Replicates
12		F1PNL187	BRR BY and F1 (2002 and 2004) panel weight for replicate 187	BY and F1 Panel Weight Replicates
12		F1PNL188	BRR BY and F1 (2002 and 2004) panel weight for replicate 188	BY and F1 Panel Weight Replicates
12		F1PNL189	BRR BY and F1 (2002 and 2004) panel weight for replicate 189	BY and F1 Panel Weight Replicates
12		F1PNL190	BRR BY and F1 (2002 and 2004) panel weight for replicate 190	BY and F1 Panel Weight Replicates
12		F1PNL191	BRR BY and F1 (2002 and 2004) panel weight for replicate 191	BY and F1 Panel Weight Replicates
12		F1PNL192	BRR BY and F1 (2002 and 2004) panel weight for replicate 192	BY and F1 Panel Weight Replicates
12		F1PNL193	BRR BY and F1 (2002 and 2004) panel weight for replicate 193	BY and F1 Panel Weight Replicates
12		F1PNL194	BRR BY and F1 (2002 and 2004) panel weight for replicate 194	BY and F1 Panel Weight Replicates
12		F1PNL195	BRR BY and F1 (2002 and 2004) panel weight for replicate 195	BY and F1 Panel Weight Replicates
12		F1PNL196	BRR BY and F1 (2002 and 2004) panel weight for replicate 196	BY and F1 Panel Weight Replicates
12		F1PNL197	BRR BY and F1 (2002 and 2004) panel weight for replicate 197	BY and F1 Panel Weight Replicates
12		F1PNL198	BRR BY and F1 (2002 and 2004) panel weight for replicate 198	BY and F1 Panel Weight Replicates
12		F1PNL199	BRR BY and F1 (2002 and 2004) panel weight for replicate 199	BY and F1 Panel Weight Replicates
12		F1PNL200	BRR BY and F1 (2002 and 2004) panel weight for replicate 200	BY and F1 Panel Weight Replicates
12		F1TRSCWT	Cross-sectional high school transcript weight	F1 Transcript Weight Replicates
12		F1TRS1	BRR F1 transcript weight for replicate 1	F1 Transcript Weight Replicates
12		F1TRS2	BRR F1 transcript weight for replicate 2	F1 Transcript Weight Replicates
12		F1TRS3	BRR F1 transcript weight for replicate 3	F1 Transcript Weight Replicates
12		F1TRS4	BRR F1 transcript weight for replicate 4	F1 Transcript Weight Replicates
12		F1TRS5	BRR F1 transcript weight for replicate 5	F1 Transcript Weight Replicates
12		F1TRS6	BRR F1 transcript weight for replicate 6	F1 Transcript Weight Replicates
12		F1TRS7	BRR F1 transcript weight for replicate 7	F1 Transcript Weight Replicates
12		F1TRS8	BRR F1 transcript weight for replicate 8	F1 Transcript Weight Replicates
12		F1TRS9	BRR F1 transcript weight for replicate 9	F1 Transcript Weight Replicates
12		F1TRS10	BRR F1 transcript weight for replicate 10	F1 Transcript Weight Replicates
12		F1TRS11	BRR F1 transcript weight for replicate 11	F1 Transcript Weight Replicates
12		F1TRS12	BRR F1 transcript weight for replicate 12	F1 Transcript Weight Replicates
12		F1TRS13	BRR F1 transcript weight for replicate 13	F1 Transcript Weight Replicates
12		F1TRS14	BRR F1 transcript weight for replicate 14	F1 Transcript Weight Replicates
12		F1TRS15	BRR F1 transcript weight for replicate 15	F1 Transcript Weight Replicates
12		F1TRS16	BRR F1 transcript weight for replicate 16	F1 Transcript Weight Replicates
12		F1TRS17	BRR F1 transcript weight for replicate 17	F1 Transcript Weight Replicates
12		F1TRS18	BRR F1 transcript weight for replicate 18	F1 Transcript Weight Replicates
12		F1TRS19	BRR F1 transcript weight for replicate 19	F1 Transcript Weight Replicates
12		F1TRS20	BRR F1 transcript weight for replicate 20	F1 Transcript Weight Replicates
12		F1TRS21	BRR F1 transcript weight for replicate 21	F1 Transcript Weight Replicates
12		F1TRS22	BRR F1 transcript weight for replicate 22	F1 Transcript Weight Replicates
12		F1TRS23	BRR F1 transcript weight for replicate 23	F1 Transcript Weight Replicates
12		F1TRS24	BRR F1 transcript weight for replicate 24	F1 Transcript Weight Replicates
12		F1TRS25	BRR F1 transcript weight for replicate 25	F1 Transcript Weight Replicates
12		F1TRS26	BRR F1 transcript weight for replicate 26	F1 Transcript Weight Replicates
12		F1TRS27	BRR F1 transcript weight for replicate 27	F1 Transcript Weight Replicates
12		F1TRS28	BRR F1 transcript weight for replicate 28	F1 Transcript Weight Replicates







*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
12		F1TRS173	BRR F1 transcript weight for replicate 173	F1 Transcript Weight Replicates
12		F1TRS174	BRR F1 transcript weight for replicate 174	F1 Transcript Weight Replicates
12		F1TRS175	BRR F1 transcript weight for replicate 175	F1 Transcript Weight Replicates
12		F1TRS176	BRR F1 transcript weight for replicate 176	F1 Transcript Weight Replicates
12		F1TRS177	BRR F1 transcript weight for replicate 177	F1 Transcript Weight Replicates
12		F1TRS178	BRR F1 transcript weight for replicate 178	F1 Transcript Weight Replicates
12		F1TRS179	BRR F1 transcript weight for replicate 179	F1 Transcript Weight Replicates
12		F1TRS180	BRR F1 transcript weight for replicate 180	F1 Transcript Weight Replicates
12		F1TRS181	BRR F1 transcript weight for replicate 181	F1 Transcript Weight Replicates
12		F1TRS182	BRR F1 transcript weight for replicate 182	F1 Transcript Weight Replicates
12		F1TRS183	BRR F1 transcript weight for replicate 183	F1 Transcript Weight Replicates
12		F1TRS184	BRR F1 transcript weight for replicate 184	F1 Transcript Weight Replicates
12		F1TRS185	BRR F1 transcript weight for replicate 185	F1 Transcript Weight Replicates
12		F1TRS186	BRR F1 transcript weight for replicate 186	F1 Transcript Weight Replicates
12		F1TRS187	BRR F1 transcript weight for replicate 187	F1 Transcript Weight Replicates
12		F1TRS188	BRR F1 transcript weight for replicate 188	F1 Transcript Weight Replicates
12		F1TRS189	BRR F1 transcript weight for replicate 189	F1 Transcript Weight Replicates
12		F1TRS190	BRR F1 transcript weight for replicate 190	F1 Transcript Weight Replicates
12		F1TRS191	BRR F1 transcript weight for replicate 191	F1 Transcript Weight Replicates
12		F1TRS192	BRR F1 transcript weight for replicate 192	F1 Transcript Weight Replicates
12		F1TRS193	BRR F1 transcript weight for replicate 193	F1 Transcript Weight Replicates
12		F1TRS194	BRR F1 transcript weight for replicate 194	F1 Transcript Weight Replicates
12		F1TRS195	BRR F1 transcript weight for replicate 195	F1 Transcript Weight Replicates
12		F1TRS196	BRR F1 transcript weight for replicate 196	F1 Transcript Weight Replicates
12		F1TRS197	BRR F1 transcript weight for replicate 197	F1 Transcript Weight Replicates
12		F1TRS198	BRR F1 transcript weight for replicate 198	F1 Transcript Weight Replicates
12		F1TRS199	BRR F1 transcript weight for replicate 199	F1 Transcript Weight Replicates
12		F1TRS200	BRR F1 transcript weight for replicate 200	F1 Transcript Weight Replicates
12		F2QWT	Second follow-up cross-sectional weight	F2 Questionnaire Weight Replicates
12		F2Q1	BRR F2 questionnaire weight for replicate 1	F2 Questionnaire Weight Replicates
12		F2Q2	BRR F2 questionnaire weight for replicate 2	F2 Questionnaire Weight Replicates
12		F2Q3	BRR F2 questionnaire weight for replicate 3	F2 Questionnaire Weight Replicates
12		F2Q4	BRR F2 questionnaire weight for replicate 4	F2 Questionnaire Weight Replicates
12		F2Q5	BRR F2 questionnaire weight for replicate 5	F2 Questionnaire Weight Replicates
12		F2Q6	BRR F2 questionnaire weight for replicate 6	F2 Questionnaire Weight Replicates
12		F2Q7	BRR F2 questionnaire weight for replicate 7	F2 Questionnaire Weight Replicates
12		F2Q8	BRR F2 questionnaire weight for replicate 8	F2 Questionnaire Weight Replicates
12		F2Q9	BRR F2 questionnaire weight for replicate 9	F2 Questionnaire Weight Replicates
12		F2Q10	BRR F2 questionnaire weight for replicate 10	F2 Questionnaire Weight Replicates
12		F2Q11	BRR F2 questionnaire weight for replicate 11	F2 Questionnaire Weight Replicates
12		F2Q12	BRR F2 questionnaire weight for replicate 12	F2 Questionnaire Weight Replicates
12		F2Q13	BRR F2 questionnaire weight for replicate 13	F2 Questionnaire Weight Replicates
12		F2Q14	BRR F2 questionnaire weight for replicate 14	F2 Questionnaire Weight Replicates
12		F2Q15	BRR F2 questionnaire weight for replicate 15	F2 Questionnaire Weight Replicates

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
12		F2Q16	BRR F2 questionnaire weight for replicate 16	F2 Questionnaire Weight Replicates
12		F2Q17	BRR F2 questionnaire weight for replicate 17	F2 Questionnaire Weight Replicates
12		F2Q18	BRR F2 questionnaire weight for replicate 18	F2 Questionnaire Weight Replicates
12		F2Q19	BRR F2 questionnaire weight for replicate 19	F2 Questionnaire Weight Replicates
12		F2Q20	BRR F2 questionnaire weight for replicate 20	F2 Questionnaire Weight Replicates
12		F2Q21	BRR F2 questionnaire weight for replicate 21	F2 Questionnaire Weight Replicates
12		F2Q22	BRR F2 questionnaire weight for replicate 22	F2 Questionnaire Weight Replicates
12		F2Q23	BRR F2 questionnaire weight for replicate 23	F2 Questionnaire Weight Replicates
12		F2Q24	BRR F2 questionnaire weight for replicate 24	F2 Questionnaire Weight Replicates
12		F2Q25	BRR F2 questionnaire weight for replicate 25	F2 Questionnaire Weight Replicates
12		F2Q26	BRR F2 questionnaire weight for replicate 26	F2 Questionnaire Weight Replicates
12		F2Q27	BRR F2 questionnaire weight for replicate 27	F2 Questionnaire Weight Replicates
12		F2Q28	BRR F2 questionnaire weight for replicate 28	F2 Questionnaire Weight Replicates
12		F2Q29	BRR F2 questionnaire weight for replicate 29	F2 Questionnaire Weight Replicates
12		F2Q30	BRR F2 questionnaire weight for replicate 30	F2 Questionnaire Weight Replicates
12		F2Q31	BRR F2 questionnaire weight for replicate 31	F2 Questionnaire Weight Replicates
12		F2Q32	BRR F2 questionnaire weight for replicate 32	F2 Questionnaire Weight Replicates
12		F2Q33	BRR F2 questionnaire weight for replicate 33	F2 Questionnaire Weight Replicates
12		F2Q34	BRR F2 questionnaire weight for replicate 34	F2 Questionnaire Weight Replicates
12		F2Q35	BRR F2 questionnaire weight for replicate 35	F2 Questionnaire Weight Replicates
12		F2Q36	BRR F2 questionnaire weight for replicate 36	F2 Questionnaire Weight Replicates
12		F2Q37	BRR F2 questionnaire weight for replicate 37	F2 Questionnaire Weight Replicates
12		F2Q38	BRR F2 questionnaire weight for replicate 38	F2 Questionnaire Weight Replicates
12		F2Q39	BRR F2 questionnaire weight for replicate 39	F2 Questionnaire Weight Replicates
12		F2Q40	BRR F2 questionnaire weight for replicate 40	F2 Questionnaire Weight Replicates
12		F2Q41	BRR F2 questionnaire weight for replicate 41	F2 Questionnaire Weight Replicates
12		F2Q42	BRR F2 questionnaire weight for replicate 42	F2 Questionnaire Weight Replicates
12		F2Q43	BRR F2 questionnaire weight for replicate 43	F2 Questionnaire Weight Replicates
12		F2Q44	BRR F2 questionnaire weight for replicate 44	F2 Questionnaire Weight Replicates
12		F2Q45	BRR F2 questionnaire weight for replicate 45	F2 Questionnaire Weight Replicates
12		F2Q46	BRR F2 questionnaire weight for replicate 46	F2 Questionnaire Weight Replicates
12		F2Q47	BRR F2 questionnaire weight for replicate 47	F2 Questionnaire Weight Replicates
12		F2Q48	BRR F2 questionnaire weight for replicate 48	F2 Questionnaire Weight Replicates
12		F2Q49	BRR F2 questionnaire weight for replicate 49	F2 Questionnaire Weight Replicates
12		F2Q50	BRR F2 questionnaire weight for replicate 50	F2 Questionnaire Weight Replicates
12		F2Q51	BRR F2 questionnaire weight for replicate 51	F2 Questionnaire Weight Replicates
12		F2Q52	BRR F2 questionnaire weight for replicate 52	F2 Questionnaire Weight Replicates
12		F2Q53	BRR F2 questionnaire weight for replicate 53	F2 Questionnaire Weight Replicates
12		F2Q54	BRR F2 questionnaire weight for replicate 54	F2 Questionnaire Weight

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
				Replicates
12		F2Q55	BRR F2 questionnaire weight for replicate 55	F2 Questionnaire Weight Replicates
12		F2Q56	BRR F2 questionnaire weight for replicate 56	F2 Questionnaire Weight Replicates
12		F2Q57	BRR F2 questionnaire weight for replicate 57	F2 Questionnaire Weight Replicates
12		F2Q58	BRR F2 questionnaire weight for replicate 58	F2 Questionnaire Weight Replicates
12		F2Q59	BRR F2 questionnaire weight for replicate 59	F2 Questionnaire Weight Replicates
12		F2Q60	BRR F2 questionnaire weight for replicate 60	F2 Questionnaire Weight Replicates
12		F2Q61	BRR F2 questionnaire weight for replicate 61	F2 Questionnaire Weight Replicates
12		F2Q62	BRR F2 questionnaire weight for replicate 62	F2 Questionnaire Weight Replicates
12		F2Q63	BRR F2 questionnaire weight for replicate 63	F2 Questionnaire Weight Replicates
12		F2Q64	BRR F2 questionnaire weight for replicate 64	F2 Questionnaire Weight Replicates
12		F2Q65	BRR F2 questionnaire weight for replicate 65	F2 Questionnaire Weight Replicates
12		F2Q66	BRR F2 questionnaire weight for replicate 66	F2 Questionnaire Weight Replicates
12		F2Q67	BRR F2 questionnaire weight for replicate 67	F2 Questionnaire Weight Replicates
12		F2Q68	BRR F2 questionnaire weight for replicate 68	F2 Questionnaire Weight Replicates
12		F2Q69	BRR F2 questionnaire weight for replicate 69	F2 Questionnaire Weight Replicates
12		F2Q70	BRR F2 questionnaire weight for replicate 70	F2 Questionnaire Weight Replicates
12		F2Q71	BRR F2 questionnaire weight for replicate 71	F2 Questionnaire Weight Replicates
12		F2Q72	BRR F2 questionnaire weight for replicate 72	F2 Questionnaire Weight Replicates
12		F2Q73	BRR F2 questionnaire weight for replicate 73	F2 Questionnaire Weight Replicates
12		F2Q74	BRR F2 questionnaire weight for replicate 74	F2 Questionnaire Weight Replicates
12		F2Q75	BRR F2 questionnaire weight for replicate 75	F2 Questionnaire Weight Replicates
12		F2Q76	BRR F2 questionnaire weight for replicate 76	F2 Questionnaire Weight Replicates
12		F2Q77	BRR F2 questionnaire weight for replicate 77	F2 Questionnaire Weight Replicates
12		F2Q78	BRR F2 questionnaire weight for replicate 78	F2 Questionnaire Weight Replicates
12		F2Q79	BRR F2 questionnaire weight for replicate 79	F2 Questionnaire Weight Replicates
12		F2Q80	BRR F2 questionnaire weight for replicate 80	F2 Questionnaire Weight Replicates
12		F2Q81	BRR F2 questionnaire weight for replicate 81	F2 Questionnaire Weight Replicates
12		F2Q82	BRR F2 questionnaire weight for replicate 82	F2 Questionnaire Weight Replicates
12		F2Q83	BRR F2 questionnaire weight for replicate 83	F2 Questionnaire Weight Replicates
12		F2Q84	BRR F2 questionnaire weight for replicate 84	F2 Questionnaire Weight Replicates
12		F2Q85	BRR F2 questionnaire weight for replicate 85	F2 Questionnaire Weight Replicates
12		F2Q86	BRR F2 questionnaire weight for replicate 86	F2 Questionnaire Weight Replicates
12		F2Q87	BRR F2 questionnaire weight for replicate 87	F2 Questionnaire Weight Replicates
12		F2Q88	BRR F2 questionnaire weight for replicate 88	F2 Questionnaire Weight Replicates
12		F2Q89	BRR F2 questionnaire weight for replicate 89	F2 Questionnaire Weight Replicates
12		F2Q90	BRR F2 questionnaire weight for replicate 90	F2 Questionnaire Weight Replicates
12		F2Q91	BRR F2 questionnaire weight for replicate 91	F2 Questionnaire Weight Replicates
12		F2Q92	BRR F2 questionnaire weight for replicate 92	F2 Questionnaire Weight Replicates

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
12		F2Q93	BRR F2 questionnaire weight for replicate 93	F2 Questionnaire Weight Replicates
12		F2Q94	BRR F2 questionnaire weight for replicate 94	F2 Questionnaire Weight Replicates
12		F2Q95	BRR F2 questionnaire weight for replicate 95	F2 Questionnaire Weight Replicates
12		F2Q96	BRR F2 questionnaire weight for replicate 96	F2 Questionnaire Weight Replicates
12		F2Q97	BRR F2 questionnaire weight for replicate 97	F2 Questionnaire Weight Replicates
12		F2Q98	BRR F2 questionnaire weight for replicate 98	F2 Questionnaire Weight Replicates
12		F2Q99	BRR F2 questionnaire weight for replicate 99	F2 Questionnaire Weight Replicates
12		F2Q100	BRR F2 questionnaire weight for replicate 100	F2 Questionnaire Weight Replicates
12		F2Q101	BRR F2 questionnaire weight for replicate 101	F2 Questionnaire Weight Replicates
12		F2Q102	BRR F2 questionnaire weight for replicate 102	F2 Questionnaire Weight Replicates
12		F2Q103	BRR F2 questionnaire weight for replicate 103	F2 Questionnaire Weight Replicates
12		F2Q104	BRR F2 questionnaire weight for replicate 104	F2 Questionnaire Weight Replicates
12		F2Q105	BRR F2 questionnaire weight for replicate 105	F2 Questionnaire Weight Replicates
12		F2Q106	BRR F2 questionnaire weight for replicate 106	F2 Questionnaire Weight Replicates
12		F2Q107	BRR F2 questionnaire weight for replicate 107	F2 Questionnaire Weight Replicates
12		F2Q108	BRR F2 questionnaire weight for replicate 108	F2 Questionnaire Weight Replicates
12		F2Q109	BRR F2 questionnaire weight for replicate 109	F2 Questionnaire Weight Replicates
12		F2Q110	BRR F2 questionnaire weight for replicate 110	F2 Questionnaire Weight Replicates
12		F2Q111	BRR F2 questionnaire weight for replicate 111	F2 Questionnaire Weight Replicates
12		F2Q112	BRR F2 questionnaire weight for replicate 112	F2 Questionnaire Weight Replicates
12		F2Q113	BRR F2 questionnaire weight for replicate 113	F2 Questionnaire Weight Replicates
12		F2Q114	BRR F2 questionnaire weight for replicate 114	F2 Questionnaire Weight Replicates
12		F2Q115	BRR F2 questionnaire weight for replicate 115	F2 Questionnaire Weight Replicates
12		F2Q116	BRR F2 questionnaire weight for replicate 116	F2 Questionnaire Weight Replicates
12		F2Q117	BRR F2 questionnaire weight for replicate 117	F2 Questionnaire Weight Replicates
12		F2Q118	BRR F2 questionnaire weight for replicate 118	F2 Questionnaire Weight Replicates
12		F2Q119	BRR F2 questionnaire weight for replicate 119	F2 Questionnaire Weight Replicates
12		F2Q120	BRR F2 questionnaire weight for replicate 120	F2 Questionnaire Weight Replicates
12		F2Q121	BRR F2 questionnaire weight for replicate 121	F2 Questionnaire Weight Replicates
12		F2Q122	BRR F2 questionnaire weight for replicate 122	F2 Questionnaire Weight Replicates
12		F2Q123	BRR F2 questionnaire weight for replicate 123	F2 Questionnaire Weight Replicates
12		F2Q124	BRR F2 questionnaire weight for replicate 124	F2 Questionnaire Weight Replicates
12		F2Q125	BRR F2 questionnaire weight for replicate 125	F2 Questionnaire Weight Replicates
12		F2Q126	BRR F2 questionnaire weight for replicate 126	F2 Questionnaire Weight Replicates
12		F2Q127	BRR F2 questionnaire weight for replicate 127	F2 Questionnaire Weight Replicates
12		F2Q128	BRR F2 questionnaire weight for replicate 128	F2 Questionnaire Weight Replicates
12		F2Q129	BRR F2 questionnaire weight for replicate 129	F2 Questionnaire Weight Replicates
12		F2Q130	BRR F2 questionnaire weight for replicate 130	F2 Questionnaire Weight Replicates
12		F2Q131	BRR F2 questionnaire weight for replicate 131	F2 Questionnaire Weight

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
				Replicates
12		F2Q132	BRR F2 questionnaire weight for replicate 132	F2 Questionnaire Weight Replicates
12		F2Q133	BRR F2 questionnaire weight for replicate 133	F2 Questionnaire Weight Replicates
12		F2Q134	BRR F2 questionnaire weight for replicate 134	F2 Questionnaire Weight Replicates
12		F2Q135	BRR F2 questionnaire weight for replicate 135	F2 Questionnaire Weight Replicates
12		F2Q136	BRR F2 questionnaire weight for replicate 136	F2 Questionnaire Weight Replicates
12		F2Q137	BRR F2 questionnaire weight for replicate 137	F2 Questionnaire Weight Replicates
12		F2Q138	BRR F2 questionnaire weight for replicate 138	F2 Questionnaire Weight Replicates
12		F2Q139	BRR F2 questionnaire weight for replicate 139	F2 Questionnaire Weight Replicates
12		F2Q140	BRR F2 questionnaire weight for replicate 140	F2 Questionnaire Weight Replicates
12		F2Q141	BRR F2 questionnaire weight for replicate 141	F2 Questionnaire Weight Replicates
12		F2Q142	BRR F2 questionnaire weight for replicate 142	F2 Questionnaire Weight Replicates
12		F2Q143	BRR F2 questionnaire weight for replicate 143	F2 Questionnaire Weight Replicates
12		F2Q144	BRR F2 questionnaire weight for replicate 144	F2 Questionnaire Weight Replicates
12		F2Q145	BRR F2 questionnaire weight for replicate 145	F2 Questionnaire Weight Replicates
12		F2Q146	BRR F2 questionnaire weight for replicate 146	F2 Questionnaire Weight Replicates
12		F2Q147	BRR F2 questionnaire weight for replicate 147	F2 Questionnaire Weight Replicates
12		F2Q148	BRR F2 questionnaire weight for replicate 148	F2 Questionnaire Weight Replicates
12		F2Q149	BRR F2 questionnaire weight for replicate 149	F2 Questionnaire Weight Replicates
12		F2Q150	BRR F2 questionnaire weight for replicate 150	F2 Questionnaire Weight Replicates
12		F2Q151	BRR F2 questionnaire weight for replicate 151	F2 Questionnaire Weight Replicates
12		F2Q152	BRR F2 questionnaire weight for replicate 152	F2 Questionnaire Weight Replicates
12		F2Q153	BRR F2 questionnaire weight for replicate 153	F2 Questionnaire Weight Replicates
12		F2Q154	BRR F2 questionnaire weight for replicate 154	F2 Questionnaire Weight Replicates
12		F2Q155	BRR F2 questionnaire weight for replicate 155	F2 Questionnaire Weight Replicates
12		F2Q156	BRR F2 questionnaire weight for replicate 156	F2 Questionnaire Weight Replicates
12		F2Q157	BRR F2 questionnaire weight for replicate 157	F2 Questionnaire Weight Replicates
12		F2Q158	BRR F2 questionnaire weight for replicate 158	F2 Questionnaire Weight Replicates
12		F2Q159	BRR F2 questionnaire weight for replicate 159	F2 Questionnaire Weight Replicates
12		F2Q160	BRR F2 questionnaire weight for replicate 160	F2 Questionnaire Weight Replicates
12		F2Q161	BRR F2 questionnaire weight for replicate 161	F2 Questionnaire Weight Replicates
12		F2Q162	BRR F2 questionnaire weight for replicate 162	F2 Questionnaire Weight Replicates
12		F2Q163	BRR F2 questionnaire weight for replicate 163	F2 Questionnaire Weight Replicates
12		F2Q164	BRR F2 questionnaire weight for replicate 164	F2 Questionnaire Weight Replicates
12		F2Q165	BRR F2 questionnaire weight for replicate 165	F2 Questionnaire Weight Replicates
12		F2Q166	BRR F2 questionnaire weight for replicate 166	F2 Questionnaire Weight Replicates
12		F2Q167	BRR F2 questionnaire weight for replicate 167	F2 Questionnaire Weight Replicates
12		F2Q168	BRR F2 questionnaire weight for replicate 168	F2 Questionnaire Weight Replicates
12		F2Q169	BRR F2 questionnaire weight for replicate 169	F2 Questionnaire Weight Replicates

