Appendix K.
Variable List for HSLS:09 Electronic Codebook (ECB)

This page left intentionally blank.

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)

File #	Field name	Field label	Section description
1	STU_ID	Student ID	IDs and weights
1	SCH_ID	School ID	IDs and weights
1	X1NCESID	X1 School identification number from CCD or PSS	IDs and weights
1	X2NCESID	X2 School identification number from CCD or PSS	IDs and weights
1	STRAT_ID	Stratum	IDs and weights
1	PSU	Primary sampling unit	IDs and weights
1	X2UNIV1	X2 Sample member status in BY and F1 rounds	IDs and weights
1	X2UNIV2A	X2 Base year status and how sample member entered F1 sample	IDs and weights
1	X2UNIV2B	X2 Sample member F1 status	IDs and weights
1	W1STUDENT	W1 Base year student analytic weight	IDs and weights
1	W1PARENT	W1 Base year student home analytic weight	IDs and weights
1	W1MATHTCH	W1 Base year math-course enrollee analytic weight	IDs and weights
1	W1SCITCH	W1 Base year science-course enrollee analytic weight	IDs and weights
1	W2STUDENT	W2 First follow-up student analytic weight	IDs and weights
1	W2W1STU	W2 First follow-up student longitudinal weight	IDs and weights
1	W2PARENT	W2 First follow-up student household analytic weight	IDs and weights
1	W2W1PAR	W2 First follow-up student household longitudinal weight	IDs and weights
1	X1SEX	X1 Student's sex	BY student level composites
1	X1RACE	X1 Student's race/ethnicity-composite	BY student level composites
1	X1HISPANIC	X1 Student is Hispanic/Latino/Latina-composite	BY student level composites
1	X1WHITE	X1 Student is White-composite	BY student level composites
1	X1BLACK	X1 Student is Black or African American-composite	BY student level composites
1	X1ASIAN	X1 Student is Asian-composite	BY student level composites
1	X1PACISLE	X1 Student is Native Hawaiian/Pacific Islander-composite	BY student level composites
1	X1AMINDIAN	X1 Student is American Indian/Alaska Native-composite	BY student level composites
1	X1HISPTYPE	X1 Student's Hispanic/Latino/Latina subgroup-composite	BY student level composites
1	X1