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
12		F2Q170	BRR F2 questionnaire weight for replicate 170	F2 Questionnaire Weight Replicates
12		F2Q171	BRR F2 questionnaire weight for replicate 171	F2 Questionnaire Weight Replicates
12		F2Q172	BRR F2 questionnaire weight for replicate 172	F2 Questionnaire Weight Replicates
12		F2Q173	BRR F2 questionnaire weight for replicate 173	F2 Questionnaire Weight Replicates
12		F2Q174	BRR F2 questionnaire weight for replicate 174	F2 Questionnaire Weight Replicates
12		F2Q175	BRR F2 questionnaire weight for replicate 175	F2 Questionnaire Weight Replicates
12		F2Q176	BRR F2 questionnaire weight for replicate 176	F2 Questionnaire Weight Replicates
12		F2Q177	BRR F2 questionnaire weight for replicate 177	F2 Questionnaire Weight Replicates
12		F2Q178	BRR F2 questionnaire weight for replicate 178	F2 Questionnaire Weight Replicates
12		F2Q179	BRR F2 questionnaire weight for replicate 179	F2 Questionnaire Weight Replicates
12		F2Q180	BRR F2 questionnaire weight for replicate 180	F2 Questionnaire Weight Replicates
12		F2Q181	BRR F2 questionnaire weight for replicate 181	F2 Questionnaire Weight Replicates
12		F2Q182	BRR F2 questionnaire weight for replicate 182	F2 Questionnaire Weight Replicates
12		F2Q183	BRR F2 questionnaire weight for replicate 183	F2 Questionnaire Weight Replicates
12		F2Q184	BRR F2 questionnaire weight for replicate 184	F2 Questionnaire Weight Replicates
12		F2Q185	BRR F2 questionnaire weight for replicate 185	F2 Questionnaire Weight Replicates
12		F2Q186	BRR F2 questionnaire weight for replicate 186	F2 Questionnaire Weight Replicates
12		F2Q187	BRR F2 questionnaire weight for replicate 187	F2 Questionnaire Weight Replicates
12		F2Q188	BRR F2 questionnaire weight for replicate 188	F2 Questionnaire Weight Replicates
12		F2Q189	BRR F2 questionnaire weight for replicate 189	F2 Questionnaire Weight Replicates
12		F2Q190	BRR F2 questionnaire weight for replicate 190	F2 Questionnaire Weight Replicates
12		F2Q191	BRR F2 questionnaire weight for replicate 191	F2 Questionnaire Weight Replicates
12		F2Q192	BRR F2 questionnaire weight for replicate 192	F2 Questionnaire Weight Replicates
12		F2Q193	BRR F2 questionnaire weight for replicate 193	F2 Questionnaire Weight Replicates
12		F2Q194	BRR F2 questionnaire weight for replicate 194	F2 Questionnaire Weight Replicates
12		F2Q195	BRR F2 questionnaire weight for replicate 195	F2 Questionnaire Weight Replicates
12		F2Q196	BRR F2 questionnaire weight for replicate 196	F2 Questionnaire Weight Replicates
12		F2Q197	BRR F2 questionnaire weight for replicate 197	F2 Questionnaire Weight Replicates
12		F2Q198	BRR F2 questionnaire weight for replicate 198	F2 Questionnaire Weight Replicates
12		F2Q199	BRR F2 questionnaire weight for replicate 199	F2 Questionnaire Weight Replicates
12		F2Q200	BRR F2 questionnaire weight for replicate 200	F2 Questionnaire Weight Replicates
12		F2QTSCWT	Second follow-up transcript cross-sectional weight	F2 Transcript Weight Replicates
12		F2TRS1	BRR F2 transcript weight for replicate 1	F2 Transcript Weight Replicates
12		F2TRS2	BRR F2 transcript weight for replicate 2	F2 Transcript Weight Replicates
12		F2TRS3	BRR F2 transcript weight for replicate 3	F2 Transcript Weight Replicates
12		F2TRS4	BRR F2 transcript weight for replicate 4	F2 Transcript Weight Replicates
12		F2TRS5	BRR F2 transcript weight for replicate 5	F2 Transcript Weight Replicates
12		F2TRS6	BRR F2 transcript weight for replicate 6	F2 Transcript Weight Replicates
12		F2TRS7	BRR F2 transcript weight for replicate 7	F2 Transcript Weight Replicates
12		F2TRS8	BRR F2 transcript weight for replicate 8	F2 Transcript Weight Replicates









*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
12		F2BYWT	Second follow-up base year panel weight	F2 and BY Panel Weight Replicates
12		F2BYP1	BRR F2 and BY (2006 and 2002) panel weight for replicate 1	F2 and BY Panel Weight Replicates
12		F2BYP2	BRR F2 and BY (2006 and 2002) panel weight for replicate 2	F2 and BY Panel Weight Replicates
12		F2BYP3	BRR F2 and BY (2006 and 2002) panel weight for replicate 3	F2 and BY Panel Weight Replicates
12		F2BYP4	BRR F2 and BY (2006 and 2002) panel weight for replicate 4	F2 and BY Panel Weight Replicates
12		F2BYP5	BRR F2 and BY (2006 and 2002) panel weight for replicate 5	F2 and BY Panel Weight Replicates
12		F2BYP6	BRR F2 and BY (2006 and 2002) panel weight for replicate 6	F2 and BY Panel Weight Replicates
12		F2BYP7	BRR F2 and BY (2006 and 2002) panel weight for replicate 7	F2 and BY Panel Weight Replicates
12		F2BYP8	BRR F2 and BY (2006 and 2002) panel weight for replicate 8	F2 and BY Panel Weight Replicates
12		F2BYP9	BRR F2 and BY (2006 and 2002) panel weight for replicate 9	F2 and BY Panel Weight Replicates
12		F2BYP10	BRR F2 and BY (2006 and 2002) panel weight for replicate 10	F2 and BY Panel Weight Replicates
12		F2BYP11	BRR F2 and BY (2006 and 2002) panel weight for replicate 11	F2 and BY Panel Weight Replicates
12		F2BYP12	BRR F2 and BY (2006 and 2002) panel weight for replicate 12	F2 and BY Panel Weight Replicates
12		F2BYP13	BRR F2 and BY (2006 and 2002) panel weight for replicate 13	F2 and BY Panel Weight Replicates
12		F2BYP14	BRR F2 and BY (2006 and 2002) panel weight for replicate 14	F2 and BY Panel Weight Replicates
12		F2BYP15	BRR F2 and BY (2006 and 2002) panel weight for replicate 15	F2 and BY Panel Weight Replicates
12		F2BYP16	BRR F2 and BY (2006 and 2002) panel weight for replicate 16	F2 and BY Panel Weight Replicates
12		F2BYP17	BRR F2 and BY (2006 and 2002) panel weight for replicate 17	F2 and BY Panel Weight Replicates
12		F2BYP18	BRR F2 and BY (2006 and 2002) panel weight for replicate 18	F2 and BY Panel Weight Replicates
12		F2BYP19	BRR F2 and BY (2006 and 2002) panel weight for replicate 19	F2 and BY Panel Weight Replicates
12		F2BYP20	BRR F2 and BY (2006 and 2002) panel weight for replicate 20	F2 and BY Panel Weight Replicates
12		F2BYP21	BRR F2 and BY (2006 and 2002) panel weight for replicate 21	F2 and BY Panel Weight Replicates
12		F2BYP22	BRR F2 and BY (2006 and 2002) panel weight for replicate 22	F2 and BY Panel Weight Replicates
12		F2BYP23	BRR F2 and BY (2006 and 2002) panel weight for replicate 23	F2 and BY Panel Weight Replicates
12		F2BYP24	BRR F2 and BY (2006 and 2002) panel weight for replicate 24	F2 and BY Panel Weight Replicates
12		F2BYP25	BRR F2 and BY (2006 and 2002) panel weight for replicate 25	F2 and BY Panel Weight Replicates
12		F2BYP26	BRR F2 and BY (2006 and 2002) panel weight for replicate 26	F2 and BY Panel Weight Replicates
12		F2BYP27	BRR F2 and BY (2006 and 2002) panel weight for replicate 27	F2 and BY Panel Weight Replicates
12		F2BYP28	BRR F2 and BY (2006 and 2002) panel weight for replicate 28	F2 and BY Panel Weight Replicates
12		F2BYP29	BRR F2 and BY (2006 and 2002) panel weight for replicate 29	F2 and BY Panel Weight Replicates
12		F2BYP30	BRR F2 and BY (2006 and 2002) panel weight for replicate 30	F2 and BY Panel Weight Replicates
12		F2BYP31	BRR F2 and BY (2006 and 2002) panel weight for replicate 31	F2 and BY Panel Weight Replicates
12		F2BYP32	BRR F2 and BY (2006 and 2002) panel weight for replicate 32	F2 and BY Panel Weight Replicates
12		F2BYP33	BRR F2 and BY (2006 and 2002) panel weight for replicate 33	F2 and BY Panel Weight Replicates
12		F2BYP34	BRR F2 and BY (2006 and 2002) panel weight for replicate 34	F2 and BY Panel Weight Replicates
12		F2BYP35	BRR F2 and BY (2006 and 2002) panel weight for replicate 35	F2 and BY Panel Weight Replicates
12		F2BYP36	BRR F2 and BY (2006 and 2002) panel weight for replicate 36	F2 and BY Panel Weight Replicates
12		F2BYP37	BRR F2 and BY (2006 and 2002) panel weight for replicate 37	F2 and BY Panel Weight Replicates
12		F2BYP38	BRR F2 and BY (2006 and 2002) panel weight for replicate 38	F2 and BY Panel Weight









*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

FileNumber	DASFlag	VariableName	VariableLabel	SectionDescription
				Replicates
12		F2BYP193	BRR F2 and BY (2006 and 2002) panel weight for replicate 193	F2 and BY Panel Weight Replicates
12		F2BYP194	BRR F2 and BY (2006 and 2002) panel weight for replicate 194	F2 and BY Panel Weight Replicates
12		F2BYP195	BRR F2 and BY (2006 and 2002) panel weight for replicate 195	F2 and BY Panel Weight Replicates
12		F2BYP196	BRR F2 and BY (2006 and 2002) panel weight for replicate 196	F2 and BY Panel Weight Replicates
12		F2BYP197	BRR F2 and BY (2006 and 2002) panel weight for replicate 197	F2 and BY Panel Weight Replicates
12		F2BYP198	BRR F2 and BY (2006 and 2002) panel weight for replicate 198	F2 and BY Panel Weight Replicates
12		F2BYP199	BRR F2 and BY (2006 and 2002) panel weight for replicate 199	F2 and BY Panel Weight Replicates
12		F2BYP200	BRR F2 and BY (2006 and 2002) panel weight for replicate 200	F2 and BY Panel Weight Replicates
12		F2F1WT	Second follow-up first follow-up panel weight	F2 and F1 Panel Weight Replicates
12		F2F1P1	BRR F2 and F1 (2006 and 2004) panel weight for replicate 1	F2 and F1 Panel Weight Replicates
12		F2F1P2	BRR F2 and F1 (2006 and 2004) panel weight for replicate 2	F2 and F1 Panel Weight Replicates
12		F2F1P3	BRR F2 and F1 (2006 and 2004) panel weight for replicate 3	F2 and F1 Panel Weight Replicates
12		F2F1P4	BRR F2 and F1 (2006 and 2004) panel weight for replicate 4	F2 and F1 Panel Weight Replicates
12		F2F1P5	BRR F2 and F1 (2006 and 2004) panel weight for replicate 5	F2 and F1 Panel Weight Replicates
12		F2F1P6	BRR F2 and F1 (2006 and 2004) panel weight for replicate 6	F2 and F1 Panel Weight Replicates
12		F2F1P7	BRR F2 and F1 (2006 and 2004) panel weight for replicate 7	F2 and F1 Panel Weight Replicates
12		F2F1P8	BRR F2 and F1 (2006 and 2004) panel weight for replicate 8	F2 and F1 Panel Weight Replicates
12		F2F1P9	BRR F2 and F1 (2006 and 2004) panel weight for replicate 9	F2 and F1 Panel Weight Replicates
12		F2F1P10	BRR F2 and F1 (2006 and 2004) panel weight for replicate 10	F2 and F1 Panel Weight Replicates
12		F2F1P11	BRR F2 and F1 (2006 and 2004) panel weight for replicate 11	F2 and F1 Panel Weight Replicates
12		F2F1P12	BRR F2 and F1 (2006 and 2004) panel weight for replicate 12	F2 and F1 Panel Weight Replicates
12		F2F1P13	BRR F2 and F1 (2006 and 2004) panel weight for replicate 13	F2 and F1 Panel Weight Replicates
12		F2F1P14	BRR F2 and F1 (2006 and 2004) panel weight for replicate 14	F2 and F1 Panel Weight Replicates
12		F2F1P15	BRR F2 and F1 (2006 and 2004) panel weight for replicate 15	F2 and F1 Panel Weight Replicates
12		F2F1P16	BRR F2 and F1 (2006 and 2004) panel weight for replicate 16	F2 and F1 Panel Weight Replicates
12		F2F1P17	BRR F2 and F1 (2006 and 2004) panel weight for replicate 17	F2 and F1 Panel Weight Replicates
12		F2F1P18	BRR F2 and F1 (2006 and 2004) panel weight for replicate 18	F2 and F1 Panel Weight Replicates
12		F2F1P19	BRR F2 and F1 (2006 and 2004) panel weight for replicate 19	F2 and F1 Panel Weight Replicates
12		F2F1P20	BRR F2 and F1 (2006 and 2004) panel weight for replicate 20	F2 and F1 Panel Weight Replicates
12		F2F1P21	BRR F2 and F1 (2006 and 2004) panel weight for replicate 21	F2 and F1 Panel Weight Replicates
12		F2F1P22	BRR F2 and F1 (2006 and 2004) panel weight for replicate 22	F2 and F1 Panel Weight Replicates
12		F2F1P23	BRR F2 and F1 (2006 and 2004) panel weight for replicate 23	F2 and F1 Panel Weight Replicates
12		F2F1P24	BRR F2 and F1 (2006 and 2004) panel weight for replicate 24	F2 and F1 Panel Weight Replicates
12		F2F1P25	BRR F2 and F1 (2006 and 2004) panel weight for replicate 25	F2 and F1 Panel Weight Replicates
12		F2F1P26	BRR F2 and F1 (2006 and 2004) panel weight for replicate 26	F2 and F1 Panel Weight Replicates
12		F2F1P27	BRR F2 and F1 (2006 and 2004) panel weight for replicate 27	F2 and F1 Panel Weight Replicates
12		F2F1P28	BRR F2 and F1 (2006 and 2004) panel weight for replicate 28	F2 and F1 Panel Weight Replicates
12		F2F1P29	BRR F2 and F1 (2006 and 2004) panel weight for replicate 29	F2 and F1 Panel Weight Replicates









*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
12		F2F1P184	BRR F2 and F1 (2006 and 2004) panel weight for replicate 184	F2 and F1 Panel Weight Replicates
12		F2F1P185	BRR F2 and F1 (2006 and 2004) panel weight for replicate 185	F2 and F1 Panel Weight Replicates
12		F2F1P186	BRR F2 and F1 (2006 and 2004) panel weight for replicate 186	F2 and F1 Panel Weight Replicates
12		F2F1P187	BRR F2 and F1 (2006 and 2004) panel weight for replicate 187	F2 and F1 Panel Weight Replicates
12		F2F1P188	BRR F2 and F1 (2006 and 2004) panel weight for replicate 188	F2 and F1 Panel Weight Replicates
12		F2F1P189	BRR F2 and F1 (2006 and 2004) panel weight for replicate 189	F2 and F1 Panel Weight Replicates
12		F2F1P190	BRR F2 and F1 (2006 and 2004) panel weight for replicate 190	F2 and F1 Panel Weight Replicates
12		F2F1P191	BRR F2 and F1 (2006 and 2004) panel weight for replicate 191	F2 and F1 Panel Weight Replicates
12		F2F1P192	BRR F2 and F1 (2006 and 2004) panel weight for replicate 192	F2 and F1 Panel Weight Replicates
12		F2F1P193	BRR F2 and F1 (2006 and 2004) panel weight for replicate 193	F2 and F1 Panel Weight Replicates
12		F2F1P194	BRR F2 and F1 (2006 and 2004) panel weight for replicate 194	F2 and F1 Panel Weight Replicates
12		F2F1P195	BRR F2 and F1 (2006 and 2004) panel weight for replicate 195	F2 and F1 Panel Weight Replicates
12		F2F1P196	BRR F2 and F1 (2006 and 2004) panel weight for replicate 196	F2 and F1 Panel Weight Replicates
12		F2F1P197	BRR F2 and F1 (2006 and 2004) panel weight for replicate 197	F2 and F1 Panel Weight Replicates
12		F2F1P198	BRR F2 and F1 (2006 and 2004) panel weight for replicate 198	F2 and F1 Panel Weight Replicates
12		F2F1P199	BRR F2 and F1 (2006 and 2004) panel weight for replicate 199	F2 and F1 Panel Weight Replicates
12		F2F1P200	BRR F2 and F1 (2006 and 2004) panel weight for replicate 200	F2 and F1 Panel Weight Replicates
13		Sch_ID	School ID	School Weight Replicates
13		BYSCHWT	School weight	School Weight Replicates
13		BYSCH1	BRR school weight for replicate 1	School Weight Replicates
13		BYSCH2	BRR school weight for replicate 2	School Weight Replicates
13		BYSCH3	BRR school weight for replicate 3	School Weight Replicates
13		BYSCH4	BRR school weight for replicate 4	School Weight Replicates
13		BYSCH5	BRR school weight for replicate 5	School Weight Replicates
13		BYSCH6	BRR school weight for replicate 6	School Weight Replicates
13		BYSCH7	BRR school weight for replicate 7	School Weight Replicates
13		BYSCH8	BRR school weight for replicate 8	School Weight Replicates
13		BYSCH9	BRR school weight for replicate 9	School Weight Replicates
13		BYSCH10	BRR school weight for replicate 10	School Weight Replicates
13		BYSCH11	BRR school weight for replicate 11	School Weight Replicates
13		BYSCH12	BRR school weight for replicate 12	School Weight Replicates
13		BYSCH13	BRR school weight for replicate 13	School Weight Replicates
13		BYSCH14	BRR school weight for replicate 14	School Weight Replicates
13		BYSCH15	BRR school weight for replicate 15	School Weight Replicates
13		BYSCH16	BRR school weight for replicate 16	School Weight Replicates
13		BYSCH17	BRR school weight for replicate 17	School Weight Replicates
13		BYSCH18	BRR school weight for replicate 18	School Weight Replicates
13		BYSCH19	BRR school weight for replicate 19	School Weight Replicates
13		BYSCH20	BRR school weight for replicate 20	School Weight Replicates
13		BYSCH21	BRR school weight for replicate 21	School Weight Replicates
13		BYSCH22	BRR school weight for replicate 22	School Weight Replicates
13		BYSCH23	BRR school weight for replicate 23	School Weight Replicates
13		BYSCH24	BRR school weight for replicate 24	School Weight Replicates
13		BYSCH25	BRR school weight for replicate 25	School Weight Replicates

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
13		BYSCH26	BRR school weight for replicate 26	School Weight Replicates
13		BYSCH27	BRR school weight for replicate 27	School Weight Replicates
13		BYSCH28	BRR school weight for replicate 28	School Weight Replicates
13		BYSCH29	BRR school weight for replicate 29	School Weight Replicates
13		BYSCH30	BRR school weight for replicate 30	School Weight Replicates
13		BYSCH31	BRR school weight for replicate 31	School Weight Replicates
13		BYSCH32	BRR school weight for replicate 32	School Weight Replicates
13		BYSCH33	BRR school weight for replicate 33	School Weight Replicates
13		BYSCH34	BRR school weight for replicate 34	School Weight Replicates
13		BYSCH35	BRR school weight for replicate 35	School Weight Replicates
13		BYSCH36	BRR school weight for replicate 36	School Weight Replicates
13		BYSCH37	BRR school weight for replicate 37	School Weight Replicates
13		BYSCH38	BRR school weight for replicate 38	School Weight Replicates
13		BYSCH39	BRR school weight for replicate 39	School Weight Replicates
13		BYSCH40	BRR school weight for replicate 40	School Weight Replicates
13		BYSCH41	BRR school weight for replicate 41	School Weight Replicates
13		BYSCH42	BRR school weight for replicate 42	School Weight Replicates
13		BYSCH43	BRR school weight for replicate 43	School Weight Replicates
13		BYSCH44	BRR school weight for replicate 44	School Weight Replicates
13		BYSCH45	BRR school weight for replicate 45	School Weight Replicates
13		BYSCH46	BRR school weight for replicate 46	School Weight Replicates
13		BYSCH47	BRR school weight for replicate 47	School Weight Replicates
13		BYSCH48	BRR school weight for replicate 48	School Weight Replicates
13		BYSCH49	BRR school weight for replicate 49	School Weight Replicates
13		BYSCH50	BRR school weight for replicate 50	School Weight Replicates
13		BYSCH51	BRR school weight for replicate 51	School Weight Replicates
13		BYSCH52	BRR school weight for replicate 52	School Weight Replicates
13		BYSCH53	BRR school weight for replicate 53	School Weight Replicates
13		BYSCH54	BRR school weight for replicate 54	School Weight Replicates
13		BYSCH55	BRR school weight for replicate 55	School Weight Replicates
13		BYSCH56	BRR school weight for replicate 56	School Weight Replicates
13		BYSCH57	BRR school weight for replicate 57	School Weight Replicates
13		BYSCH58	BRR school weight for replicate 58	School Weight Replicates
13		BYSCH59	BRR school weight for replicate 59	School Weight Replicates
13		BYSCH60	BRR school weight for replicate 60	School Weight Replicates
13		BYSCH61	BRR school weight for replicate 61	School Weight Replicates
13		BYSCH62	BRR school weight for replicate 62	School Weight Replicates
13		BYSCH63	BRR school weight for replicate 63	School Weight Replicates
13		BYSCH64	BRR school weight for replicate 64	School Weight Replicates
13		BYSCH65	BRR school weight for replicate 65	School Weight Replicates
13		BYSCH66	BRR school weight for replicate 66	School Weight Replicates
13		BYSCH67	BRR school weight for replicate 67	School Weight Replicates
13		BYSCH68	BRR school weight for replicate 68	School Weight Replicates
13		BYSCH69	BRR school weight for replicate 69	School Weight Replicates
13		BYSCH70	BRR school weight for replicate 70	School Weight Replicates
13		BYSCH71	BRR school weight for replicate 71	School Weight Replicates
13		BYSCH72	BRR school weight for replicate 72	School Weight Replicates
13		BYSCH73	BRR school weight for replicate 73	School Weight Replicates

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
13		BYSCH74	BRR school weight for replicate 74	School Weight Replicates
13		BYSCH75	BRR school weight for replicate 75	School Weight Replicates
13		BYSCH76	BRR school weight for replicate 76	School Weight Replicates
13		BYSCH77	BRR school weight for replicate 77	School Weight Replicates
13		BYSCH78	BRR school weight for replicate 78	School Weight Replicates
13		BYSCH79	BRR school weight for replicate 79	School Weight Replicates
13		BYSCH80	BRR school weight for replicate 80	School Weight Replicates
13		BYSCH81	BRR school weight for replicate 81	School Weight Replicates
13		BYSCH82	BRR school weight for replicate 82	School Weight Replicates
13		BYSCH83	BRR school weight for replicate 83	School Weight Replicates
13		BYSCH84	BRR school weight for replicate 84	School Weight Replicates
13		BYSCH85	BRR school weight for replicate 85	School Weight Replicates
13		BYSCH86	BRR school weight for replicate 86	School Weight Replicates
13		BYSCH87	BRR school weight for replicate 87	School Weight Replicates
13		BYSCH88	BRR school weight for replicate 88	School Weight Replicates
13		BYSCH89	BRR school weight for replicate 89	School Weight Replicates
13		BYSCH90	BRR school weight for replicate 90	School Weight Replicates
13		BYSCH91	BRR school weight for replicate 91	School Weight Replicates
13		BYSCH92	BRR school weight for replicate 92	School Weight Replicates
13		BYSCH93	BRR school weight for replicate 93	School Weight Replicates
13		BYSCH94	BRR school weight for replicate 94	School Weight Replicates
13		BYSCH95	BRR school weight for replicate 95	School Weight Replicates
13		BYSCH96	BRR school weight for replicate 96	School Weight Replicates
13		BYSCH97	BRR school weight for replicate 97	School Weight Replicates
13		BYSCH98	BRR school weight for replicate 98	School Weight Replicates
13		BYSCH99	BRR school weight for replicate 99	School Weight Replicates
13		BYSCH100	BRR school weight for replicate 100	School Weight Replicates
13		BYSCH101	BRR school weight for replicate 101	School Weight Replicates
13		BYSCH102	BRR school weight for replicate 102	School Weight Replicates
13		BYSCH103	BRR school weight for replicate 103	School Weight Replicates
13		BYSCH104	BRR school weight for replicate 104	School Weight Replicates
13		BYSCH105	BRR school weight for replicate 105	School Weight Replicates
13		BYSCH106	BRR school weight for replicate 106	School Weight Replicates
13		BYSCH107	BRR school weight for replicate 107	School Weight Replicates
13		BYSCH108	BRR school weight for replicate 108	School Weight Replicates
13		BYSCH109	BRR school weight for replicate 109	School Weight Replicates
13		BYSCH110	BRR school weight for replicate 110	School Weight Replicates
13		BYSCH111	BRR school weight for replicate 111	School Weight Replicates
13		BYSCH112	BRR school weight for replicate 112	School Weight Replicates
13		BYSCH113	BRR school weight for replicate 113	School Weight Replicates
13		BYSCH114	BRR school weight for replicate 114	School Weight Replicates
13		BYSCH115	BRR school weight for replicate 115	School Weight Replicates
13		BYSCH116	BRR school weight for replicate 116	School Weight Replicates
13		BYSCH117	BRR school weight for replicate 117	School Weight Replicates
13		BYSCH118	BRR school weight for replicate 118	School Weight Replicates
13		BYSCH119	BRR school weight for replicate 119	School Weight Replicates
13		BYSCH120	BRR school weight for replicate 120	School Weight Replicates
13		BYSCH121	BRR school weight for replicate 121	School Weight Replicates

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
13		BYSCH122	BRR school weight for replicate 122	School Weight Replicates
13		BYSCH123	BRR school weight for replicate 123	School Weight Replicates
13		BYSCH124	BRR school weight for replicate 124	School Weight Replicates
13		BYSCH125	BRR school weight for replicate 125	School Weight Replicates
13		BYSCH126	BRR school weight for replicate 126	School Weight Replicates
13		BYSCH127	BRR school weight for replicate 127	School Weight Replicates
13		BYSCH128	BRR school weight for replicate 128	School Weight Replicates
13		BYSCH129	BRR school weight for replicate 129	School Weight Replicates
13		BYSCH130	BRR school weight for replicate 130	School Weight Replicates
13		BYSCH131	BRR school weight for replicate 131	School Weight Replicates
13		BYSCH132	BRR school weight for replicate 132	School Weight Replicates
13		BYSCH133	BRR school weight for replicate 133	School Weight Replicates
13		BYSCH134	BRR school weight for replicate 134	School Weight Replicates
13		BYSCH135	BRR school weight for replicate 135	School Weight Replicates
13		BYSCH136	BRR school weight for replicate 136	School Weight Replicates
13		BYSCH137	BRR school weight for replicate 137	School Weight Replicates
13		BYSCH138	BRR school weight for replicate 138	School Weight Replicates
13		BYSCH139	BRR school weight for replicate 139	School Weight Replicates
13		BYSCH140	BRR school weight for replicate 140	School Weight Replicates
13		BYSCH141	BRR school weight for replicate 141	School Weight Replicates
13		BYSCH142	BRR school weight for replicate 142	School Weight Replicates
13		BYSCH143	BRR school weight for replicate 143	School Weight Replicates
13		BYSCH144	BRR school weight for replicate 144	School Weight Replicates
13		BYSCH145	BRR school weight for replicate 145	School Weight Replicates
13		BYSCH146	BRR school weight for replicate 146	School Weight Replicates
13		BYSCH147	BRR school weight for replicate 147	School Weight Replicates
13		BYSCH148	BRR school weight for replicate 148	School Weight Replicates
13		BYSCH149	BRR school weight for replicate 149	School Weight Replicates
13		BYSCH150	BRR school weight for replicate 150	School Weight Replicates
13		BYSCH151	BRR school weight for replicate 151	School Weight Replicates
13		BYSCH152	BRR school weight for replicate 152	School Weight Replicates
13		BYSCH153	BRR school weight for replicate 153	School Weight Replicates
13		BYSCH154	BRR school weight for replicate 154	School Weight Replicates
13		BYSCH155	BRR school weight for replicate 155	School Weight Replicates
13		BYSCH156	BRR school weight for replicate 156	School Weight Replicates
13		BYSCH157	BRR school weight for replicate 157	School Weight Replicates
13		BYSCH158	BRR school weight for replicate 158	School Weight Replicates
13		BYSCH159	BRR school weight for replicate 159	School Weight Replicates
13		BYSCH160	BRR school weight for replicate 160	School Weight Replicates
13		BYSCH161	BRR school weight for replicate 161	School Weight Replicates
13		BYSCH162	BRR school weight for replicate 162	School Weight Replicates
13		BYSCH163	BRR school weight for replicate 163	School Weight Replicates
13		BYSCH164	BRR school weight for replicate 164	School Weight Replicates
13		BYSCH165	BRR school weight for replicate 165	School Weight Replicates
13		BYSCH166	BRR school weight for replicate 166	School Weight Replicates
13		BYSCH167	BRR school weight for replicate 167	School Weight Replicates
13		BYSCH168	BRR school weight for replicate 168	School Weight Replicates
13		BYSCH169	BRR school weight for replicate 169	School Weight Replicates

*Appendix L. Variable List for the ELS:2002 Electronic Codebook (ECB) and Data Analysis System (DAS)*

<b>FileNumber</b>	<b>DASFlag</b>	<b>VariableName</b>	<b>VariableLabel</b>	<b>SectionDescription</b>
13		BYSCH170	BRR school weight for replicate 170	School Weight Replicates
13		BYSCH171	BRR school weight for replicate 171	School Weight Replicates
13		BYSCH172	BRR school weight for replicate 172	School Weight Replicates
13		BYSCH173	BRR school weight for replicate 173	School Weight Replicates
13		BYSCH174	BRR school weight for replicate 174	School Weight Replicates
13		BYSCH175	BRR school weight for replicate 175	School Weight Replicates
13		BYSCH176	BRR school weight for replicate 176	School Weight Replicates
13		BYSCH177	BRR school weight for replicate 177	School Weight Replicates
13		BYSCH178	BRR school weight for replicate 178	School Weight Replicates
13		BYSCH179	BRR school weight for replicate 179	School Weight Replicates
13		BYSCH180	BRR school weight for replicate 180	School Weight Replicates
13		BYSCH181	BRR school weight for replicate 181	School Weight Replicates
13		BYSCH182	BRR school weight for replicate 182	School Weight Replicates
13		BYSCH183	BRR school weight for replicate 183	School Weight Replicates
13		BYSCH184	BRR school weight for replicate 184	School Weight Replicates
13		BYSCH185	BRR school weight for replicate 185	School Weight Replicates
13		BYSCH186	BRR school weight for replicate 186	School Weight Replicates
13		BYSCH187	BRR school weight for replicate 187	School Weight Replicates
13		BYSCH188	BRR school weight for replicate 188	School Weight Replicates
13		BYSCH189	BRR school weight for replicate 189	School Weight Replicates
13		BYSCH190	BRR school weight for replicate 190	School Weight Replicates
13		BYSCH191	BRR school weight for replicate 191	School Weight Replicates
13		BYSCH192	BRR school weight for replicate 192	School Weight Replicates
13		BYSCH193	BRR school weight for replicate 193	School Weight Replicates
13		BYSCH194	BRR school weight for replicate 194	School Weight Replicates
13		BYSCH195	BRR school weight for replicate 195	School Weight Replicates
13		BYSCH196	BRR school weight for replicate 196	School Weight Replicates
13		BYSCH197	BRR school weight for replicate 197	School Weight Replicates
13		BYSCH198	BRR school weight for replicate 198	School Weight Replicates
13		BYSCH199	BRR school weight for replicate 199	School Weight Replicates
13		BYSCH200	BRR school weight for replicate 200	School Weight Replicates

**Appendix M**  
**Second Follow-up Composite Variables**

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A number of composite variables (also called derived, constructed, or created variables) were generated in the ELS:2002 second follow-up to facilitate analysis. The second follow-up composite variables are listed in this appendix. In a few cases, the variable appears only on the restricted-use electronic codebook (ECB), not on the Data Analysis System (DAS). Appendix L provides information about the status (included versus excluded) of each second follow-up variable in relation to the DAS. In addition to composite variables, second follow-up weights and flags are included.

### **G12COHRT**

This variable indicates whether the sample member is a Senior Cohort member (i.e., a spring 2004 12th-grader). F1-identified senior cohort members include F1 respondents and base-year schools, as well as those who transferred, if they indicated they were 12th-graders. Spring 2004 grade was imputed where missing for F1 respondents (see also F1GRADE/F2F1GRDE). G12COHRT has also been updated since the first follow-up version to identify F1 nonrespondents whose second follow-up or transcript information indicates they were in fact spring 2004 12th-graders. Values of 2 also include freshened cases who were F1 questionnaire ineligible.

Use G12COHRT in concert with F1, transcript, or F2 weights to get an appropriately weighted sample that generalizes to the 2004 spring-term senior class. For example, G12COHRT used with F1QWT generates estimates for a nationally representative, cross-sectional population of the 2004 spring-term senior class. G12COHRT>0 used with F2F1WT generates estimates for a nationally representative panel of the spring-term senior class, including F1 nonrespondents.

### **TXACTC**

Most recent ACT composite test score as provided by ACT or the sample member's high school transcript.

### **TXACTM**

Most recent ACT math component test score as provided by ACT or the sample member's high school transcript.

### **TXACTR**

Most recent ACT reading component test score as provided by ACT or the sample member's high school transcript.

### **TXACTE**

Most recent ACT English component test score as provided by ACT or the sample member's high school transcript.

### **TXACTS**

Most recent ACT science component test score as provided by ACT or the sample member's high school transcript.

### **TXEESATC**

Higher entrance exam (i.e., SAT, ACT) composite score, standardized in terms of SAT score. TXEESATC takes the higher entrance exam composite score between TXSATC and TXACTC using ACT to SAT concordance.

### **TXEESATM**

Higher entrance exam (i.e., SAT, ACT) math score, standardized in terms of SAT score. TXEESATM takes the higher entrance exam math score between TXSATM and TXACTM using ACT to SAT concordance.

### **TXEEACTC**

Higher entrance exam (i.e., SAT, ACT) composite score, standardized in terms of SAT score. TXEEACTC takes the highest entrance exam composite score between TXSATC and TXACTC using SAT to ACT concordance.

### **TXEEACTM**

Highest entrance exam (i.e., SAT, ACT) math score, standardized in terms of ACT score. TXEESATM takes the highest entrance exam math score between TXSATM and TXACTM using SAT to ACT concordance.

### **TXSATM**

Most recent SAT math test score as provided by College Board or the sample member's high school transcript.

### **TXSATV**

Most recent SAT verbal test score as provided by College Board or the sample member's high school transcript.

### **TXSATC**

Most recent SAT composite test score as provided by College Board or the sample member's high school transcript.

### **TXAPBIO**

Advanced Placement Exam: biology. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPCHE**

Advanced Placement Exam: chemistry. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPCGP**

Advanced Placement Exam: comparative government and politics. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPCSA**

Advanced Placement Exam: computer science A. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPCSB**

Advanced Placement Exam: computer science AB. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPLIT**

Advanced Placement Exam: English literature and composition. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPLAN**

Advanced Placement Exam: English language and composition. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPEUH**

Advanced Placement Exam: European history. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPFLA**

Advanced Placement Exam: French language. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPFLI**

Advanced Placement Exam: French literature. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPGER**

Advanced Placement Exam: German language. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPHAR**

Advanced Placement Exam: Art history. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPLVE**

Advanced Placement Exam: Latin/Vergil. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPCAA**

Advanced Placement Exam: mathematics: calculus AB. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPCAB**

Advanced Placement Exam: mathematics: calculus BC. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPMAC**

Advanced Placement Exam: macroeconomics. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPMIC**

Advanced Placement Exam: microeconomics. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPMT**

Advanced Placement Exam: music theory. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPPB**

Advanced Placement Exam: physics B. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPPCE**

Advanced Placement Exam: physics C: E & M. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPPCM**

Advanced Placement Exam: physics C: mechanics. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPPSY**

Advanced Placement Exam: psychology. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPSLA**

Advanced Placement Exam: Spanish language. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPSLI**

Advanced Placement Exam: Spanish literature. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPSAD**

Advanced Placement Exam: studio art: drawing. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPUSG**

Advanced Placement Exam: United States government and politics. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPUSH**

Advanced Placement Exam: United States history. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPENV**

Advanced Placement Exam: environmental science. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPHUM**

Advanced Placement Exam: human geography. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPLAT**

Advanced Placement Exam: Latin literature. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPSTA**

Advanced Placement Exam: statistics. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPSA2**

Advanced Placement Exam: studio art 2-d design. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPSA3**

Advanced Placement Exam: studio art 3-d design. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXAPWOR**

Advanced Placement Exam: world history. Programming notes: Exam score as provided by College Board or the sample member's high school transcript.

### **TXSATM1**

College Board SAT Subject Test Score: mathematics level 1. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

### **TXSATM2**

College Board SAT Subject Test Score: mathematics level 2. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

### **TXSATPH**

College Board SAT Subject Test Score: physics. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

### **TXSATCH**

College Board SAT Subject Test Score: chemistry. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

### **TXSATBY**

College Board SAT Subject Test Score: biology. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

### **TXSATLI**

College Board SAT Subject Test Score: literature. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

### **TXSATUS**

College Board SAT Subject Test Score: U.S. history. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

### **TXSATFR**

College Board SAT Subject Test Score: French. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

### **TXSATGE**

College Board SAT Subject Test Score: German. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

### **TXSATLA**

College Board SAT Subject Test Score: Latin. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

**TXSATSP**

College Board SAT Subject Test Score: Spanish. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

**TXSATMH**

College Board SAT Subject Test Score: modern Hebrew. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

**TXSATCL**

College Board SAT Subject Test Score: Chinese with listening. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

**TXSATEP**

College Board SAT Subject Test Score: English-language proficiency. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

**TXSATFL**

College Board SAT Subject Test Score: French with listening. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

**TXSATGL**

College Board SAT Subject Test Score: German with listening. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

**TXSATSL**

College Board SAT Subject Test Score: Spanish with listening. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

**TXSATWH**

College Board SAT Subject Test Score: world history. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

**TXSATWR**

College Board SAT Subject Test Score: writing. The valid range for this test score is 200 to 800. Programming notes: Subject test score as provided by College Board or the sample member's high school transcript.

## **F2QTSCWT**

This cross-sectional weight applies to all sample members for whom at least one transcript with at least one course record was received, and who participated in the second follow-up. When used with the appropriate sample flags (selection criteria appear in parentheses below), it allows projections to the following populations:

Spring 2002 10th-graders (G10COHRT=1)

or

Spring 2004 12th-graders (G12COHRT=1 or 2).

For additional information, see the ELS:2002 Data File Documentation.

## **F2QWT**

This weight applies to all second follow-up respondents. When used with the appropriate sample flags (selection criteria appear in parentheses below), it allows projections to the following populations:

Spring 2002 10th-graders (G10COHRT=1)

or

Spring 2004 12th-graders (G12COHRT=1 or 2).

For additional information, see the ELS:2002 Data File Documentation.

## **F2F1WT**

This weight applies to all sample members who responded in the first follow-up and the second follow-up. When used with the appropriate sample flags (selection criteria appear in parentheses below), it allows projections to the following populations:

Spring 2002 10th-graders (G10COHRT=1)

or

Spring 2004 12th-graders (G12COHRT=1 or 2).

For additional information, see the ELS:2002 Data File Documentation.

## **F2BYWT**

This weight applies to all sample members who responded in the base year and the second follow-up. This weight allows projections to the following population: Spring 2002 10th-graders.

For additional information, see the ELS:2002 Data File Documentation.

## **F2NRSTAT**

Reason for nonresponse to second follow-up survey, if applicable, as indicated in Survey Control System. Available only on restricted-use file.

## **F2QSTAT**

Indicates whether the sample member completed entire interview, partial interview, or no interview.

## **F2QMODE**

The second follow-up survey employed a single web-based survey instrument used across three modes: self-administration, computer-assisted telephone interviewing, and field interviewing.

## **F2RTYPE**

This variable classifies respondents on the basis of their postsecondary participation and the timing of their postsecondary enrollment. Categories include:

1. Standard enrollee: indicates a respondent with “immediate” postsecondary enrollment, who has continued their enrollment into 2006. Respondents are considered to have “immediate” enrollment if their postsecondary attendance began by October of their high school completion/exit year (if their high school completion/exit date was between January and July), or by the following February (if their high school completion/exit date was after July).
2. Delayer: indicates a respondent with delayed postsecondary enrollment. Respondents are considered to have delayed enrollment when they did not begin their postsecondary attendance by October of their high school completion/exit year (if their high school completion/exit date was between January and July), or by the following February (if their high school completion/exit date was after July). The Delayer designation (as opposed to Delayer-Leaver; see below) also indicates the respondent’s postsecondary enrollment continued into 2006.
3. Leaver: indicates a respondent with “immediate” postsecondary enrollment (as with Standard enrollee), but has no 2006 enrollment.
4. Delayer-Leaver: indicates a respondent with delayed postsecondary enrollment (as with Delayer), and has no 2006 enrollment.
5. Nonenrollee: indicates a respondent who has not enrolled in a postsecondary institution since leaving high school.
6. High school student: indicates a respondent still enrolled in high school.

Note: F2HSCPDR is used as the high school completion/exit date for respondents who have received a high school credential; F2HSLVDR is used as the high school completion/exit date for respondents who have not received a high school credential.

## **F2SEX**

Updates F1SEX with information from second follow-up interviewers and/or respondents who reported that F1SEX was incorrect (F1SEX was used as a survey instrument input for customized question wording).

## **F2EVERDO**

Indicates whether the sample member has dropped out at some point in time. Cases identified by F1EVERDO as “ever dropouts” remain as such in F2EVERDO; these cases include student-reported dropouts (as reported via F1 participation; note, however, that F1 student, transfer, and homeschool questionnaire respondents were not asked whether they had had a dropout episode), and school-reported dropouts (as reported at any of the three enrollment status updates). F1EVERDO is then updated with second follow-up and transcript information as follows: first follow-up nonrespondents who reported in the second follow-up that they were not in school during the spring term of 2004 (F2A12=5) or that they were out for 4 or more weeks during that term (F2A13=1) are classified as “ever dropouts.” Also classified as “ever dropouts” are second follow-up respondents who reported that they had completed a GED since they were last interviewed (F2A02=3), or they had not received a high school credential and were not in a high school completion program (F2A07=3 or 4). Finally, cases where the sample member’s transcript indicates that the sample member dropped out, received a GED, was dismissed, or incarcerated (F1RTROUT=8, 12, 14, or 15, respectively) are coded as “ever dropouts” in F2EVERDO.

## **F2DOSTAT**

Dropout status as of the second follow-up interview. Based on F2HSSTAT and F2EVERDO.

## **F2SP04DO**

This variable categorizes spring-term 2004 dropouts and early alternative completers as identified in the first follow-up, or identified retrospectively via the second follow-up interview or transcript data. F1 dropout questionnaire completers are coded as “F1 identified spring-term 2004 dropouts” (see also F1DOQFLG). F1 early graduate questionnaire completers who had earned a GED are coded as “F1 identified early GED recipients” (see also F1EGQFLG).

F1 student and transfer questionnaire completers who reported in F2 having dropped out in spring 2004 subsequent to F1 participation are coded as “F2 identified spring-term 2004 dropouts.” F1 nonrespondents are also classified as “F2 identified spring-term 2004 dropouts” when reporting in F2 either: (1) they dropped out of school prior to May 2004 (and had not received a GED before April 2004) (F2A11), (2) they were not in school during the spring term of 2004 (F2A12), or (3) they were out of school for 4 or more consecutive weeks during the spring term of 2004 for reasons other than illness or injury (F2A13). Finally, F1 nonrespondents are classified as “F2 identified early GED recipients” if they reported in the second follow-up interview that they had earned a GED prior to April 2004 (F2A02 and F2A03). When missing relevant F2 data (as a result of item or unit nonresponse), first follow-up nonrespondents are classified as early alternative completers if their transcript indicates receipt of a GED prior to April 2004.

Note: F2SP04DO updates F1DOSTAT.

## **F2F1GRDE**

High school grade level in the spring term of 2004. For first follow-up respondents who were in school in the spring term of 2004 (i.e., F1 student and transfer questionnaire completers),

F2F1GRDE is set to F1GRADE; first follow-up respondents who were not in school in the spring term of 2004 (i.e., F1 early graduate, dropout, and home school questionnaire completers) are assigned a F2F1GRDE value of -3. F2F1GRDE updates F1GRADE for first follow-up nonrespondents as follows: first follow-up nonrespondents who completed high school with a diploma or certificate of attendance in April, May, or June 2004 as reported in the second follow-up interview (F2A02 and F2A03) or on their high school transcript (F1RTROUT and F1RDTLFT) were logically imputed as 12th-graders. All other first follow-up nonrespondents who reported in F2 being in school during the spring term of 2004 were directly asked for their grade level at that time (F2A12). Finally, first follow-up nonrespondents who were found to be early graduates or spring-term 2004 dropouts (see F2SP04DO) were assigned a value of -3.

## **F2HSSTAT**

First follow-up, transcript, and second follow-up data are all used as inputs for F2HSSTAT. First follow-up data are used in cases where respondents indicated during the first follow-up that they had already received a high school credential; transcript data (as preloaded for the F2 instrument) are used in cases where respondents' transcripts indicated they received a May or June 2004 diploma or certificate of attendance (see also F2PHSDG and F2PHSDT). For second follow-up respondents for whom neither of these conditions apply, F2HSSTAT is determined by the following variables: type of high school credential received (F2A02); high school credential date (F2A03); or, for respondents who had not yet received a high school credential, whether they are currently pursuing any such credential (F2A07). For second follow-up nonrespondents, F2HSSTAT is determined by transcript or first follow-up data (if they indicate a final high school completion status).

Note: There are a small set of cases where F2HSSTAT is set to 1, 2, or 3 as a result of a re-examination of transcript information during F2 data editing activities. This small set of cases is made up of F2 nonrespondents who did not indicate receipt of a high school credential during F1 participation (or were F1 nonrespondents), and where F1RTROUT=8 (dropped out) or 9 (transferred).

## **F2EDLEVL**

This variable indicates the highest level of education attempted by the sample member, as of the second follow-up. For respondents who have attended a postsecondary institution (F2B07=1), F2EDLEVL is determined by the highest level among the respondent's attended institution(s) (F2ILEVEL). For respondents who have not attended a postsecondary institution, F2EDLEVL is determined by their 2006 high school completion status (F2HSSTAT).

Note: Not completing high school does not preclude postsecondary enrollment; therefore, a non-high school completer may have an F2EDLEVL value of 4, 5, or 6.

## **F2HIGRDE**

The most advanced high school grade level attempted as of the second follow-up interview. For respondents in high school at the time of the second follow-up interview (F2A07=1 or 2), this is their current grade level in 2006. For second follow-up respondents who have not received a high school credential and are not in a high school completion program (F2A07=3 or 4), this is the grade they were in when they last attended high school. It is drawn

directly from F2A08. If F2A08 indicates a grade which is less than F2F1GRDE (the respondent's spring 2004 grade level), then F2HIGRDE is set to F2F1GRDE.

Note: This variable differs from other F2 high school composite variables in that it is not applicable to F2 nonrespondents.

### **F2HSCPDR**

Year and month the respondent completed high school with a diploma, certificate of attendance, or GED (YYYYMM format). Available only on the restricted-use file; public-use version of this variable is F2HSCPDP. First follow-up, transcript, and second follow-up data are all used as inputs for F2HSCPDR. First follow-up data are used in cases where the respondent indicated during the first follow-up he or she had already received a high school credential; otherwise, preloaded transcript data (see also F2PHSDT) are used for cases where respondents' transcripts indicated they received a May or June 2004 diploma or certificate of attendance. For second follow-up respondents for whom neither of these conditions apply, F2HSCPDR is determined by the high school credential date as reported in the second follow-up (F2A03). For second follow-up nonrespondents, F2HSCPDR is determined by transcript data (if they indicate a final high school completion status).

### **F2HSCPDP**

Year and quarter the respondent completed high school with a diploma, certificate of attendance, or GED (YYYYQ format). First follow-up, transcript, and second follow-up data are all used as inputs for F2HSCPDP. First follow-up data are used in cases where the respondent indicated during the first follow-up he or she had already received a high school credential; otherwise, transcript data are used for cases where the respondent's preloaded transcript data (see also F2PHSDT) indicated he or she received a May or June 2004 diploma or certificate of attendance. For second follow-up respondents for whom neither of these conditions apply, F2HSCPDP is determined by the high school credential date as reported in the second follow-up (F2A03). For second follow-up nonrespondents, F2HSCPDP is determined by transcript data (if they indicate a final high school completion status).

### **F2HSLVDR**

Year and month last attended high school (YYYYMM format) for sample members who have not completed high school, or sample members who dropped out of high school and subsequently earned a GED. Leave dates are taken from the first follow-up interview for early GED recipients (i.e., those who received a GED prior to March 16, 2004) (F1E20 or F1D19), and from the second follow-up interview for respondents who had earned a GED since their last interview and current dropouts (F2A11). Available only on the restricted-use file; public-use version of this variable is F2HSLVDP.

### **F2HSLVDP**

Year and quarter last attended high school (YYYYQ format) for sample members who have not completed high school, or sample members who dropped out of high school and subsequently earned a GED. Leave dates are taken from the first follow-up interview for early GED recipients (i.e., those who received a GED prior to March 16, 2004) (F1E20 or F1D19),

and from the second follow-up interview for respondents who had earned a GED since their last interview and current dropouts (F2A11).

### **F2EVRGED**

F2EVRGED identifies sample members with any evidence of having received a GED; that is, either (1) the sample member reported in F1 or F2 that they received a GED, (2) their high school transcript indicates receipt of a GED, or (3) they have a record in the GED Testing Program data file indicating receipt of a GED (i.e., GEDPASSD=1).

### **F2HSPLAN**

Whether second follow-up respondents who have not completed high school (F2A01=0) or whose high school completion status is unknown (F2A01=-9) intend to do so at some time in the future. F2 respondents who were currently in high school (F2RTYPE=6) were logically imputed to F2HSPLAN=1.

Note: This variable differs from other F2 high school composite variables in that it is not applicable to F2 nonrespondents.

### **F2HSPLDR**

Year and month respondent plans to receive their high school diploma, certificate of attendance, or GED (YYYYMM format). Available only on the restricted-use file; public-use version of this variable is F2HSPLDP. Any given sample member may have a planned high school completion date (F2HSPLDR/P), or an actual high school completion date (F2HSCPDR/P), but will not have both.

Note: This variable differs from other F2 high school composite variables in that it is not applicable to F2 nonrespondents.

### **F2HSPLDP**

Year and quarter respondent plans to receive their high school diploma, certificate of attendance, or GED (YYYYQ format). Any given sample member may have a planned high school completion date (F2HSPLDR/P), or an actual high school completion date (F2HSCPDR/P), but will not have both.

Note: This variable differs from other F2 high school composite variables in that it is not applicable to F2 nonrespondents.

### **F2GEDPRG**

Combines and updates F1D42 and F1E24 (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A04) from first follow-up nonrespondents who reported during the second follow-up that they had earned a GED.

### **F2GEDOTH**

Combines and updates F1D42A and F1E24A (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A04A) from first follow-up nonrespondents who reported during the second follow-up that they had earned a GED.

## **F2GEDST**

Combines and updates F1D44 and F1E26 (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A05) from first follow-up nonrespondents who reported during the second follow-up that they had earned a GED.

## **F2WYGED1**

Combines and updates F1D43A and F1E25A (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A06A) from first follow-up nonrespondents who reported during the second follow-up that they had earned a GED.

## **F2WYGED2**

Combines and updates F1D43B and F1E25B (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A06B) from first follow-up nonrespondents who reported during the second follow-up that they had earned a GED.

## **F2WYGED3**

Combines and updates F1D43C and F1E25C (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A06C) from first follow-up nonrespondents who reported during the second follow-up that they had earned a GED.

## **F2WYGED4**

Combines and updates F1D43D and F1E25D (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A06D) from first follow-up nonrespondents who reported during the second follow-up that they had earned a GED.

## **F2WYGED5**

Combines and updates F1D43E and F1E25E (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A06E) from first follow-up nonrespondents who reported during the second follow-up that they had earned a GED.

## **F2WYGED6**

Combines and updates F1D43F and F1E25F (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A06F) from first follow-up nonrespondents who reported during the second follow-up that they had earned a GED.

## **F2WYLV1**

Combines and updates F1D29A and F1E22A (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14A) from first follow-up nonrespondents who reported during the second follow-up they had left high school before or during spring 2004.

## **F2WYLV2**

Combines and updates F1D29B and F1E22B (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14B) from first follow-up

nonrespondents who reported during the second follow-up they had left high school before or during spring 2004.

**F2WYLV3**

Combines and updates F1D29C/D and F1E22C/D (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14C) from first follow-up nonrespondents who reported during the second follow-up they had left high school before or during spring 2004.

**F2WYLV4**

Combines and updates F1D29E/F and F1E22E/F (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14D) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

**F2WYLV5**

Combines and updates F1D29G/J and F1E22G/J (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14E) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

**F2WYLV6**

Combines and updates F1D29H/K and F1E22H/K (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14F) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

**F2WYLV7**

Combines and updates F1D29I and F1E22I (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14G) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

**F2WYLV8**

Combines and updates F1D29L and F1E22L (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14H) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

**F2WYLV9**

Combines and updates F1D29M and F1E22M (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14I) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

### **F2WYLV10**

Combines and updates F1D29N and F1E22N (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14J) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

### **F2WYLV11**

Combines and updates F1D29Q and F1E22Q (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14K) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

### **F2WYLV12**

Combines and updates F1D29R/S and F1E22R/S (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14L) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

### **F2WYLV13**

Combines and updates F1D29T and F1E22T (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14M) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

### **F2WYLV14**

Combines and updates F1D29U and F1E22U (from F1 dropout questionnaire and F1 early graduate questionnaire, respectively) with information (F2A14N) from first follow-up nonrespondents who reported during the second follow-up that they had left high school before or during spring 2004.

### **F2EVRAPP**

This variable indicates whether the respondent has ever applied to a postsecondary institution; taken directly from the second follow-up interview (F2B01) if available, and imputed for second follow-up respondents if missing.

### **F2PSAPSL**

Highest level of admissions selectivity (based on 2005 Carnegie classifications) of all postsecondary institutions to which the respondent applied. Institutions identified as 4-year schools via Integrated Postsecondary Education Data System (IPEDS) data are further classified as highly selective, moderately selective, or inclusive according to the Carnegie selectivity measure; institutions identified as 4-year schools via IPEDS data with unknown Carnegie selectivity (or Carnegie-classified as something other than a 4-year institution) are coded in F2PSAPSL as “selectivity not classified, 4-year institution.” Institutions identified as 2-year or less-than-2-year via IPEDS data are coded as such in F2PSAPSL. Original Carnegie

classification based on 25th percentile scores of entering freshmen on the SAT and/or ACT (using data from IPEDS and the College Board). The “inclusive,” “moderately selective,” and “highly selective” categories correspond to 25th percentile ACT-equivalent scores of less than 18, 18–21, and greater than 21, respectively. Based on the IPEDS variable CCUGPROF (Carnegie Classification 2005: Undergraduate Profile).

### **F2NAPPLY**

The number of postsecondary schools the respondent applied to in his or her first round of applications. Drawn directly from F2B03, and set to zero for respondents who have not applied for admission to a postsecondary institution (F2EVRAPP=0). The number of “applied to” institutions appearing on the F2 institution file for any one respondent may be less than (but not more than) the value stored in F2NAPPLY; for example, when a respondent reports (in F2B03) having applied to 10 schools but is only able to provide information for 8 of those schools.

Note: The “first round of applications” refers to when the respondent first applied to a postsecondary institution, as reported in F2A02 (i.e., while still in high school or sometime after high school).

### **F2NACCPT**

Number of postsecondary institutions at which the respondent was accepted.

### **F2NATTND**

The number of postsecondary institutions attended by the respondent. Drawn directly from F2B10, and set to zero for respondents who have not attended a postsecondary institution (F2EVRATT=0).

Note: The number of attended institutions appearing on the F2 institution file for any one respondent may be less than (but not more than) the value stored in F2NATTND; for example, when a respondent reports (in F2B10) having applied to three schools but is only able to provide information for two of those schools.

### **F2PSACSL**

Highest level of admissions selectivity (based on 2005 Carnegie classifications) of all postsecondary institutions at which the respondent was accepted. Institutions identified as 4-year schools via IPEDS data are further classified as highly selective, moderately selective, or inclusive according to the Carnegie selectivity measure; institutions identified as 4-year schools via IPEDS data with unknown Carnegie selectivity (or Carnegie-classified as something other than a 4-year institution) are coded in F2PSACSL as “selectivity not classified, 4-year institution.” Institutions identified as 2-year or less-than-2-year via IPEDS data are coded as such in F2PSACSL. Original Carnegie classification based on 25th percentile scores of entering freshmen on the SAT and/or ACT (using data from IPEDS and the College Board). The “inclusive,” “moderately selective,” and “highly selective” categories correspond to 25th percentile ACT-equivalent scores of less than 18, 18–21, and greater than 21, respectively. Based on the IPEDS variable CCUGPROF (Carnegie Classification 2005: Undergraduate Profile).

## **F2EVRATT**

This variable indicates whether the respondent has ever attended a postsecondary institution since high school completion/exit; taken directly from the second follow-up interview (F2B07) if available, and imputed for second follow-up respondents if missing.

## **F2PS1**

This variable stores the location on the institution file (see also F2IORDER) of the first “real” postsecondary institution attended by the respondent. This institution is referenced in questions corresponding to variables F2B13A–F, F2B14, F2B15, F2B16A–C, F2B17A–D, and F2B18A–G. In most cases, the first “real” institution is the institution with the earliest start date (and will therefore appear first on the ELS institution file, i.e. F2IORDER=1). An exception is made, however, if (1) the first chronological institution (as opposed to the first “real” institution) is a summer school (defined as an institution with a start date of May, June, or July, and a same-year end date of May, June, July, or August); (2) the summer school was attended in the same year as high school completion/exit; and (3) a second postsecondary institution (with longer total enrollment) was also started in August, September, or October of that same year. If all the above conditions are met, the post-summer school institution is identified in F2PS1. If the earliest start date is shared by more than one institution, the one with the longest enrollment period is identified in F2PS1.

Note: The institution identified in F2PS1 was selected by the F2 survey instrument based on enrollment information provided by the respondent; this institution was selected during the F2 interview and determined which institution was referenced in questions associated with variables F2B13A–F, F2B14, F2B15, F2B16A–C, F2B17A–D, and F2B18A–G.

## **F2PS1LVL**

Level of the first postsecondary institution attended (F2PS1), as indicated by IPEDS; for institutions with no IPEDS code, institutional level (if available) was provided by the respondent.

## **F2PS1CTR**

Control of the first postsecondary institution attended (F2PS1) as indicated by IPEDS. For institutions with no IPEDS code, institutional control (if available) was provided by the respondent.

## **F2PS1SEC**

Sector of the first postsecondary institution attended (F2PS1) as indicated by IPEDS. For institutions with no IPEDS code, institutional sector (if available) was provided by the respondent.

## **F2PS1SLC**

Measure of the admissions selectivity (based on 2005 Carnegie classifications) of the first attended institution (F2PS1).

Institutions identified as 4-year schools via IPEDS data are further classified as highly selective, moderately selective, or inclusive according to the Carnegie selectivity measure; institutions identified as 4-year schools via IPEDS data with unknown Carnegie selectivity (or

Carnegie-classified as something other than a 4-year institution) are coded in F2PS1SLC as “selectivity not classified, 4-year institution.”

Institutions identified as 2-year or less-than-2-year via IPEDS data are coded as such in F2PS1SLC. Original Carnegie classification based on 25th percentile scores of entering freshmen on the SAT and/or ACT (using data from IPEDS and the College Board). The “inclusive,” “moderately selective,” and “highly selective” categories correspond to 25th percentile ACT-equivalent scores of less than 18, 18–21, and greater than 21, respectively. Based on the IPEDS variable CCUGPROF (Carnegie Classification 2005: Undergraduate Profile).

### **F2PS1GRT**

Indicates whether the respondent was offered a first-year scholarship or grant by his or her first-attended postsecondary institution (F2PS1).

### **F2PS1LN**

Indicates whether the respondent was offered a first-year student loan or grant by his or her first-attended postsecondary institution (F2PS1).

### **F2PS1WKS**

Indicates whether the respondent was offered a first-year work study or grant by his or her first-attended postsecondary institution (F2PS1).

### **F2PS1WVR**

Indicates whether the respondent was offered a first-year tuition or grant by his or her first-attended postsecondary institution (F2PS1).

### **F2PS1AID**

Indicates whether the respondent was offered financial aid for his or her first year by his or her first “real” postsecondary institution attended (see also F2PS1). “Financial aid” here refers to the particular forms of aid detailed in F2PS1GRT, F2PS1LN, F2PS1WKS, and F2PS1WVR; that is, scholarship/grant, loan, work study, and tuition waiver/discount (respectively). Respondents who were not offered any of these forms of aid will be coded in F2PS1AID as “no aid offered,” although it is possible they were offered some other form of financial aid not specifically referred to in the F2 instrument.

Note: Implicit in categories 1–4 is that the respondent did in fact apply for admission to his or her first “real” postsecondary institution attended. Application is based on student report (F2IAPPLY). Some students will perceive registration at an open admissions institution as an instance of application (these cases can be identified through F2IOPNAP, which indicates which institutions have open admissions policies).

### **F2PS1FTP**

Enrollment intensity at the first-attended postsecondary institution (F2PS1).

## **F2PS1OUT**

Indicates whether the state of the first-attended postsecondary institution (F2PS1) differs from the state associated with the respondent's first follow-up residential zip code; for cases where the F1 residential zip code is not available, the base-year residential zip code is substituted.

## **F2PSSTRT**

First period of attendance at the respondent's first attended postsecondary institution (see also F2PS1).

Note: Second follow-up data collection spanned from January through August 2006; information on the respondent's 2006 postsecondary enrollment is therefore dependent on the date of his or her F2 participation. As a result, "2006" has been constructed as a single time period rather than using the cut-points employed for 2004 and 2005.

## **F2HS2PS1**

Number of months between high school completion/exit and the respondent's first enrollment at his or her first attended postsecondary institution (see also F2PS1). F2HSCPDR is used as the high school completion/exit date for respondents who have earned a high school credential; F2HSLVDR is used for respondents who have not earned a high school credential.

Note: Sample members who reported enrolling in postsecondary education while in high school but left prior to high school completion/exit, and did not subsequently enroll in any postsecondary education, are recorded as missing (-9).

## **F2PSYR1**

Number of months with attendance at any postsecondary institution during the first 12 months after high school completion/exit. F2HSCPDR is used as the high school completion/exit date for respondents who have received a high school credential; F2HSLVDR is used as the high school completion/exit date for respondents who have not received a high school credential. For respondents with postsecondary enrollment during the month of their high school completion/exit, F2PSYR1 is calculated beginning with that month. For respondents who were not enrolled in a postsecondary institution during the month of their high school completion/exit, F2PSYR1 is calculated beginning with the month following their high school completion/exit.

## **F2PSEND**

Last period of attendance at any postsecondary institution.

Note: Second follow-up data collection spanned from January through August 2006; information on the respondent's 2006 postsecondary enrollment is therefore dependent on the date of his or her F2 participation. As a result, "2006" has been constructed as a single time period rather than using the cut-points employed for 2004 and 2005.

## **F2PSMO45**

Number of months with attendance at any postsecondary institution during the 2004–05 school year (from July 2004 [F2PS0407] through June 2005 [F2PS0506]). Values are calculated

for all second follow-up respondents with postsecondary enrollment, regardless of their high school completion status and/or high school exit date.

### **F2ENRGAP**

This variable indicates a gap in postsecondary enrollment across institutions; a gap is defined as a period of nonenrollment lasting 4 or more consecutive months (excluding June and July), with episodes of postsecondary attendance both before and after the gap. Sample members with a gap in enrollment (F2ENRGAP=1) who had not switched schools (F2SWITCH=1) are the group of respondents who were asked their reasons for taking a break from postsecondary school (F2B19A–F2B19K).

Note: F2ENRGAP was computed by the F2 survey instrument based on enrollment information provided by the respondent; this calculation occurred during the F2 interview and determined whether the respondent was routed to or around questions associated with variables F2B19A–F2B19K.

### **F2PSPRE4**

This variable indicates the total number of months the respondent was enrolled at any postsecondary institution during the 2002 and 2003 calendar years.

### **F2PS0401**

January 2004 enrollment status across postsecondary institutions.

### **F2PS0402**

February 2004 enrollment status across postsecondary institutions.

### **F2PS0403**

March 2004 enrollment status across postsecondary institutions.

### **F2PS0404**

April 2004 enrollment status across postsecondary institutions.

### **F2PS0405**

May 2004 enrollment status across postsecondary institutions.

### **F2PS0406**

June 2004 enrollment status across postsecondary institutions.

### **F2PS0407**

July 2004 enrollment status across postsecondary institutions.

### **F2PS0408**

August 2004 enrollment status across postsecondary institutions.

**F2PS0409**

September 2004 enrollment status across postsecondary institutions.

**F2PS0410**

October 2004 enrollment status across postsecondary institutions.

**F2PS0411**

November 2004 enrollment status across postsecondary institutions.

**F2PS0412**

December 2004 enrollment status across postsecondary institutions.

**F2PS0501**

January 2005 enrollment status across postsecondary institutions.

**F2PS0502**

February 2005 enrollment status across postsecondary institutions.

**F2PS0503**

March 2005 enrollment status across postsecondary institutions.

**F2PS0504**

April 2005 enrollment status across postsecondary institutions.

**F2PS0505**

May 2005 enrollment status across postsecondary institutions.

**F2PS0506**

June 2005 enrollment status across postsecondary institutions.

**F2PS0507**

July 2005 enrollment status across postsecondary institutions.

**F2PS0508**

August 2005 enrollment status across postsecondary institutions.

**F2PS0509**

September 2005 enrollment status across postsecondary institutions.

**F2PS0510**

October 2005 enrollment status across postsecondary institutions.

**F2PS0511**

November 2005 enrollment status across postsecondary institutions.

**F2PS0512**

December 2005 enrollment status across postsecondary institutions.

**F2PS0601**

January 2006 enrollment status across postsecondary institutions.

**F2PS0602**

February 2006 enrollment status across postsecondary institutions.

**F2PS0603**

March 2006 enrollment status across postsecondary institutions.

**F2PS0604**

April 2006 enrollment status across postsecondary institutions.

**F2PS0605**

May 2006 enrollment status across postsecondary institutions.

**F2PS0606**

June 2006 enrollment status across postsecondary institutions.

**F2PS0607**

July 2006 enrollment status across postsecondary institutions.

**F2PS0608**

August 2006 enrollment status across postsecondary institutions.

**F2SWITCH**

This variable indicates whether a respondent has transferred/switched postsecondary institutions; a transfer/switch is indicated for respondents who have attended multiple institutions and at least one of these institutions has both: (1) a start date which is later than the start date for the first “real” institution attended (see also F2PS1), and (2) an end date which is later than the end date for the first “real” institution attended. A transfer/switch is not indicated, however, when the respondent has any 2006 enrollment at the first “real” institution attended, regardless of whether another institution has a later end date. F2SWITCH can also be used to identify those respondents who were asked their reasons for transferring (F2B21A–F2B21L).

Note: F2SWITCH was computed by the F2 survey instrument based on enrollment information provided by the respondent; this calculation occurred during the F2 interview and determined whether the respondent was routed to or around questions associated with variables F2B21A–F2B21L.

## **F2PS2006**

This variable stores the location on the institution file (see also F2IORDER) of the postsecondary institution the respondent attended in 2006, if applicable (since the second follow-up data collection concluded in early September 2006, no enrollment information is known for fall/winter 2006). The 2006 institution is referenced in questions corresponding to variables F2B22, F2B23A–C, F2MAJOR2, F2MAJOR4, F2D07, and F2D08A–I. If the respondent attended more than one postsecondary institution in 2006, the 2006 institution was chosen as follows: if the first “real” postsecondary institution attended (see also F2PS1) is one of the institutions attended in 2006, then it is the institution identified in F2PS2006. Otherwise, the institution with the latest 2006 enrollment date is selected as the 2006 institution.

Note: The institution identified in F2PS2006 was selected by the F2 survey instrument based on enrollment information provided by the respondent; this institution was selected during the F2 interview and determined which institution was referenced in questions associated with variables F2B22, F2B23A–C, F2MAJOR2, F2MAJOR4, F2D07, and F2D08A–I.

## **F2MAJOR4**

Respondent’s 2006 field-of-study code, based on the Classification of Instructional Programs (CIP) code frame. Available only on the restricted-use file; public-use version of this variable is F2MAJOR2.

F2MAJOR4 is a four-digit code, with the first two digits (equivalent to F2MAJOR2) indicating a general category, and the last two digits indicating a specific category. Field-of-study codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-Up Data File Documentation for more information regarding field-of-study coding.

## **F2MAJOR2**

Respondent’s 2006 field-of-study, coded with a two-digit general category based on the CIP code frame. Field-of-study codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding field-of-study coding.

## **F2STEXP**

This variable is taken directly from the second follow-up questionnaire (F2B30) and is imputed, when missing, for second follow-up respondents.

## **F2EVRJOB**

This variable indicates whether the respondent has ever held a job for pay since high school completion/exit; taken directly from the second follow-up interview (F2C01) if available, and imputed for second follow-up respondents if missing.

## **F21STOCC**

Respondent’s first occupation after high school, mapped from the Occupational Information Network (O\*NET) coding scheme to the ELS:2002 base-year/first follow-up

occupation coding scheme. Occupation codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding occupation coding.

### **F2ONET16**

Respondent's first occupation after high school, coded based on the O\*NET coding scheme. Available only on the restricted-use file; public-use version of this variable is F2ONET12. F2ONET16 is a six-digit code, with the first two digits (equivalent to F2ONET12) indicating a general category, the third digit a mid-level category, and the last three digits a specific category. Occupation codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding occupation coding.

### **F2ONET12**

Respondent's first occupation after high school, coded with a two-digit general category based on the O\*NET coding scheme. Occupation codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding occupation coding.

### **F2FSTWGE**

First job dollar earnings (F2C06A) per time unit (F2C06B) standardized to dollar earnings per hour.

### **F2OCC1Q**

This variable indicates whether the job provided by the respondent as their first job since high school has associated start and end dates which actually precede high school completion/exit (F2HSCPDR is used as the high school completion/exit date for respondents who have received a high school credential; F2HSLVDR is used as the high school completion/exit date for respondents who have not received a high school credential). Despite being prompted in the F2 interview to only report employment subsequent to F2HSCPDR (or, where applicable, F2HSLVDR), employment which preceded high school completion/exit was sometimes reported. F2OCC1Q values of 1 imply that, according to the dates provided by the respondent, the associated job is not a post-high school occupation.

### **F2CUROCC**

Respondent's current occupation, mapped from the O\*NET coding scheme to the ELS:2002 base-year/first follow-up occupation coding scheme. Occupation codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding occupation coding.

## **F2ONETC6**

Respondent's current occupation, coded based on the O\*NET coding scheme. Available only on the restricted-use file; public-use version of this variable is F2ONETC2. F2ONETC6 is a six-digit code, with the first two digits (equivalent to F2ONETC2) indicating a general category, the third digit a mid-level category, and the last three digits a specific category. Occupation codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding occupation coding.

## **F2ONETC2**

Respondent's current occupation, coded with a two-digit general category based on the O\*NET coding scheme. Occupation codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding occupation coding.

## **F2CURWGE**

Current job dollar earnings (F2C19A) per time unit (F2C19B) standardized to dollar earnings per hour.

## **F2NUNEMP**

This variable indicates the total number of months the nonenrollee reported being unemployed since high school exit. Months out of the labor force are not counted as months unemployed. The high school exit date is the date the respondent received a high school diploma, certificate of attendance, GED, or equivalent (F2HSCPDR). If the respondent is not credentialed, the high school exit date is the last date of high school attendance (F2HSLVDR).

Note: F2NUNEMP is set to -9 (missing) for any case having a value of 4 (not working, unknown if in labor force) or -9 for at least 1 month-by-month employment variable (F2EMyymm series). F2NUNEMP is set to -3 (not applicable) for any nonenrollee where all of their month-by-month employment variables are set to either 3 (out of the labor force), 8 (pre-high school exit), or 9 (post-F2 interview).

## **F2PUNEMP**

This variable indicates the percent of months the nonenrollee reported being unemployed since high school exit. Months out of the labor force are not counted as months unemployed. The high school exit date is the date the respondent received a high school diploma, certificate of attendance, GED, or equivalent (F2HSCPDR); or, if the respondent is not credentialed, the high school exit date is the last date of high school attendance (F2HSLVDR). The numerator is the number of months unemployed since high school exit (F2NUNEMP). The denominator is the number of months employed since high school exit plus the number of months unemployed since high school exit (months out of the labor force are excluded from both the numerator and denominator).

**F2ERN05R**

Respondent's total earnings from all jobs in 2005 in continuous form. Responses to F2C34 were used as the basis for F2ERN05R. When F2C34 was missing data, F2ERN05R was imputed using F2C35 as an imputation class variable. In cases where both F2C34 and F2C35 were missing data, stochastic imputation was employed.

**F2ERN05P**

Respondent's total earnings from all jobs in 2005 in categorical form. Data from F2ERN05R were mapped to the same categories used in F2C34.

**F2OCC30**

Respondent's anticipated occupation at age 30, mapped from the O\*NET coding scheme to the ELS:2002 base-year/first follow-up occupation coding scheme. Occupation codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding occupation coding.

**F2ONET36**

Respondent's anticipated occupation at age 30, coded based on the O\*NET coding scheme. Available only on the restricted-use file; public-use version of this variable is F2ONET32. F2ONET36 is a six-digit code, with the first two digits (equivalent to F2ONET32) indicating a general category, the third digit a mid-level category, and the last three digits a specific category. Occupation codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding occupation coding.

**F2ONET32**

Respondent's anticipated occupation at age 30, coded with a two-digit general category based on the O\*NET coding scheme. Occupation codes were assigned primarily by the survey instrument assisted coder, and secondarily by upcoding activities. See section 4.3.2.4 of the ELS:2002 Base-Year to Second Follow-up Data File Documentation for more information regarding occupation coding.

**F2EM0206**

Respondent's June 2002 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0207**

Respondent's July 2002 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0208**

Respondent's August 2002 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0209**

Respondent's September 2002 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0210**

Respondent's October 2002 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high

school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0211**

Respondent's November 2002 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0212**

Respondent's December 2002 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0301**

Respondent's January 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0302**

Respondent's February 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June

2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0303**

Respondent's March 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0304**

Respondent's April 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0305**

Respondent's May 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0306**

Respondent's June 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high

school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0307**

Respondent's July 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0308**

Respondent's August 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0309**

Respondent's September 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0310**

Respondent's October 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0311**

Respondent's November 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0312**

Respondent's December 2003 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0401**

Respondent's January 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high

school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0402**

Respondent's February 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0403**

Respondent's March 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0404**

Respondent's April 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0405**

Respondent's May 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June

2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0406**

Respondent's June 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0407**

Respondent's July 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0408**

Respondent's August 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0409**

Respondent's September 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the

high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

#### **F2EM0410**

Respondent's October 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

#### **F2EM0411**

Respondent's November 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

#### **F2EM0412**

Respondent's December 2004 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0501**

Respondent's January 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0502**

Respondent's February 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0503**

Respondent's March 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0504**

Respondent's April 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high

school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0505**

Respondent's May 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0506**

Respondent's June 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0507**

Respondent's July 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0508**

Respondent's August 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June

2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0509**

Respondent's September 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0510**

Respondent's October 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0511**

Respondent's November 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0512**

Respondent's December 2005 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the

high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0601**

Respondent's January 2006 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0602**

Respondent's February 2006 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0603**

Respondent's March 2006 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0604**

Respondent's April 2006 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0605**

Respondent's May 2006 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0606**

Respondent's June 2006 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0607**

Respondent's July 2006 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high

school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2EM0608**

Respondent's August 2006 employment status. The month-by-month employment status variables refer to post-high school employment; that is, employment subsequent to the high school completion date (F2HSCPDR), if applicable, or the most recent high school exit date (F2HSLVDR) for those respondents without a high school credential. When the high school completion/exit date is unknown, the modal month and year of high school completion/exit (June 2004) is used as a reference point for populating the month-by-month employment variables. Under these conditions, the variables up to and including June 2004 (F2EM0406) are set to -9 (missing) rather than 8 (pre-high school completion/exit) due to the uncertainty of the high school completion/exit date. The subsequent month-by-month employment variables, beginning with July 2004 (F2EM0407), are populated as if they were post-high school months.

### **F2HHTOTL**

This variable summarizes F2D08A-I by totaling the number of 2006 household members (including the respondent).

### **F2HHPAR**

This variable indicates whether the sample member lived with his or her parents in the spring of 2006.

### **F2NLFEVT**

This variable summarizes F2D15A–F2D15G by totaling the number of different types of stressful life events that occurred in the past 2 years.

### **F2RESZIP**

Respondent's residential zip code.

### **F2QXDATR**

Date the second follow-up survey was administered/completed (YYYYMMDD format). Available only on the restricted-use file; public-use version of this variable is F2QXDATP.

### **F2QXDATP**

Year and month the second follow-up survey was administered/completed (YYYYMM format).

### **F2EVAPIM**

Flag indicating whether the variable F2EVRAPP was statistically imputed or not imputed. F2 nonrespondents and out-of-scope cases were not imputed for F2EVRAPP.

### **F2EVATIM**

Flag indicating whether the variable F2EVRATT was statistically imputed or not imputed. F2 nonrespondents and out-of-scope cases were not imputed for F2EVRATT.

### **F2STEXIM**

Flag indicating whether the variable F2STEXP was statistically imputed or not imputed. F2 nonrespondents and out-of-scope cases were not imputed for F2STEXP.

### **F2EVRJIM**

Flag indicating whether the variable F2EVRJOB was statistically imputed or not imputed. F2 nonrespondents and out-of-scope cases were not imputed for F2EVRJOB.

### **F2ERN5IM**

Flag indicating whether the variable F2ERN05R was statistically imputed or not imputed. F2 nonrespondents and out-of-scope cases were not imputed for F2ERN05R.

### **F2MTCHAT**

Flag indicating whether a match was attempted for at least one of the ELS:2002 extant data sources. The ELS:2002 extant data sources are: U.S. Department of Education Central Processing System (information from the Free Application for Federal Student Aid; FAFSA); National Student Loan Data System (NSLDS; student loan and Pell grant data); American Council on Education (GED Testing Program data); College Board (SAT, AP test, and SAT subject test scores); and ACT (ACT scores).

### **F2CPSTAT**

This variable indicates whether the sample member has associated records in the 2004–2005, 2005–2006, and/or 2006–2007 Central Processing System data files of the ELS:2002 ECB. The U.S. Department of Education Central Processing System houses data collected from FAFSA.

### **F2NSSTAT**

This variable indicates whether the sample member has any associated records in the loan and/or Pell grant data files of the ELS:2002 ECB.

### **F2GESTAT**

This variable indicates whether the sample member has an associated record in the GED Testing Program data file of the ELS:2002 ECB.

### **PELL0405**

Pell grant received for academic year 2004–05 as reported by NSLDS.

### **PELL0506**

Pell grant received for academic year 2005–06 as reported by NSLDS.

**PELL0607**

Pell grant received for the fall (July 1 through December 31, 2006) of academic year 2006–07 as reported by NSLDS.

**PELLCUM**

Pell grants received cumulatively as of the fall of 2006 as reported by NSLDS.

**PELLYRS**

Indicates the number of years the sample member received Pell grants as reported by NSLDS.

**STSB0405**

Stafford subsidized loan received for academic year 2004–05 as reported by NSLDS.

**STSB0506**

Stafford subsidized loan received for academic year 2005–06 as reported by NSLDS.

**STSB0607**

Stafford subsidized loan received for the fall (July 1 through December 31, 2006) of academic year 2006–07 as reported by NSLDS.

**STUN0405**

Stafford unsubsidized loan received for academic year 2004–05 as reported by NSLDS.

**STUN0506**

Stafford unsubsidized loan received for academic year 2005–06 as reported by NSLDS.

**STUN0607**

Stafford subsidized loan received for the fall (July 1 through December 31, 2006) of academic year 2006–07 as reported by NSLDS.

**PLUS0405**

Parent Loan for Undergraduate Students (PLUS) received for academic year 2004–05 as reported by NSLDS.

**PLUS0506**

PLUS received for academic year 2005–06 as reported by NSLDS.

**PLUS0607**

PLUS received for the fall (July 1 through December 31, 2006) of academic year 2006–07 as reported by NSLDS.

**PERKCUM**

Perkins loans received cumulatively as of the fall of 2006 as reported by NSLDS.

**CNSOWED**

Sum of consolidation loans owed as of the fall of 2006 as reported by NSLDS.

**STFY0405**

Stafford loans (subsidized and unsubsidized) received for academic year 2004–05 as reported by NSLDS.

**STFY0506**

Stafford loans (subsidized and unsubsidized) received for academic year 2005–06 as reported by NSLDS.

**STFY0607**

Stafford loans (subsidized and unsubsidized) received for the fall (July 1 through December 31, 2006) of academic year 2006 as reported by NSLDS.

**STAFTCUM**

Stafford loans (subsidized and unsubsidized) received cumulatively as of the fall of 2006 as reported by NSLDS.

**STAFSCUM**

Stafford subsidized loans received cumulatively as of the fall of 2006 as reported by NSLDS.

**STAFUCUM**

Stafford unsubsidized loans received cumulatively as of the fall of 2006 as reported by NSLDS.

**PLUSCUM**

PLUS received cumulatively as of the fall of 2006 as reported by NSLDS.

**SSPCUM**

Sum of Stafford subsidized loans and Perkins loans received cumulatively as of the fall of 2006 as reported by NSLDS.

**STPCUM**

Sum of Stafford loans (subsidized and unsubsidized) and Perkins loans received cumulatively as of the fall of 2006 as reported by NSLDS.

**SPPCUM**

Sum of Stafford loans (subsidized and unsubsidized), Perkins loans, and PLUS received cumulatively as of the fall of 2006 (July 1 through December 31, 2006) as reported by NSLDS.

**STAFYRS**

Indicates the number of years the sample member received Stafford loans as reported by NSLDS.

**PLUSYRS**

Indicates the number of years the sample member received PLUS as reported by NSLDS.

**STPOWED**

Sum of Perkins and Stafford (subsidized and unsubsidized) loans owed cumulatively as of the fall of 2006 as reported by NSLDS.

**SPPOWED**

Sum of PLUS, Perkins, and Stafford (subsidized and unsubsidized) loans owed cumulatively as of the fall of 2006 as reported by NSLDS.

**TOTOWED**

Total amount owed on Stafford and Perkins loans (including consolidation loans, but excluding PLUS loans) cumulatively as of the fall of 2006 as reported by NSLDS.

**Appendix N**  
**Data Imported Into ELS:2002 From External**  
**Sources**

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## **N.1 ECB-based Linked Data From External Sources**

Ancillary data from various extant sources has, in a number of instances, been imported into the ELS:2002 database and integrated into the electronic codebook (ECB). For each external data source, separate files were constructed that can be linked to the student file. Sample members have one or more records on each data source file when data are available. If information is not available for that data source, then the student record was excluded from that data source file. The following data source files may be accessed:

- the Central Processing System (CPS),
- the National Student Loan Data System (NSLDS),
- the Scholastic Assessment Test (SAT),
- the ACT, and
- the General Educational Development Test (GED).

Some composite variables have been constructed from data obtained from the various extant data sources and included on the student file. In some instances, such as the ACT and SAT, the available data represent the merging of sources: test scores obtained from schools in the high school transcript component of ELS:2002, and data obtained from records matching with the College Board (SAT) or ACT.

Each of the ancillary data sources are briefly described in this appendix.

### **N.1.1 CPS (Central Processing System—FAFSA)**

This database contains all information from the FAFSA (Free Application for Federal Student Aid) for all students who applied for aid in any given academic year and has been matched to academic years 2004–05, 2005–06, and 2006–07. Information includes Expected Family Contribution (EFC) as well as responses to FAFSA questions.

### **N.1.2 NSLDS (National Student Loan Data System)**

The NSLDS database contains records of all federal loan and Pell grant information for anyone who has such a loan or grant. Information includes dates and amounts for loans, name of loan program (e.g., Stafford, Perkins), and dates and amounts for Pell grants.

### **N.1.3 SAT**

SAT scores were collected in the ELS:2002 high school transcript study and have been augmented through records matching with the College Board, based on the year 2004 and earlier. Verbal and math scores are included as well as AP scores. Additionally, school-level mean scores have been included for individual sample members. An SAT-ACT concordance was created, so that both sets of scores would be on a common scale.

### **N.1.4 ACT**

ACT scores were collected in the ELS:2002 transcript study and have been augmented through records matching. Scores include the ACT composite score and scores in English, math, reading, and science. In addition, school-level mean ACT composite scores have been linked to

individual ELS:2002 sample members. An SAT-ACT concordance was created, so that both sets of scores would be on a common scale.

### **N.1.5 GED Test and Survey Data**

The General Educational Development Test (GED) provides the basis for high school equivalency certification. Where records could be matched for ELS:2002 sample members who took the GED, this information has been incorporated into the ELS:2002 database. Specific information includes state in which tested, whether passed or failed, and responses to certain GED survey items.

*Accessing the data.* All of the ancillary data files contain a Stu\_ID field which corresponds to the Stu\_ID field contained in the student file. The student file can be linked to any of the extant data files using that field. The following ancillary data files all have up to one record per applicable sample member: CPS 2004-2005, CPS 2005-2006, CPS 2006-2007, NSLDS: Pell, and GED. The only extant data file that has multiple records per sample member is the NSLDS Loan file.

When merging the NSLDS Loan file with the student file, the resulting dataset will contain at least one row for cases common to both files and multiple rows for cases where multiple rows exist in the NSLDS Loan file. The values of student file variables included in the resulting dataset will be replicated on each row for any case that has multiple rows in the resulting dataset.

If information for a given external data source was not available for any given sample member, that particular data file will not contain a record for that case. When merged with the student file, only cases common to both the student file and the target extant data file will be included in the resulting dataset.

## **N.2 Non-ECB Restricted Files: Augmented Geocode Data From 2000 Decennial Census**

In addition to restricted-use data that have been integrated into the ECB, student-level geocode data are available as a separate file, linkable to the ECB data. The base-year geocode file can be obtained from NCES only through a separate licensing agreement.

A layout file, a SAS program, and an SPSS program have been provided for use of the geocode data. Student ID is provided to facilitate merges to the ECB data.

In constructing the geocode file, the best available source of residential address information was geographically matched to zip code, FIPS state and county code, and Census tract and block code. Claritas Prizm NE codes were utilized as a source of additional geodemographic and neighborhood lifestyle data. More information about Prizm NE codes can be obtained from <http://www.claritas.com>.

## **N.3 Listing of Variables Associated With the Ancillary Data; Explication of Composite Variables Based on These Sources**

Please refer to appendixes L and M for further information. Specifically, appendix L contains a listing of all base-year through second follow-up ECB variables. Variables from the

external extant data sources are included in this listing. Further information about composite variables based on these sources can be found in appendix M.

File Number	Variable Name	Variable Label	Source
1	STU_ID	Analysis case ID	
1	TXACTC	Highest ACT composite score	ACT and Transcript
1	TXACTM	Highest ACT math component score	ACT and Transcript
1	TXACTR	Highest ACT reading component score	ACT and Transcript
1	TXACTE	Highest ACT English component score	ACT and Transcript
1	TXACTS	Highest ACT science component score	ACT and Transcript
1	TXEESATC	Highest entrance exam composite score in terms of SAT	ACT, College Board, Transcript
1	TXEESATM	Highest entrance exam math score in terms of SAT	ACT, College Board, Transcript
1	TXEEACTC	Highest entrance exam composite score in terms of ACT	ACT, College Board, Transcript
1	TXEEACTM	Highest entrance exam math score in terms of ACT	ACT, College Board, Transcript
1	TXSATM	Highest SAT math score	College Board and Transcript
1	TXSATV	Highest SAT verbal score	College Board and Transcript
1	TXSATC	SAT composite score	College Board and Transcript
1	TXAPBIO	AP exam: Biology	College Board and Transcript
1	TXAPCHE	AP exam: Chemistry	College Board and Transcript
1	TXAPCGP	AP exam: Comparative government and politics	College Board and Transcript
1	TXAPCSA	AP exam: Computer science A	College Board and Transcript
1	TXAPCSB	AP exam: Computer science AB	College Board and Transcript
1	TXAPLIT	AP exam: English literature and composition	College Board and Transcript
1	TXAPLAN	AP exam: English language and composition	College Board and Transcript
1	TXAPEUH	AP exam: European history	College Board and Transcript
1	TXAPFLA	AP exam: French language	College Board and Transcript
1	TXAPFLI	AP exam: French literature	College Board and Transcript
1	TXAPGER	AP exam: German language	College Board and Transcript
1	TXAPHAR	AP exam: Art History	College Board and Transcript
1	TXAPLVE	AP exam: Latin/Vergil	College Board and Transcript
1	TXAPCAA	AP exam: Calculus AB	College Board and Transcript
1	TXAPCAB	AP exam: Calculus BC	College Board and Transcript
1	TXAPMAC	AP exam: Macroeconomics	College Board and Transcript
1	TXAPMIC	AP exam: Microeconomics	College Board and Transcript
1	TXAPMT	AP exam: Music theory	College Board and Transcript
1	TXAPPB	AP exam: Physics B	College Board and Transcript
1	TXAPPCE	AP exam: Physics C, E & M	College Board and Transcript
1	TXAPPCM	AP exam: Physics C, mechanics	College Board and Transcript
1	TXAPPSY	AP exam: Psychology	College Board and Transcript
1	TXAPSLA	AP exam: Spanish language	College Board and Transcript
1	TXAPSLI	AP exam: Spanish literature	College Board and Transcript
1	TXAPSAD	AP exam: Studio art drawing	College Board and Transcript
1	TXAPUSG	AP exam: U.S. government and politics	College Board and Transcript
1	TXAPUSH	AP exam: U.S. history	College Board and Transcript
1	TXAPENV	AP exam: Environmental science	College Board and Transcript
1	TXAPHUM	AP exam: Human geography	College Board and Transcript
1	TXAPLAT	AP exam: Latin literature	College Board and Transcript
1	TXAPSTA	AP exam: Statistics	College Board and Transcript
1	TXAPSA2	AP exam: Studio art 2-d design	College Board and Transcript

Appendix N. Data Imported Into ELS:2002 from External Sources

File Number	Variable Name	Variable Label	Source
1	TXAPSA3	AP exam: Studio art 3-d design	College Board and Transcript
1	TXAPWOR	AP exam: World history	College Board and Transcript
1	TXSATM1	SAT subject test: Mathematics 1	College Board and Transcript
1	TXSATM2	SAT subject test: Mathematics 2	College Board and Transcript
1	TXSATPH	SAT subject test: Physics	College Board and Transcript
1	TXSATCH	SAT subject test: Chemistry	College Board and Transcript
1	TXSATBY	SAT subject test: Biology	College Board and Transcript
1	TXSATLI	SAT subject test: Literature	College Board and Transcript
1	TXSATUS	SAT subject test: U.S. History	College Board and Transcript
1	TXSATFR	SAT subject test: French	College Board and Transcript
1	TXSATGE	SAT subject test: German	College Board and Transcript
1	TXSATLA	SAT subject test: Latin	College Board and Transcript
1	TXSATSP	SAT subject test: Spanish	College Board and Transcript
1	TXSATMH	SAT subject test: Modern Hebrew	College Board and Transcript
1	TXSATCL	SAT subject test: Chinese with listening	College Board and Transcript
1	TXSATEP	SAT subject test: English language proficiency	College Board and Transcript
1	TXSATFL	SAT subject test: French with listening	College Board and Transcript
1	TXSATGL	SAT subject test: German with listening	College Board and Transcript
1	TXSATSL	SAT subject test: Spanish with listening	College Board and Transcript
1	TXSATWH	SAT subject test: World history	College Board and Transcript
1	TXSATWR	SAT subject test: Writing	College Board and Transcript
1	PELL0405	Pell grant 2004-05	NSLDS Pell Composites
1	PELL0506	Pell grant 2005-06	NSLDS Pell Composites
1	PELL0607	Pell grant 2006-07 (Fall 2006 only)	NSLDS Pell Composites
1	PELLCUM	Cumulative Pell	NSLDS Pell Composites
1	PELLYRS	Pell: number of years received	NSLDS Pell Composites
1	STSB0405	Stafford subsidized loan 2004-05	NSLDS Loan Composites
1	STSB0506	Stafford subsidized loan 2005-06	NSLDS Loan Composites
1	STSB0607	Stafford subsidized loan 2006-07 (Fall 2006 only)	NSLDS Loan Composites
1	STUN0405	Stafford unsubsidized loan 2004-05	NSLDS Loan Composites
1	STUN0506	Stafford unsubsidized loan 2005-06	NSLDS Loan Composites
1	STUN0607	Stafford unsubsidized loan 2006-07 (Fall 2006 only)	NSLDS Loan Composites
1	PLUS0405	PLUS loan 2004-05	NSLDS Loan Composites
1	PLUS0506	PLUS loan 2005-06	NSLDS Loan Composites
1	PLUS0607	PLUS loan 2006-07 (Fall 2006 only)	NSLDS Loan Composites
1	PERKCUM	Cumulative Perkins	NSLDS Loan Composites
1	CNSOWED	Consolidated loan: amount owed	NSLDS Loan Composites
1	STFY0405	Stafford loan total 2004-05	NSLDS Loan Composites
1	STFY0506	Stafford loan total 2005-06	NSLDS Loan Composites
1	STFY0607	Stafford loan total 2006-07 (Fall 2006 only)	NSLDS Loan Composites
1	STAFTCUM	Cumulative Stafford total	NSLDS Loan Composites
1	STAFSCUM	Cumulative Stafford subsidized	NSLDS Loan Composites
1	STAFUCUM	Cumulative Stafford unsubsidized	NSLDS Loan Composites
1	PLUSCUM	Cumulative PLUS	NSLDS Loan Composites
1	SSPCUM	Cumulative Stafford sub and Perkins	NSLDS Loan Composites
1	STPCUM	Cumulative Stafford and Perkins	NSLDS Loan Composites
1	SPPCUM	Cumulative Stafford, Perkins, PLUS	NSLDS Loan Composites
1	STAFYRS	Stafford: number of years borrowed	NSLDS Loan Composites

File Number	Variable Name	Variable Label	Source
1	PLUSYRS	PLUS: number of years borrowed	NSLDS Loan Composites
1	STPOWED	Stafford and Perkins: amount owed	NSLDS Loan Composites
1	SPPOWED	Stafford, Perkins, PLUS: amount owed	NSLDS Loan Composites
1	TOTOWED	Total amount owed except for PLUS	NSLDS Loan Composites
6	STU_ID	Analysis case ID	
6	C05021	Student's state of legal residence	CPS 2004-2005
6	C05022	Student legal resident before 1-1-1999?	CPS 2004-2005
6	C05023	Student's legal residence date	CPS 2004-2005
6	C05026	Degree/certificate	CPS 2004-2005
6	C05027	Grade level in college	CPS 2004-2005
6	C05030	Interested in student loans?	CPS 2004-2005
6	C05031	Interested in Work-Study?	CPS 2004-2005
6	C05038	Student's adj gross inc on IRS form	CPS 2004-2005
6	C05039	Student's U.S. income tax paid	CPS 2004-2005
6	C05040	Student's exemptions claimed	CPS 2004-2005
6	C05041	Student's income earned from work	CPS 2004-2005
6	C05046	Student's cash, savings, checking	CPS 2004-2005
6	C05047	Student's investment net worth	CPS 2004-2005
6	C05058	Parents' marital status	CPS 2004-2005
6	C05068	Parents' number of family members	CPS 2004-2005
6	C05069	Parents' number in college	CPS 2004-2005
6	C05070	Parents' state of legal residence	CPS 2004-2005
6	C05071	Parents' legal residents before 1-1-1999?	CPS 2004-2005
6	C05072	Parents' legal residence date	CPS 2004-2005
6	C05076	Parents' adjusted gross income	CPS 2004-2005
6	C05077	Parents' U.S. income tax paid	CPS 2004-2005
6	C05078	Parents' exemptions claimed	CPS 2004-2005
6	C05079	Father's income earned from work	CPS 2004-2005
6	C05080	Mother's income earned from work	CPS 2004-2005
6	C05081	Parents' total amount from worksheet A	CPS 2004-2005
6	C05082	Parents' total amount from worksheet B	CPS 2004-2005
6	C05083	Parents' total amount from worksheet C	CPS 2004-2005
6	C05084	Parents' cash, savings, checking	CPS 2004-2005
6	C05085	Parents' investment net worth	CPS 2004-2005
6	C05086	Parents' business and/or farm net worth	CPS 2004-2005
6	C05089	Federal School code #1	CPS 2004-2005
6	C05090	Federal School code #1 Housing Plans	CPS 2004-2005
6	C05091	Federal School code #2	CPS 2004-2005
6	C05092	Federal School code #2 Housing Plans	CPS 2004-2005
6	C05093	Federal School code #3	CPS 2004-2005
6	C05094	Federal School code #3 Housing Plans	CPS 2004-2005
6	C05095	Federal School code #4	CPS 2004-2005
6	C05096	Federal School code #4 Housing Plans	CPS 2004-2005
6	C05097	Federal School code #5	CPS 2004-2005
6	C05098	Federal School code #5 Housing Plans	CPS 2004-2005
6	C05099	Federal School code #6	CPS 2004-2005
6	C05100	Federal School code #6 Housing Plans	CPS 2004-2005
6	C05101	Enrollment status	CPS 2004-2005

Appendix N. Data Imported Into ELS:2002 from External Sources

File Number	Variable Name	Variable Label	Source
6	C05110	Dependency status	CPS 2004-2005
6	C05134	Application receipt date	CPS 2004-2005
6	C05144	Pell grant eligibility flag	CPS 2004-2005
6	C05150	Automatic zero EFC	CPS 2004-2005
6	C05151	Simplified needs test (SNT)	CPS 2004-2005
6	C05179	Primary EFC	CPS 2004-2005
6	C05181	Primary EFC type	CPS 2004-2005
6	C05205	TI: Total Income	CPS 2004-2005
6	C05206	ATI: Allowances Against Total Income	CPS 2004-2005
6	C05207	STX: State Tax Allowance	CPS 2004-2005
6	C05208	EA: Employment Allowance	CPS 2004-2005
6	C05209	IPA: Income Protection Allowance	CPS 2004-2005
6	C05210	AI: Available Income	CPS 2004-2005
6	C05211	CAI: Contribution from available income	CPS 2004-2005
6	C05212	DNW: Discretionary Net Worth	CPS 2004-2005
6	C05213	NW: Net Worth	CPS 2004-2005
6	C05214	APA: Asset Protection Allowance	CPS 2004-2005
6	C05215	PCA: Parents' Contribution from Assets	CPS 2004-2005
6	C05216	AAI: Adjusted Available Income	CPS 2004-2005
6	C05217	TSC: Total Student Contribution	CPS 2004-2005
6	C05218	TPC: Total Parent Contribution	CPS 2004-2005
6	C05219	PC: Parents' Contribution	CPS 2004-2005
6	C05220	STI: Student's Total Income	CPS 2004-2005
6	C05221	SATI: Student's Allow Agnst Total Income	CPS 2004-2005
6	C05222	SIC: Dependent Student's Inc Contribution	CPS 2004-2005
6	C05223	SDNW: Student's Discretionary Net Worth	CPS 2004-2005
6	C05224	SCA: Student's Contribution from Assets	CPS 2004-2005
6	C05225	FTI: FISAP total income	CPS 2004-2005
7	STU_ID	Analysis case ID	
7	C06021	Student's state of legal residence	CPS 2005-2006
7	C06022	Student legal resident before 1-1-2000?	CPS 2005-2006
7	C06023	Student's legal residence date	CPS 2005-2006
7	C06026	Degree/certificate	CPS 2005-2006
7	C06027	Grade level in college	CPS 2005-2006
7	C06030	Interested in student loans?	CPS 2005-2006
7	C06031	Interested in Work-Study?	CPS 2005-2006
7	C06038	Student's adj gross inc on IRS form	CPS 2005-2006
7	C06039	Student's U.S. income tax paid	CPS 2005-2006
7	C06040	Student's exemptions claimed	CPS 2005-2006
7	C06041	Student's income earned from work	CPS 2005-2006
7	C06046	Student's cash, savings, checking	CPS 2005-2006
7	C06047	Student's investment net worth	CPS 2005-2006
7	C06058	Parents' marital status	CPS 2005-2006
7	C06068	Parents' number of family members	CPS 2005-2006
7	C06069	Parents' number in college	CPS 2005-2006
7	C06070	Parents' state of legal residence	CPS 2005-2006
7	C06071	Parents' legal residents before 1-1-2000?	CPS 2005-2006
7	C06072	Parents' legal residence date	CPS 2005-2006

File Number	Variable Name	Variable Label	Source
7	C06076	Parents' adjusted gross income	CPS 2005-2006
7	C06077	Parents' U.S. income tax paid	CPS 2005-2006
7	C06078	Parents' exemptions claimed	CPS 2005-2006
7	C06079	Father's income earned from work	CPS 2005-2006
7	C06080	Mother's income earned from work	CPS 2005-2006
7	C06081	Parents' total amount from worksheet A	CPS 2005-2006
7	C06082	Parents' total amount from worksheet B	CPS 2005-2006
7	C06083	Parents' total amount from worksheet C	CPS 2005-2006
7	C06084	Parents' cash, savings, checking	CPS 2005-2006
7	C06085	Parents' investment net worth	CPS 2005-2006
7	C06086	Parents' business and/or farm net worth	CPS 2005-2006
7	C06089	Federal School code #1	CPS 2005-2006
7	C06090	Federal School code #1 Housing Plans	CPS 2005-2006
7	C06091	Federal School code #2	CPS 2005-2006
7	C06092	Federal School code #2 Housing Plans	CPS 2005-2006
7	C06093	Federal School code #3	CPS 2005-2006
7	C06094	Federal School code #3 Housing Plans	CPS 2005-2006
7	C06095	Federal School code #4	CPS 2005-2006
7	C06096	Federal School code #4 Housing Plans	CPS 2005-2006
7	C06097	Federal School code #5	CPS 2005-2006
7	C06098	Federal School code #5 Housing Plans	CPS 2005-2006
7	C06099	Federal School code #6	CPS 2005-2006
7	C06100	Federal School code #6 Housing Plans	CPS 2005-2006
7	C06101	Enrollment status	CPS 2005-2006
7	C06110	Dependency status	CPS 2005-2006
7	C06140	Application receipt date	CPS 2005-2006
7	C06152	Pell grant eligibility flag	CPS 2005-2006
7	C06158	Automatic zero EFC	CPS 2005-2006
7	C06159	Simplified needs test (SNT)	CPS 2005-2006
7	C06186	Primary EFC	CPS 2005-2006
7	C06188	Primary EFC type	CPS 2005-2006
7	C06212	TI: Total Income	CPS 2005-2006
7	C06213	ATI: Allowances Against Total Income	CPS 2005-2006
7	C06214	STX: State Tax Allowance	CPS 2005-2006
7	C06215	EA: Employment Allowance	CPS 2005-2006
7	C06216	IPA: Income Protection Allowance	CPS 2005-2006
7	C06217	AI: Available Income	CPS 2005-2006
7	C06218	CAI: Contribution from available income	CPS 2005-2006
7	C06219	DNW: Discretionary Net Worth	CPS 2005-2006
7	C06220	NW: Net Worth	CPS 2005-2006
7	C06221	APA: Asset Protection Allowance	CPS 2005-2006
7	C06222	PCA: Parents' Contribution from Assets	CPS 2005-2006
7	C06223	AAI: Adjusted Available Income	CPS 2005-2006
7	C06224	TSC: Total Student Contribution	CPS 2005-2006
7	C06225	TPC: Total Parent Contribution	CPS 2005-2006
7	C06226	PC: Parents' Contribution	CPS 2005-2006
7	C06227	STI: Student's Total Income	CPS 2005-2006
7	C06228	SATI: Student's Allow Agnst Total Income	CPS 2005-2006

Appendix N. Data Imported Into ELS:2002 from External Sources

File Number	Variable Name	Variable Label	Source
7	C06229	SIC: Dependent Student's Inc Contribution	CPS 2005-2006
7	C06230	SDNW: Student's Discretionary Net Worth	CPS 2005-2006
7	C06231	SCA: Student's Contribution from Assets	CPS 2005-2006
7	C06232	FTI: FISAP total income	CPS 2005-2006
8	STU_ID	Analysis case ID	
8	C07021	Student's state of legal residence	CPS 2006-2007
8	C07022	Student legal resident before 1-1-2001?	CPS 2006-2007
8	C07023	Student's legal residence date	CPS 2006-2007
8	C07026	Degree/certificate	CPS 2006-2007
8	C07027	Grade level in college	CPS 2006-2007
8	C07030	Interested in student loans?	CPS 2006-2007
8	C07031	Interested in Work-Study?	CPS 2006-2007
8	C07038	Student's adj gross inc on IRS form	CPS 2006-2007
8	C07039	Student's U.S. income tax paid	CPS 2006-2007
8	C07040	Student's exemptions claimed	CPS 2006-2007
8	C07046	Student's cash, savings, checking	CPS 2006-2007
8	C07047	Student's investment net worth	CPS 2006-2007
8	C07058	Parents' marital status	CPS 2006-2007
8	C07068	Parents' number of family members	CPS 2006-2007
8	C07069	Parents' number in college	CPS 2006-2007
8	C07070	Parents' state of legal residence	CPS 2006-2007
8	C07071	Parents' legal residents before 1-1-2001?	CPS 2006-2007
8	C07072	Parents' legal residence date	CPS 2006-2007
8	C07076	Parents' adjusted gross income	CPS 2006-2007
8	C07077	Parents' U.S. income tax paid	CPS 2006-2007
8	C07078	Parents' exemptions claimed	CPS 2006-2007
8	C07079	Father's income earned from work	CPS 2006-2007
8	C07080	Mother's income earned from work	CPS 2006-2007
8	C07081	Parents' total amount from worksheet A	CPS 2006-2007
8	C07082	Parents' total amount from worksheet B	CPS 2006-2007
8	C07083	Parents' total amount from worksheet C	CPS 2006-2007
8	C07084	Parents' cash, savings, checking	CPS 2006-2007
8	C07085	Parents' investment net worth	CPS 2006-2007
8	C07086	Parents' business and/or farm net worth	CPS 2006-2007
8	C07089	Federal School code #1	CPS 2006-2007
8	C07090	Federal School code #1 Housing Plans	CPS 2006-2007
8	C07091	Federal School code #2	CPS 2006-2007
8	C07092	Federal School code #2 Housing Plans	CPS 2006-2007
8	C07093	Federal School code #3	CPS 2006-2007
8	C07094	Federal School code #3 Housing Plans	CPS 2006-2007
8	C07095	Federal School code #4	CPS 2006-2007
8	C07096	Federal School code #4 Housing Plans	CPS 2006-2007
8	C07097	Federal School code #5	CPS 2006-2007
8	C07098	Federal School code #5 Housing Plans	CPS 2006-2007
8	C07099	Federal School code #6	CPS 2006-2007
8	C07100	Federal School code #6 Housing Plans	CPS 2006-2007
8	C07101	Enrollment status	CPS 2006-2007
8	C07110	Dependency status	CPS 2006-2007

File Number	Variable Name	Variable Label	Source
8	C07140	Application receipt date	CPS 2006-2007
8	C07152	Pell grant eligibility flag	CPS 2006-2007
8	C07158	Automatic zero EFC	CPS 2006-2007
8	C07159	Simplified needs test (SNT)	CPS 2006-2007
8	C07186	Primary EFC	CPS 2006-2007
8	C07188	Primary EFC type	CPS 2006-2007
8	C07212	TI: Total Income	CPS 2006-2007
8	C07213	ATI: Allowances Against Total Income	CPS 2006-2007
8	C07214	STX: State Tax Allowance	CPS 2006-2007
8	C07215	EA: Employment Allowance	CPS 2006-2007
8	C07216	IPA: Income Protection Allowance	CPS 2006-2007
8	C07217	AI: Available Income	CPS 2006-2007
8	C07218	CAI: Contribution from available income	CPS 2006-2007
8	C07219	DNW: Discretionary Net Worth	CPS 2006-2007
8	C07220	NW: Net Worth	CPS 2006-2007
8	C07221	APA: Asset Protection Allowance	CPS 2006-2007
8	C07222	PCA: Parents' Contribution from Assets	CPS 2006-2007
8	C07223	AAI: Adjusted Available Income	CPS 2006-2007
8	C07224	TSC: Total Student Contribution	CPS 2006-2007
8	C07225	TPC: Total Parent Contribution	CPS 2006-2007
8	C07226	PC: Parents' Contribution	CPS 2006-2007
8	C07227	STI: Student's Total Income	CPS 2006-2007
8	C07228	SATI: Student's Allow Agnst Total Income	CPS 2006-2007
8	C07229	SIC: Dependent Student's Inc Contribution	CPS 2006-2007
8	C07230	SDNW: Student's Discretionary Net Worth	CPS 2006-2007
8	C07231	SCA: Student's Contribution from Assets	CPS 2006-2007
8	C07232	FTI: FISAP total income	CPS 2006-2007
9	STU_ID		
9	PDATE1	Pell grant enrollment begin	NSLDS Pell
9	PLAMTP1	Pell grant paid amount	NSLDS Pell
9	PLAMTP2	Pell grant remaining	NSLDS Pell
9	PLAMTSCH	Pell grant scheduled amount	NSLDS Pell
9	PLBR1	Pell institution branch	NSLDS Pell
9	PLCOST1	Pell cost of attendance	NSLDS Pell
9	PLEFC	Pell grant EFC	NSLDS Pell
9	PLSCHL1	Pell institution code (OPEID)	NSLDS Pell
9	PLYEAR	Pell paid year (FY)	NSLDS Pell
10	STU_ID		NSLDS Loan Composites
10	ACADLVL	Academic level	NSLDS Loan Composites
10	BEGDATE	Loan period begin date	NSLDS Loan Composites
10	BRNCHCOD	School branch code	NSLDS Loan Composites
10	ENDDATE	Loan period end date	NSLDS Loan Composites
10	GACODE	Current guaranty agency code	NSLDS Loan Composites
10	LNSTDAT2	Prior loan status date	NSLDS Loan Composites
10	LNSTDATE	Current loan status date	NSLDS Loan Composites
10	LOANAMT	Loan amount guaranteed	NSLDS Loan Composites
10	LOANDATE	Loan guaranteed date	NSLDS Loan Composites
10	LOANSTA2	Prior loan status code	NSLDS Loan Composites

Appendix N. Data Imported Into ELS:2002 from External Sources

File Number	Variable Name	Variable Label	Source
10	LOANSTAT	Current loan status	NSLDS Loan Composites
10	LOANTYPE	Loan type	NSLDS Loan Composites
10	OUTSTAND	Outstanding principal balance	NSLDS Loan Composites
10	OUTSTDAT	Outstanding principal balance date	NSLDS Loan Composites
10	SCHCODE	Title IV school code (OPEID)	NSLDS Loan Composites
10	SEQNO	Record sequence number	NSLDS Loan Composites
10	TOTCAN	Total canceled	NSLDS Loan Composites
10	TOTDIS	Total amount disbursed	NSLDS Loan Composites
11	Stu_ID		GED Questionnaire
11	GEDSTATE	State where candidate last took GED test	GED Questionnaire
11	GEDPRACT	Whether candidate took official practice test	GED Questionnaire
11	GEDPASSD	Whether candidate passed GED test	GED Questionnaire
11	GEDPASDT	Date passed GED test	GED Questionnaire
11	GEDRSN01	Took GED test to enroll in tech/trade program	GED Questionnaire
11	GEDRSN02	Took GED test to enter 2-year college	GED Questionnaire
11	GEDRSN03	Took GED test to enter 4-year college	GED Questionnaire
11	GEDRSN04	Took GED test for job training	GED Questionnaire
11	GEDRSN05	Took GED test to get first job or better job	GED Questionnaire
11	GEDRSN06	Took GED test to keep current job or satisfy employer requirement	GED Questionnaire
11	GEDRSN07	Took GED test to gain military entrance or for military career	GED Questionnaire
11	GEDRSN08	Took GED test to be a role model for family	GED Questionnaire
11	GEDRSN09	Took GED test for personal satisfaction	GED Questionnaire
11	GEDRSN10	Took GED test for some other reason	GED Questionnaire
11	GEDLRN01	First learned about GED from friend/family	GED Questionnaire
11	GEDLRN02	First learned about GED from classmate	GED Questionnaire
11	GEDLRN03	First learned about GED from counselor/teacher	GED Questionnaire
11	GEDLRN04	First learned about GED through the media	GED Questionnaire
11	GEDLRN05	First learned about GED from some other source	GED Questionnaire
11	GEDPRP01	Prepared for GED test through public school adult education class	GED Questionnaire
11	GEDPRP02	Prepared for GED test through community college adult education class	GED Questionnaire
11	GEDPRP03	Prepared for GED test through internet/computer	GED Questionnaire
11	GEDPRP04	Prepared for GED test through home study/schooling or family literacy	GED Questionnaire
11	GEDPRP05	Prepared for GED test through official practice test	GED Questionnaire
11	GEDPRP06	Prepared for GED test through library	GED Questionnaire
11	GEDPRP07	Prepared for GED test through GED option	GED Questionnaire
11	GEDPRP08	Prepared for GED test through homeless program	GED Questionnaire
11	GEDPRP09	Prepared for GED test through job corps or employment/training program	GED Questionnaire
11	GEDPRP10	Prepared for GED test by self-teaching	GED Questionnaire
11	GEDPRP11	Prepared for GED test in some other way	GED Questionnaire

# **Appendix O**

## **Glossary of Terms**

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**Accommodations (testing):** In the Education Longitudinal Study of 2002 (ELS:2002), certain accommodations were offered to students with barriers to participation, such as students with disabilities or English-language learners with limited English proficiency. An accommodation is a change in how a test is presented, in how a test is administered, or in how the test taker is allowed to respond. This term generally refers to changes that do not substantially alter what the test measures. The proper use of accommodations does not substantially change academic level or performance criteria. Appropriate accommodations are made to provide equal opportunity to demonstrate knowledge. Examples of test accommodations include allowing extra time, use of a large-print version of a test, or conveying instructions in sign language. Cases in which accommodations were implemented in ELS:2002 are specially flagged (the indicators are BYTXACC and FITXACC).

**Adaptive testing:** Beyond being “grade-level” adaptive, procedures were followed in ELS:2002 to make the assessments further adaptive by matching test items to student ability. In the ELS:2002 base year, multiple test forms of varying levels of difficulty were assigned based on the examinee’s score on a routing test. Thus, the specific sequence of questions that each student answered was tailored to that student’s ability level. An advantage of adaptive tests is that reliability per unit of testing time is greater than in a nonadaptive test. Adaptive procedures help to minimize floor and ceiling effects (see *Ceiling effect* and *Floor effect*). ELS:2002 adaptive testing relies on Item Response Theory (see *IRT*) assumptions to place students who have taken different test forms on the same vertical score scale. In the first follow-up, each student’s test form was assigned on the basis of base-year test performance.

**American Indian or Alaska Native:** An American Indian or Alaska Native is a person who has origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

**Asian:** An Asian is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Base weights:** See *Design weights*.

**Bias:** Bias is the difference between the reported value and the true value. Thus, the bias of an estimate is the difference between the expected value of a sample estimate and the corresponding true value for the population. Response bias is the difference between respondent reports and their behavior or characteristics. Nonresponse bias is the difference that occurs when respondents differ as a group from nonrespondents on a characteristic being studied. Sample bias is the unequal selection or the omission of members of the population, without appropriate weighting. Relatedly, undercoverage bias arises because some portion of the potential sampling frame is missed or excluded, or there are duplicate units. For example, if the school list from which a school sample is drawn is incomplete or inaccurate (owing, for example, to the birth of new schools subsequent to the time the list was drawn up), school undercoverage may occur. (See also *Nonresponse bias* and *Bias analysis*.)

**Bias analysis:** Nonresponse bias analysis compares the characteristics of respondents and nonrespondents. Both unit nonresponse (school, student) and item nonresponse on questionnaires were subject to bias analyses in ELS:2002. For example, certain key data items were obtained for both responding and nonresponding schools, so that a school nonresponse analysis could be conducted and bias in school-level estimates quantified.

**Black or African American:** A person having origins in any of the Black racial groups of Africa.

**Burden:** Formally, burden is the aggregate hours realistically required for data providers to participate in a data collection. Burden also has a subjective or psychological dimension: the degree to which providing information is regarded as onerous may depend on the salience to the respondent of the questions that are being posed and on other factors, such as competing time demands.

**Carnegie unit:** A factor used to standardize credits in secondary education. This standard measurement represents the completion of a course that meets one period per day (45 to 60 minutes) for 1 academic year.

**CAPI:** Computer-assisted personal interviewing, in which the questionnaire is loaded into a field interviewer's laptop computer.

**CATI:** Computer-assisted telephone interviewing.

**CCD:** Common Core of Data. Data annually collected from all public schools in the United States by *NCES*. Data from the CCD supplied the public school sampling frame for the ELS:2002 base year.

**CD-ROM:** Compact Disc Read-Only Memory. ELS:2002 data are distributed primarily in an optical laser disc medium, specifically, CD-ROM. A CD-ROM is a computer storage disc in the same physical form as an audio CD; it can store approximately 650 megabytes of digital data.

**Ceiling effect:** The result of a test having insufficient numbers of the more difficult items. In a longitudinal study, ceiling effects in the follow-up can cause change scores to be artificially constrained for high-ability examinees. The measurement problems related to floor and ceiling effects in combination with regression effects found at the extreme score ranges seriously hamper the accuracy of change measures in longitudinal studies. More information (i.e., smaller error of measurement) is obtained with respect to ability level if high-ability individuals receive relatively harder items (and if low-ability individuals receive proportionately easier items). The matching of item difficulty to a person's ability level yields increased reliability at the extremes of the score distribution, where it is most needed for studies of longitudinal change. A strategy employed in ELS:2002 to minimize ceiling (and floor) effects is to employ test forms that are "adaptive" to the ability level of the examinee. Multilevel tests—with second stage test assignment that is based on the first stage (routing test) performance work—minimize the possibility that ceiling effects might bias the estimates of the score gains. (See also *Adaptive testing* and *Floor effect*.)

**Classical test theory:** Classical test theory postulates that a test score can be decomposed into two parts—a true score and an error component; that the error component is random with a mean of zero and is uncorrelated with true scores; and that true scores, observed scores, and error components are linearly related.

**Closed-ended:** A type of question in which the data provider's responses are limited to given alternatives (as opposed to an open-ended question). (See also *Open-ended*.)

**Clustering:** A sample selection method in which small geographical areas such as schools (as is the case in ELS:2002), school districts, counties, or residential blocks are selected as an initial stage, with individuals selected in a subsequent step. (See also *Primary sampling unit*.)

**Cluster size:** The number of ELS:2002 sample members attending a particular high school.

**Codebook:** Documentation of each variable being measured, including variable name, columns occupied by each variable in the data matrix, values used to define each variable, unweighted frequencies, unweighted percents, and weighted valid percents. (See *ECB*.)

**Coefficient of variation:** The ratio of the standard deviation of an estimate to the value of the estimate.

**Cognitive test battery:** One of the two parts of the student survey (the second part being the student questionnaire). Two achievement areas (mathematics and reading) were measured in the base year. Mathematics achievement was measured again in the first follow-up.

**Cohort:** A group of individuals who have a statistical factor in common—for example, year of birth, grade in school, or year of high school graduation. ELS:2002 is a sophomore-grade cohort based on the spring term of the 2001–02 school year. It also contains, however, a nationally representative sample of high school seniors in the spring term of the 2003–04 school year (see *Freshening*). In contrast, the Program for International Student Assessment (*PISA*) is an age cohort, based on students who were 15.25 years of age in April of 2000 or 2003.

**Composite variable:** A composite variable is one that is either constructed through the combination of two or more variables (socioeconomic status, for example, combines mother’s education, father’s education, mother’s occupation, father’s occupation, and family income) or calculated through the application of a mathematical function or transformation to a variable (e.g., conversion of raw test scores to percentile ranks). Also called a derived variable, created variable, or constructed variable.

**Concordance:** Concordance is a weaker form of test linkage than equating in that the link is based on population distributions rather than the equivalence of interchangeable scores. Implementation in ELS:2002 of PISA scale scores in reading and math and of *NAEP* math scores was through a concordance using (primarily) an equipercentile transformation or linkage. (See also *Equating* and *Equated test score*.)

**Confidence interval:** A sample-based estimate expressed as an interval or range of values within which the true population value is expected to be located (with a specified degree of confidence).

**Confidentiality protections:** *NCES* is required by law to protect individually identifiable data from unauthorized disclosure. To this end, the ELS:2002 data have been subject to a disclosure risk analysis to determine which records require masking to produce the public-use data file from the restricted-use data file. Disclosure coarsening techniques (such as recoding of continuous variables into categorical, top and bottom coding, and so on) and data perturbation techniques (e.g., data swapping) have been used to provide disclosure protection to the ELS:2002 data. (See also *Data swapping* and *Disclosure risk analysis*.)

**Consent, active (explicit):** One variety of informed consent is called active or explicit consent. Typically, in active consent, a signed agreement to participate in a study must be obtained. In ELS:2002, permission of parents was required before students could be surveyed. Some schools required active parental consent (i.e., that a signed permission form be obtained).

**Consent, passive (implied):** Another variety of informed consent is called passive or implied consent. In passive consent, a permission form is sent to the relevant party (in ELS:2002,

normally the parent or guardian of the sampled student), who has the opportunity to return the form to indicate denial of permission. If the form is not returned, it is assumed that the individual has no objection to survey participation. In ELS:2002, most schools allowed passive parental consent for their child's participation in the study.

**Constructed response item:** In the ELS:2002 assessment battery in the base year, a non-multiple-choice item that required some type of written response.

**Contextual data:** In ELS:2002, the primary unit of analysis is the student, and information from the other study components, referred to as contextual data, should be viewed as extensions of the student data. For example, observations made in school administrator, teacher, librarian, and parent reports on the student's school learning environment or home situation would be considered contextual data.

**Course offerings file:** An ELS:2002 restricted-use data file providing a comprehensive list of the courses offered by schools participating in the base year of the study. A *CSSC* (Classification of Secondary School Courses) code is associated with each course title.

**Coverage rate:** In ELS:2002 base-year contextual samples, the proportion of the responding student sample with a report from a given contextual source (e.g., the parent survey, the teacher survey, or the school administrator survey). For the teacher survey, the student coverage rate can be calculated as either the percentage of participating students with two teacher reports or the percentage with at least one teacher report. The teacher and parent surveys in ELS:2002 are purely contextual. The base-year school-level surveys (school administrator, library media center, facilities checklist) can be used contextually (with the student as the unit of analysis) or in standalone fashion (with the school as the unit of analysis). (See *Response rate*.) Finally, test completions (reading assessments, mathematics assessments) are also calculated on a base of the student questionnaire completers (in the first follow-up, for the in-school student sample only), rather than on the entire sample, and thus express a coverage rate. "Coverage" can also refer to the issue of missed target population units on the sampling frame (undercoverage), or duplicated or erroneously enumerated units (overcoverage) (see *Bias* for discussion of undercoverage bias).

**Criterion-referenced:** A criterion-referenced test allows its user to measure how well a student or groups of students have learned a specific body of knowledge and skills—it tests what they can do and what they know, and at least in theory, all examinees could obtain a perfect score. The ELS:2002 IRT-estimated number-right scores are examples of criterion-referenced measures of status at a point in time. The criterion is the knowledge and set of skills defined by the assessment framework and represented by the assessment item pool. In contrast, the purpose of norm-referenced tests is to rank or compare students. (See *Norm-referenced*.)

**Cross-cohort (or intercohort) analysis:** The ELS:2002 base-year and first follow-up surveys contained many data elements that were comparable to items from prior studies. (Comparatively few items, however, are comparable across ELS:2002/2006, National Education Longitudinal Study of 1988 [NELS:88/94], and similar time points for the High School and Beyond [HS&B] cohorts and National Longitudinal Study of the High School Class of 1972 [NLS:72]). Repeated items supply a basis for comparison with earlier sophomore cohorts (such as 1980 sophomores in the HS&B longitudinal study and 1990 sophomores in NELS:88). With a freshened senior sample, the ELS:2002 first follow-up supports comparisons to 1972 (NLS:72), 1980 (HS&B), and 1992 (NELS:88). The first follow-up academic transcript component will offer a further opportunity for cross-cohort comparisons with the high school transcript studies of HS&B,

NELS:88, and the National Assessment of Educational Progress (*NAEP*). With three or more timepoints, *trend analyses* are possible. With ELS:2002, this condition has now been met for both the sophomore and senior cohorts. Essentially, three kinds of intercohort comparison are possible. First, cohorts can be compared on an *intergenerational or cross-cohort time-lag basis*. Both cross-sectional and longitudinal time-lag comparisons may be made. An example of a cross-sectional time-lag comparison would be looking at the status of HS&B (1980), NELS:88 (1990), and ELS:2002 (2002) sophomores to see how the situation of sophomores has changed over time. An example of longitudinal time-lag comparison would be an examination of the magnitude and correlates of achievement gain of HS&B, NELS:88, and ELS:2002 sophomores over the last 2 years of high school. Second, *fixed-time comparisons* are also possible, in which groups within each study are compared at different ages but the same point in time (e.g., NLS:72, HS&B senior, and HS&B sophomore cohorts all could be looked at in 1986, some 14, 6, and 4 years after each respective cohort graduated from high school). Such a perspective would permit one to compare, for example, employment rates for 22-, 24-, and 32-year-old high school graduates. Finally, *longitudinal comparative analysis* of the cohorts can be performed by modeling the history of the grade cohorts.

**Cross-sectional analysis:** A cross-sectional design represents events and statuses at a single point in time. For example, a cross-sectional survey may measure the cumulative educational attainment (achievements, attitudes, statuses) of students at a particular stage of schooling, such as 10th or 12th grade. In contrast, a longitudinal survey (or repeated measurement of the same sample units) measures the change or growth in educational attainment that occurs over a particular period of schooling. The longitudinal design of ELS:2002 generates two representative cross sections (high school sophomores in 2002 and, through sample freshening, seniors in 2004). It also permits analysis of individual-level change over time through longitudinal analysis and of group-level and intercohort change through the cross-sectional comparisons to past studies of similarly defined grade cohorts. (See also *Cross-cohort analysis* and *Longitudinal or panel survey*.)

**CSSC:** Classification of Secondary School Courses. A coding system, used since *HS&B* and updated many times, employed for the purpose of standardizing transcripts. The CSSC is a modification of the Classification of Instructional Program (CIP) used for classifying college courses. Each CSSC course code contains six digits. The first two digits identify the main program area; the second two digits represent a subcategory of courses within the main program area; and the final two digits define the specific course. For example, for CSSC code 400522, the first two digits (40) define physical sciences, the middle two digits (05) define the chemistry subcategory, and the final two digits (22) define the course Advanced Chemistry.

**DAS:** Data analysis system. The DAS is an NCES web-based software application that allows analysts to conduct basic analyses. Each DAS runs in two modes—Tables and Correlations—and a regression capability has been added to the latest version. ELS:2002 data are available on the DAS as well as in *ECB* (electronic codebook) format.

**Data element:** The most basic unit of information. In data processing, it is the fundamental data structure. It is defined by its size (in characters) and data type (e.g., alphanumeric, numeric only, true/false, date) and may include a specific set of values or range of values.

**Data swapping:** Data swapping is defined in the *NCES Statistical Standards* (Seastrom 2003) as a perturbation disclosure limitation technique that results in a confidentiality edit. An example of

data swapping would be to assume a data file has two potential individual identifying variables, for example, sex and age. If a sample case needs disclosure protection, it is paired with another sampled case so that each element of the pair has the same age, but different sexes. The data on these two records are then swapped. After the swapping, anyone thinking they have identified either one of the paired cases gets the data of the other case, so they have not made an accurate match and the data have been protected. (See also *Confidentiality protections*.)

**Delayers:** In the ELS:2002 second follow-up (2006), delayers were enrollees who started their postsecondary education *after* the first enrollment window following their high school completion or exit date and had some postsecondary enrollment in 2006 prior to the date of their interview. (See also *Leavers*, *Nonenrollees*, and *Standard enrollees*.)

**Design effect:** A measure of sample efficiency. The design effect (DEFF) is the variance of an estimate divided by the variance of the estimate that would have occurred if a sample of the same size had been selected using simple random sampling. Sometimes it is more useful to work with standard errors than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimates from a simple random sample. (See also *Effective sample size*.)

**Design weights:** Design weights compensate for unequal probabilities of selection. More specifically, the design weight is the inverse of the probability of selection. Design weights are also called raw weights, base weights, unadjusted weights, or sampling weights. Design weights may be contrasted to adjusted weights (adjusted to compensate for nonresponse, and also called final weights or analysis weights). Roughly, the design weight is calculated as the inverse of the probability of selection, taking into account all stages of the sample selection process. More precisely, design weights are the inverses of the expected frequencies with which population units appear in conceptually repeated samples selected using the sampling design developed for the study. Unlike the final weights, design weights are generated for all sample members, respondents and nonrespondents alike. Design weights do not appear on the ELS:2002 public-use files. (See also *Final weights* and *Sampling weights*.)

**DIF:** Differential Item Functioning. DIF exists when examinees of equal ability differ on an item solely because of their membership in a particular group (e.g., if an item favors males over females, or one racial or ethnic group over another, and cannot be explained by relevant factors such as differential coursetaking). DIF for ELS:2002 items was examined in the base-year and first follow-up field tests. Items with DIF problems were revised or deleted.

**Disability:** A disability is a physical or mental impairment that substantially limits one or more of the major life activities (Title 42 U.S.C. Section 12102).

**Disclosure risk analysis:** Investigation of study data to evaluate and minimize the risk of identification of individual sample units to preserve the confidentiality of the data. ELS:2002 data have been subjected to a disclosure risk analysis to protect confidential information about individual respondents (see *Public-use data file*). For a more detailed account of disclosure risk analysis, and of means of altering data (including masking, data perturbation, and data swapping) to prevent disclosure, see the *NCES Statistical Standards* (Seastrom 2003).

**Domain:** In assessment a domain refers to a defined universe of knowledge, skills, abilities, attitudes, interests, or other human characteristics, or the full array of manifestations of the particular subject matter being measured. A domain in the context of sample design refers to an

analysis group within the target population, such as (in ELS:2002) sophomore cohort dropouts, graduating seniors, males, females, Asians, and so on, for which certain precision requirements must be met to support analysis.

**Dropouts:** A dropout was defined as a sophomore cohort member who, during spring term 2004, had not been in school for 4 consecutive weeks or more and was not absent due to accident or illness. Also surveyed as a dropout were students who, at the time of their school's survey day, had been back in school less than 2 weeks after a period in which the student had missed school for 4 or more consecutive weeks not due to accident or illness. (See also *NCSQ*.)

**ECB:** Electronic codebook. While hardcopy codebooks with item stems, response categories, associated response frequency distributions, unweighted percents, and weighted valid percents are contained within the ELS:2002 base-year user's manual, ELS:2002 data are also available on CD-ROM in an electronic codebook (ECB) format. Electronic codebooks are menu-driven systems that allow users to perform functions such as the following: (a) search a list of database variables based on key words or variable names/labels, (b) display unweighted percentages for each variable in the database, (c) display question text for each variable in the database, (d) select or tag variables for subsequent analysis, (e) generate SAS-PC or SPSS-PC+ program code/command statements for subsequently constructing a system file of the selected variables, and (f) generate a codebook of the selected variables.

**Effective sample size:** Effective sample size may be defined as the ratio of the raw sample size divided by the design effect. (For example, the sampling variance of a mean standard score is equal to the reciprocal of the effective sample size, not the reciprocal of the raw sample size.) In essence, then, effective sample size is the sample size under a simple random sample design that is equivalent to the actual sample under the complex sample design, wherein the actual sample size is determined by multiplying the effective sample size by the anticipated design effect. (See also *Design effect*.)

**EGQ:** Early graduate questionnaire. This first follow-up questionnaire was administered to individuals who had graduated or received high school equivalency certification (e.g., the GED) prior to March 15, 2004.

**Equated test score:** Test equating takes place in two distinct contexts in ELS:2002. One context is vertical equating of forms for use in successive grades, such that the achievement growth of individual ELS:2002 sample members over time can be accurately measured. Another context is cross-sectional equating and linking, as to other tests (e.g., placing ELS:2002 sophomores and *HS&B* or *NELS:88* sophomores on an equivalent scale).

**Equating:** Equating of two tests is established when examinees of every ability level and from every population group can be indifferent about which of two tests they take. Not only should they have the same expected mean score on each test, but they should also have the same errors of measurement. In contrast, test *linkage* results from placing two or more tests on the same scale, so that scores can be used interchangeably. In ELS:2002, there is both vertical equating (the scale spans grades 10 and 12) and lateral equating to the tests of *NELS:88* (and in sophomore math, *HS&B*). This equating was achieved through IRT methods such as anchor (common item) equating. (See also *Concordance* and *Equated test score*.)

**ETS:** Educational Testing Service. RTI's subcontractor for ELS:2002 cognitive test development, scoring, and scaling.

**Expanded sample:** Although no sophomores were excluded from ELS:2002, those who could not validly be assessed or could not validly complete the student questionnaire (e.g., students with a severe disability or limitation in their knowledge of the English language) were not eligible for these components. Contextual data (parent, teacher, school administrator) reports were collected for this group. In 2004–05, their transcripts were collected. The base-year expanded sample comprises all ELS:2002 sophomores, that is, both those who were eligible to complete the student questionnaire and test and those who were not. The first follow-up expanded sample also includes freshened cases. Some students who were eligible for questionnaire completion in 2002 suffered an impairment that led to their reclassification as ineligible in 2004. With greater frequency, some 2002 sophomores who were not capable of questionnaire completion became eligible in 2004, as their status changed. The expanded sample comprises all sample members regardless of eligibility for questionnaire completion. (See also *Questionnaire-incapable students*.)

**Facilities checklist:** Completed by the RTI survey administrator in the base year of the study, the facilities checklist is designed to extend the information available about the school by providing data on the school buildings and grounds that will help researchers understand the adequacy and appearance of the school’s physical plant, its safety and security features, and its role as a constituent of the school’s general environment.

**FAFSA:** Free Application for Federal Student Aid. Generally students interested in financial aid for postsecondary education must complete this form, data from which has been included on the ELS:2002 second follow-up restricted-use *ECB*.

**File:** Refers to a data file containing a set of related computerized records.

**Final weights:** Final weights are sometimes called nonresponse-adjusted weights, adjusted weights, or analysis weights. Building on the design (raw) weight, they compensate for nonresponse. (See *Design weights*.)

**Floor effect:** The result of a cognitive test being too difficult for a large number of the examinees, causing the low-ability examinees to receive chance scores on the first testing, and on subsequent testings if the test remains too difficult. Floor effects result in an inability to discriminate among low-ability individuals at time one or time two and, thus, no reliable discrimination among examinees with respect to amounts of change. A possible solution, used in ELS:2002, is to develop test forms that are “adaptive” to the ability level of the examinee, which tends to minimize the possibility of floor effects biasing the estimates of the score gains. (See also *Adaptive testing* and *Ceiling effect*.)

**Frame:** A list of all the sampling units that represent the population. The Common Core of Data (*CCD*) and Private School Survey (*PSS*) were drawn upon for the ELS:2002 school frame. For an implicit list of the nation’s high school sophomores as of spring term 2002, school rosters from participating schools listing their sophomore class were relied on.

**Frame population:** The set of elements (e.g., schools) that can be enumerated prior to the selection of a survey sample.

**Freshening:** A freshened sample includes cases from the longitudinal sample of a dataset, plus new cases added to produce cross-sectional estimates of the population at the time of a subsequent wave of a longitudinal data collection. In the ELS:2002 first follow-up, freshening was the means by which high school seniors were added who had not been in the 10th grade in the United States 2 years before. A similar freshening procedure was implemented in *NELS:88*. (See also *Half-open interval*.)

**GED recipient:** A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation. (See also *GED test*.)

**GED test:** General Educational Development test. A test administered by the American Council on Education as the basis for awarding a high school equivalent certification.

**Half-open interval:** A technique used to increase coverage. It is usually applied to a new list that includes cases that were covered in a previous frame, as well as new in-scope units not included in the previous frame. In this technique, new in-scope units between unit A on the previous frame up to, but not including, unit B (the next unit on the previous frame) are associated with unit A. These new units have the same selection probability as do unit As. This process is repeated for every unit on the previous frame. The new units associated with the actual sample cases are now included in the sample with their respective selection probabilities (freshening). Student sample freshening in the *NELS:88* first and second follow-ups, and the freshening conducted in the ELS:2002 first follow-up, relied on such a procedure. The half-open interval procedure was also used for ELS:2002 base-year sample updating prior to survey day. (See also *Freshening* and *Sample updating or refreshing*.)

**Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."

**HS&B:** High School and Beyond. The second in the series of longitudinal high school cohort studies sponsored by *NCES*. The HS&B base-year study surveyed sophomore and senior students in 1980. The sophomore cohort was last interviewed in 1992 and their postsecondary transcripts collected in 1993. The senior cohort was last interviewed in 1986.

**HSQ:** Homeschool student questionnaire. In the first follow-up, this questionnaire was administered to sophomore cohort members who were in a homeschool situation as of the spring term of the 2003–04 school year.

**IEP:** Individualized Education Program. A written statement or plan for each individual with a disability that is developed, reviewed, and revised in accordance with Title 42 U.S.C. Section 1414(d).

**Imputation:** Imputation involves substituting values for missing or inconsistent data in a dataset. Prediction of a missing value is typically based on a procedure that uses a mathematical model in combination with available information. Imputation is used to reduce nonresponse bias in survey estimates, simplify analyses, and improve the consistency of results across analyses. Imputations should also preserve multivariate distributions. Missing data for key items in ELS:2002 have been imputed.

**Individually identifiable data:** Data from any record, response form, completed survey, or aggregation about an individual or individuals from which information about particular individuals may be revealed.

**Instrument:** An evaluative device that includes tests, scales, and inventories to measure a domain using standardized procedures.

**IRT:** Item Response Theory. A method of estimating achievement level by considering the pattern of right, wrong, and omitted responses on all items administered to an individual student. IRT postulates that the probability of correct responses to a set of test questions is a function of true proficiency and of one or more parameters specific to each test question. Rather than merely counting right and wrong responses, the IRT procedure also considers characteristics of each of the test items, such as their difficulty and the likelihood that they could be guessed correctly by low-ability individuals. IRT scores are less likely than simple number-right or formula scores to be distorted by correct guesses on difficult items if a student's response vector also contains incorrect answers to easier questions. Another attribute of IRT that makes it useful for ELS:2002 is the calibration of item parameters for all items administered to all students. This makes it possible to obtain scores on the same scale for students who took harder or easier forms of the test. IRT also was used to vertically scale across ELS:2002 rounds, that is, between the two grade levels (10th grade in 2002, 12th grade in 2004). (See, in contrast, *Classical test theory*.)

**Item nonresponse:** The amount of missing information when a valid response to an item or variable was expected. (See also *Bias analysis* and *Unit nonresponse*.)

**Leavers:** In the ELS:2002 second follow-up (2006), leavers were enrollees who began their postsecondary education "on time," but had no postsecondary enrollment in 2006 prior to the date of their interview. Leavers had either dropped out of their postsecondary program, or obtained a subbaccalaureate credential of some kind. (See also *Delayers*, *Nonenrollees*, and *Standard enrollees*.)

**LEP:** Limited English proficient. A concept developed to assist in identifying those language-minority students (individuals from non-English-language backgrounds) who need language assistance services, in their own language or in English, in the schools. (See also *NEP* and *LM*.) An LEP student is one who meets one or more of the following conditions:

- a. the student was born outside of the United States or the student's native language is not English;
- b. the student comes from an environment in which a language other than English is dominant; or
- c. the student is an American Indian or Alaska Native and comes from an environment in which a language other than English has had a significant impact on his or her level of English language proficiency,

and who has such difficulty speaking, reading, writing, or understanding the English language as to deny him or her the opportunity to learn successfully in English-only classrooms. The related term "English language learners" is also extensively in use.

**Library media center questionnaire:** This base-year instrument supplies information about library/media center organization and staffing, technology resources, extent of library and media

holdings, student access to and use of the library/media center, and its role in supporting the school's curriculum.

**LM:** Language Minority. A non-, limited-, or fully English-proficient student in whose home a non-English language is typically spoken.

**Longitudinal or panel survey:** In a longitudinal design, similar measurements—of the same sample of individuals, institutions, households, or of some other defined unit—are taken at multiple time points. ELS:2002 employs a longitudinal design that follows the same individuals over time and permits the analysis of individual-level change. (See also *Cross-sectional analysis*.)

**Machine editing:** Also called forced data cleaning or logical editing. Uses computerized instructions (including logical or deductive imputation) in the data cleaning program that ensure common sense consistency within and across the responses from a data provider.

**Microdata (microrecords):** Observations of individual sample members, such as those contained on the ELS:2002 data files.

**Mode effects:** Mode of administration effects can sometimes be a problem for surveys. ELS:2002 second follow-up, for example, was administered in three modes: self-administration via the web, interviewer administration by telephone, and in-person interviewer administration. The concern is that sometimes (and in particular when social desirability of questionnaire responses is a salient consideration) respondents may respond differently to the different stimuli provided by differing administration modes. Every effort was made in ELS:2002 to adapt questions so that differences between modes would be minimized; nor were there highly sensitive questions of the sort most likely to be affected by mode.

**NAEP:** The National Assessment of Educational Progress. NAEP is a cross-sectional assessment program that measures achievement at the group level for students in 4th, 8th, and 12th grades and provides a time series for measuring trends in academic progress of 9-, 13-, and 17-year-olds. ELS:2002 tests differ from but complement those of NAEP by providing a basis for measuring individual-level achievement growth between 10th and 12th grades in mathematics and relating cognitive gains in this subject to the individual, school, and family factors and processes that are measured in the various ELS:2002 questionnaires and school records (transcript) studies. The ELS:2002 scale score (IRT-estimated number right) for mathematics in 2004 has been put on the NAEP scale (based on the 2005 12th-grade NAEP mathematics assessment); this concordant score has now been added to the database.

**Native Hawaiian or Other Pacific Islander:** Any person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**NCES:** The National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. This governmental agency is the sponsor of ELS:2002 and is also the sponsoring agency for (among other studies) the National Assessment of Educational Progress (*NAEP*), the U.S. component of the Program for International Student Assessment (*PISA*), the National Education Longitudinal Study of 1988 (*NELS:88*), the High School and Beyond (*HS&B*) longitudinal study, and the National Longitudinal Study of the High School Class of 1972 (*NLS:72*).

**NCSQ:** Not currently in school questionnaire. This first follow-up questionnaire was administered to sophomore cohort dropouts. It includes questions both on present circumstances

and retrospective items on schooling experience and school disengagement behaviors. (See also *Dropouts*.)

**NELS:88:** The National Education Longitudinal Study of 1988. Third in the series of longitudinal high school cohort studies sponsored by *NCES*. The study represents three cohorts: the eighth-grade class of 1988, the sophomore class of 1990, and the senior class of 1992. The study collected questionnaire and test data in 1988, 1990, and 1992 on students' school experiences, as well as background information from school administrators, teachers, parents (in the base year and second follow-up only), and school records. Data on postsecondary and out-of-school experiences were collected in interviews conducted in 1994 and 2000 and through a postsecondary education transcripts study in 2000–01.

**NEP:** No English proficiency. A student who does not speak English. (See also *LEP*.)

**New participant supplement (NPS):** Base-year nonrespondents who responded in the first follow-up but were not enrolled in the base-year schools (e.g., transfers, dropouts, early graduates) completed this supplement in addition to an appropriate questionnaire. The supplement consists wholly of items from the base year, so that the standard classification variables could be captured for all sample members.

**NLS:72:** The National Longitudinal Study of the High School Class of 1972. This project was the first in the series of longitudinal high school cohort studies sponsored by *NCES*. The final round of data collection took place in 1986.

**Noncoverage:** Units of the target population that are missing from the frame population. Includes the problems of incomplete frames and missing units.

**Nonenrollees:** In the ELS:2002 second follow-up (2006), nonenrollees had no postsecondary enrollment following high school. A small number were still enrolled in high school. (See also postsecondary *Delayers*, *Leavers*, and *Standard enrollees*.)

**Nonresponse:** See *Bias analysis*, *Item nonresponse*, *Nonresponse bias*, and *Unit nonresponse*.

**Nonresponse bias:** Nonresponse bias may occur as a result of not obtaining 100 percent response from the selected cases. More specifically, nonresponse bias occurs when the expected observed value deviates from the population parameter. The potential magnitude of nonresponse bias is estimated as the product of the nonresponse rate and the difference in values of a characteristic between respondents and nonrespondents. (See also *Bias* and *Bias analysis*.)

**Nonsampling error:** An error in sample estimates that cannot be attributed to sampling fluctuations. Such errors may arise from many sources, including imperfect implementation of sampling procedures, differential unit or item nonresponse across subgroups, bias in estimation, or errors in observation and recording.

**Norm-referenced:** A norm-referenced test is used to rank or compare students or groups of students relative to each other. It is interpreted based on comparison of an examinee's performance relative to the performance of others in a specified reference population, or by a comparison of a group to other groups. ELS:2002 provides both norm-referenced (normative) and criterion-referenced scores. (See also *Criterion-referenced*.)

**NPSQ:** New participant student questionnaire. This first follow-up questionnaire was administered to students in the base-year schools 2 years later. The NPSQ elicited responses from two distinct groups: sophomore cohort members who had been base-year nonparticipants,

and students brought in through sample freshening. (A small number of students whose eligibility status had changed between rounds completed an NPSQ.) The questionnaire comprised both base-year items (the standard classification variables) and first follow-up items pertaining to students' current school experience.

**NSLDS:** The National Student Loan Data System. Data from the NSLDS have been included on the ELS:2002 second follow-up restricted use *ECB*.

**OMB:** The Office of Management and Budget, U.S. Executive Branch. OMB is a federal agency with the responsibility for reviewing all studies funded by executive branch agencies. OMB reviewed, commented on, and approved the ELS:2002 questionnaires, as indicated by their approval number and its expiration date in the top right corner of the questionnaire covers.

**O\*NET:** Occupational Information Network. One of the industry and occupation coding schemes used on ELS:2002. The O\*NET database was developed for the U.S. Department of Labor and represents an extensive set of worker attributes and job characteristics. O\*NET provides a nested coding scheme; 23 general-level categories expand to 96 midlevel categories, which expand to 821 specific-level categories.

**Open-ended:** A type of question in which the data provider's responses are not limited to given alternatives.

**Optical disc:** A disc that is read optically (e.g., by laser technology), rather than magnetically. (See also *CD-ROM*.)

**Optical scanning:** A system of recording responses that transfers responses into machine-readable data through optical mark reading. Data from base-year and first follow-up in-school survey sessions (and indeed all non-CATI operations across components) were optically scanned.

**Out-of-scope:** Permanently out-of-scope individuals are no longer associated with the target population. Permanently out-of-scope cases include a sample member determined to be a sampling error (not truly eligible, e.g., not a spring 2002 sophomore or not a freshening-eligible spring 2004 senior), a sample member who has died, or sample members who have been subsampled out of the study by probabilistic methods and their weights redistributed. However, some cases are only temporarily out of scope: these individuals continue to be associated with the target population, but were excluded for a given round. If a sample member was unavailable for the field period (for example, incarcerated, or on a military assignment outside the country and unreachable, or hospitalized), that individual would be classified as out of scope for the current round only; the sample member's status would be investigated again in the next round and an interview pursued at that time if at all possible. Cases that are temporarily or permanently out of scope do not count against the ELS:2002 response rate.

**Oversampling:** Deliberately sampling a portion of the population at a higher rate than the remainder of the population. For example, in ELS:2002, private schools have been oversampled. Within schools, Asians have been oversampled.

**Parent/guardian questionnaire:** The ELS:2002 base-year parent component sought to collect information from parents of all base-year student sample members. The parent or guardian who knew most about his or her child's educational experience was asked to complete the questionnaire.

**PISA:** The Program for International Student Assessment. PISA assesses 15-year-olds in reading, mathematics, and science. In 2000, the primary focus of the assessment was reading. The United States and 31 other nations participated, under the aegis of the Organization for Economic Cooperation and Development. In 2003, the primary focus was mathematics, and in 2006, the primary focus was science. A crosswalk (or concordance) has been developed between the ELS:2002 reading test and the PISA reading test, so that the PISA scale can be implemented in ELS:2002. A similar scale linkage (again a concordance) was effected between the ELS:2002 mathematics test (2002) and the PISA math test (2003).

**Population:** All individuals in the group to which conclusions from a data collection activity are to be applied. Weighted results of ELS:2002 data provide estimates for populations and subgroups.

**Population variance:** A measure of dispersion defined as the average of the squared deviations between the observed values of the elements of a population or sample and the population mean of those values.

**Postsecondary education:** The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose and excludes vocational and adult basic education programs.

**Poststratification adjustment:** A weight adjustment that forces survey estimates to match independent population totals within selected poststrata (adjustment cells). More specifically, poststratification is an estimation method that adjusts the sampling weights after the sample has been selected so that certain sample totals (for example, the proportion of Asians) match counterpart population totals.

**Precision:** The difference between a sample-based estimate and its expected value. Precision is measured in terms of the sampling error (or standard error) of an estimate.

**Probability sample:** A sample selected by a method such that each unit has a fixed and determined probability of selection—that is, each population unit has a known, nonzero chance of being included.

**Proficiency score:** Proficiency scores (or criterion-referenced mastery scores) are based on clusters of items within each test that are of similar content and difficulty. The probability of proficiency is a continuous score that can be reported as a mean or a population percentage.

**PSS:** Private School Survey. An *NCES* universe survey encompassing the nation's private schools. PSS was the private school sampling frame for the ELS:2002 base year.

**PSU:** Primary sampling unit. Unit chosen at the first stage of a multistage (cluster) sample. In ELS:2002, the PSU is the school; in other studies, geographical units such as a county or metropolitan statistical area (MSA) may serve as the PSU.

**Public-use data file:** A public-use file that includes a subset of data that have been coded, aggregated, or otherwise altered to mask individually identifiable information; it thus is available to all external users. Unique identifiers, geographic detail, and other variables that cannot be suitably altered are not included in public-use data files. Public-use edits are based on an assumption that external users have access to both individual respondent records and secondary data sources that include data that could be used to identify respondents. For this reason, the

editing process is relatively extensive. When determining an appropriate masking process, the public-use edit takes into account and guards against matches on common variables from all known files that could be matched to the public-use file. The analysis used to determine which records require masking is called a disclosure risk analysis.

**Questionnaire-incapable students:** It was determined that some ELS:2002 students could not be validly assessed or surveyed, owing to severe physical or mental disabilities or to language barriers. These students were classified as “questionnaire-incapable” but they were not deemed ineligible for the study. They were included in the study; their status was reviewed in the subsequent round or rounds (at which time a few classifications changed); and while assessment and questionnaire data could not be collected from them, school, teacher and parent contextual data were gathered for this group, and high school transcripts collected for them as well. In some ELS:2002 documentation, this group is called “questionnaire ineligible.” (See also *Expanded Sample*.)

**Range check:** A determination of whether responses fall within a predetermined set of acceptable values.

**Record format:** The layout of the information contained in a data record (includes the name, type, and size of each field in the record).

**Records:** A logical grouping of data elements within a file upon which a computer program acts.

**Refreshed student:** See *Sample updating or refreshing*.

**Relative bias:** Relative bias is the bias of the estimate divided by the estimate. It provides an indication of the order of magnitude of the bias with respect to the estimate.

**Reliability:** The consistency in results of a test or measurement including the tendency of the test or measurement to produce the same results when applied twice to some entity or attribute believed not to have changed in the interval between measurements.

**Reserve code (or reserved code):** Certain codes have been reserved to represent various situations in which missing data occur in response frequencies. In ELS:2002, the reserve code conventions are as follows: -1 = “Don’t know”; -2 = “Refuse”; -3 = “Legitimate skip/NA”; -4 = “Nonrespondent”; -5 = “Out of range”; -6 = “Multiple response”; -7 = “Partial interview—breakoff”; -8 = “Item not applicable to sample member”; and -9 = “Missing.”

**Response rate:** unconditional *unit response* rates are calculated as the ratio of the weighted number of completed instruments to the weighted number of eligible cases, using the sample base weight (the inverse of the probability of selection). In multistage samples, such as the base year of ELS:2002, overall response is the product of both stages (though for many purposes, the stages [school and student] are reported separately, especially, as in ELS:2002, if the first-stage analysis reveals little bias). The second follow-up response rate that is reported in this document is a conditional response rate, that is, it is conditioned on the case having been fielded. The response rate is weighted, using the base weight. A conditional response rate is appropriate for methodological reporting in that the fielded cases supply the best basis for evaluating survey effort and success. Thus response rates for the second follow-up do not include unfielded eligible ( $n = 370$ ) or unfielded ineligible ( $n = 460$ ) cases in the denominator of the rate. The unfielded eligible cases include the following: a handful of sample members who asked to be removed from the study; about 330 double (base-year and first follow-up) nonrespondents, and about 40 first follow-up freshened nonrespondents (who also lack data for both prior rounds).

Also excluded are round-ineligible cases that were not fielded, specifically, some 460 permanently or temporarily out-of-scope cases. The permanent out-of-scope cases include deceased sample members (n = 40) and a handful of corrected sampling errors. Temporarily out-of-scope cases include sample members who were unavailable for the second follow-up (n = 80), sample members who were out of the country (n = 210), sample members who were incarcerated or otherwise institutionalized (n = 50), and sample members who were incapacitated or otherwise incapable of completing the questionnaire (n = 80). *Item response* rates are calculated as the ratio of the number of respondents for whom an in-scope response was obtained to the number of respondents who are asked to answer a given item. Calculation of unit and item response rates can be a complex matter, and additional considerations arise in reporting in follow-up waves of longitudinal studies, for composite (constructed) variables, and for other cases. More detailed information can be found by consulting NCES Standard 1-3 in the NCES 2002 Statistical Standards document (available at <http://nces.ed.gov/statprog/2002/stdtoc.asp>). Bias analyses conducted when response rates are below targets help to assess any possible limitations to the generalizability of survey estimates. (See *Bias analysis*. See also *Coverage rate*, and *Out of scope*.)

**Restricted-use data file:** A restricted-use file includes individually identifiable information that is confidential and protected by law. The restricted file is a superset of all variables: The file contains all public-use variables as well as additional data (for example, it may include a categorical version of a variable from the public file, as well as a continuous version of the variable that is not found on the public file). The restricted file also includes (as the public file does not) what have been called in ELS:2002 documentation either *questionnaire-incapable* or *questionnaire-ineligible* (along with *questionnaire-capable/eligible*) sample members (in other words, the full or “expanded” sample including even those sample members unable to complete survey instruments). Use of the restricted data requires the researcher to obtain a special license from NCES. For the second follow-up of ELS:2002, there is no public-use *ECB*, only a restricted-use *ECB*, and a public *DAS*.

**RTI International (RTI):** A nonprofit university-affiliated research organization with headquarters at Research Triangle Park, North Carolina, that conducted the base year and first follow-up of ELS:2002 and is currently conducting the second follow-up of the study on behalf of NCES. RTI International is a trade name of Research Triangle Institute.

**Sample:** Subgroup selected, by a probability method, from the entire population, in order to represent it.

**Sample updating or refreshing:** Because students can transfer into or out of a school after sampling, the base-year student sample in ELS:2002 (as in *HS&B* and *NELS:88*) was updated to remove students who had transferred out and to give sophomores who had transferred in since sampling a chance of selection. The half-open interval procedure was employed for sample updating prior to survey day, using the school 10th-grade enrollment lists.

**Sampling error:** The part of the difference between a value for an entire population and an estimate of that value derived from a probability sample that results from observing only a sample of values.

**Sampling frame:** See *Frame* or *Frame population*.

**Sampling variance:** A measure of dispersion of values of a statistic that would occur if the survey were repeated a large number of times using the same sample design, instrument, and data collection methodology. The square root of the sampling variance is the standard error.

**Sampling weight:** A multiplicative factor equal to the reciprocal of the probability of a respondent being selected for the study, with adjustment for nonresponse. The sum of the weights provides an estimate of the number of persons in the population represented by a respondent in the sample.

**SAT:** The Scholastic Achievement Test (formerly called the Scholastic Aptitude Test), an examination administered by Educational Testing Service for the College Board and used to predict the facility with which an individual will progress in learning college-level academic subjects. ELS:2002 collected student SAT scores whenever possible.

**Scaling:** Scaling refers to the process of assigning a scale score based on the pattern of responses. (See also *Equated test score* and *IRT*.)

**School administrator questionnaire:** This questionnaire was administered in both the base year and, with changes, the first follow-up. The questionnaires sought basic information about school policies, curriculum and program offerings, and student and teacher characteristics.

**School climate:** The social system and ethos or culture of the school, including the organizational structure of the school and values and expectations within it.

**School coordinator:** A person designated in each school to act as a contact person between the school and RTI. This person assisted with establishing a survey day in the school and preparing for the survey.

**Selection probability:** The chance that a particular sampling unit has of being selected in the sample.

**SRS:** Simple random sampling. SRS uses equal probability sampling with no strata or clusters. The ELS:2002 sample is stratified and clustered. Most statistical analysis software assumes SRS and independently distributed errors. For studies such as ELS:2002, special variance estimation software (such as SUDAAN, WesVar, AM, or Stata) is required to compute the standard error of estimates.

**Standard deviation:** The most widely used measure of dispersion of a frequency distribution. It is equal to the positive square root of the population variance.

**Standard enrollees:** In the ELS:2002 second follow-up (2006), a standard enrollee was a respondent who enrolled in a postsecondary institution “on time,” that is, *within* the first enrollment window following their high school completion or exit date and had some postsecondary enrollment in 2006 prior to the date of their interview. (See also *Delayers*, *Leavers*, and *Nonenrollees*.)

**Standard error:** The positive square root of the sampling variance. It is a measure of the dispersion of the sampling distribution of a statistic. Standard errors are used to establish confidence intervals for the statistics being analyzed.

**Statistical significance:** The finding (based on a derived probability, rather than a certitude) that two or more estimates are truly different from one another and not a merely apparent difference reflecting chance variation.

**Stratification:** The division of a population into parts, or strata. In a stratified sample, the total population is divided into strata or subgroups. Strata are created by partitioning the frame and are generally defined to include relatively homogeneous units within strata. Stratification is used to reduce sampling error. In ELS:2002, the sampling frame was sorted to create strata or subgroups of schools, and schools were selected independently within each stratum. Schools were stratified by superstrata (combinations of school type or sector and geographic region) and substrata (urban, suburban, rural). Further, in the ELS:2002 ECBs, to properly reflect the original design for variance estimation based on Taylor Series linearization, the *sampling strata* were used as the basis for *analysis strata*. The base year sampling design employed 96 sampling strata and 752 primary sampling units; 361 analysis strata (normally containing two PSUs per stratum) were formed by grouping together the 752 sampling PSUs. The responding schools (PSUs) were sorted within sampling strata in the same order as was originally used for sampling, and then adjacent analysis PSUs were paired to form analysis strata.

**Student questionnaire:** One of the two parts of the ELS:2002 base-year and first follow-up student survey (the other part being the assessment). In both rounds, this instrument contained a locator section for tracing sample members for future waves of ELS:2002 and a series of questions about school and home environments, time use, attitudes, values, and aspirations. In the first follow-up, this questionnaire was administered only to participating base-year students who remained in the same school 2 years later. In some instances, an abbreviated version of the student questionnaire was administered (usually in *CATI*, but sometimes in a hardcopy version).

**Survey administrator:** A member of RTI's field staff in charge of conducting in-school data collection sessions (see *Survey day*). The individual in this role was called a team leader in *NELS:88* and a survey representative in *HS&B*.

**Survey day:** A day chosen by the school during the data collection period when an RTI survey administrator and assistant administered the survey to the school's sample of students. The survey day session lasted about 2 hours in the base year and 90 minutes in the first follow-up. Two make-up days were normally offered for students who missed the survey day.

**Target population:** The finite set of observable or measurable elements that will be studied, or the conceptual population of analytic units for which data are collected and estimates are made. In the ELS:2002 base year, the target population was spring-term 2002 sophomores in all regular public and private schools with 10th grades in the 50 states and the District of Columbia.

**Teacher questionnaire:** In the base year, mathematics and English teachers of ELS:2002 sophomore participants were asked to complete a teacher questionnaire, which collected data on school and teacher characteristics (including teacher qualifications and experience) and evaluations of student performance.

**Teacher sample:** In the ELS:2002 base year, two teacher reports were sought for each student: one from the student's mathematics teacher and one from the student's English teacher.

**Transcript:** A student's high school or postsecondary school record. For high school transcripts, such archival data as courses taken, grades, and graduation status are part of the transcript record, as well as assessment results such as PSAT, SAT, and ACT scores.

**Transfer student questionnaire (TSQ):** This first follow-up questionnaire was administered to students who moved from their base-year school to a new school between spring 2002 and spring

2004. It collected data both on students' school experience and their reason for transferring to a new school.

**Trimming:** A process by which extreme weights are reduced (trimmed) to diminish the effect of extreme values on estimates and estimated variances.

**TRP:** Technical Review Panel. A TRP is a specially appointed, independent group of substantive, methodological, and technical experts who offer advice to the study's contractor on issues of study design and content. TRP members are nominated by the contractor and approved by *NCES*. Typically, TRPs are convened at least once a year within the life of a contract.

**Unit nonresponse:** Failure of a survey unit (e.g., at the institutional level, a school, or at the individual level, a respondent, such as a student or a teacher) to cooperate or complete a survey instrument. *Overall unit nonresponse* reflects a combination of unit nonresponse across two or more levels of data collection, where participation at the second stage of data collection is conditional upon participation in the first stage of data collection. In ELS:2002, overall nonresponse is the product of school-level nonresponse times student nonresponse. *Total nonresponse* reflects a combination of the overall unit nonresponse and item nonresponse. (See also *Item nonresponse* and *Nonresponse bias*.)

**Urbanicity (or metropolitan status):** The ELS:2002 school sample was stratified by metropolitan status or urbanicity, in accordance with the following three locale codes: (1) Urban: the school is in a large or mid-size central city; (2) Suburban: the school is in a large or small town or is on the urban fringe of a large or mid-size city; and (3) Rural: the school is in a rural area. Locale indicators were taken from the Common Core of Data (*CCD*) for public schools and the Private School Survey (*PSS*) for private schools. More recently (2006) *NCES* changed its locale code system. The new codes draw on a four-part classification: city, suburban, town, and rural. Cities and suburbs are further divided into small, mid-size and large, and towns and rural areas can be related (via measures of proximity) to urbanized areas (urban fringe, distant, remote). While the older tripartite classification was used in ELS:2002 sampling, analysts who wants to employ the new locale codes with the ELS:2002 base-year and transfer schools can use the ELS:2002 linkages to the *CCD* and *PSS* databases to do so.

**Validity:** The capacity of an item or instrument to measure what it was designed to measure, stated most often in terms of the correlation between scores in the instrument and measures of performance on some external criterion. It is the extent to which a test or set of operations measures what it is supposed to measure. Reliability, on the other hand, refers to consistency of measurement over time. (See *Reliability*.)

**Variance:** The average of the squared deviations of a random variable from the expected value of the variable. The variance of an estimate is the squared standard error of the estimate. (See also *Population variance* and *Sampling variance*.)

**Vocational course:** A school course that provides students with the academic and technical knowledge and skills needed for further education and/or careers requiring less than a bachelor's degree. At the high school level, vocational courses include courses in consumer and homemaking education, general labor market preparation, and specific labor market preparation.

**Wave:** A wave is a round of data collection in a longitudinal survey (e.g., the base year and each successive follow-up are waves of data collection).

**Weighted estimates:** Weighted estimates (as in the ELS:2002 codebook) are survey estimates in which the sample data are statistically weighted (multiplied) by factors reflecting the sample design. The general purpose of weighting is to compensate for unequal probabilities of selection into the sample and to adjust for the fact that not all schools or individuals selected into the sample actually participated. The design weights (also known as base weights, and typically equal to the reciprocals of the overall selection probabilities) are multiplied by a nonresponse or poststratification adjustment for a final weight. For example, in ELS:2002, the 752 participating schools in the base year represent a national population of 24,795 schools. Individual schools may “represent” anywhere from a minimum of 1 school to a maximum of 96 schools. To take an ELS:2002 base-year student-level example, 7,613 base-year questionnaire respondents reported themselves to be male, and 7,688 reported themselves to be female. When these cases are multiplied by the nonresponse-adjusted student weights to yield a weighted percentage that reflects the national population of high school sophomores, the estimate for males is 50.5 percent of the 2002 10th-grade cohort, while females are estimated to comprise 49.5 percent of the nation’s 2002 10th-graders.

**Weighted response rates:** Unit response rates are calculated as the ratio of the weighted number of completed interviews to the weighted number of in-scope sample cases. Unit response rates are calculated using the sample base weights (inverse of the probability of selection).

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

## Appendix O Reference

Seastrom, M. (2003). *NCES Statistical Standards* (NCES 2003-601). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003601>.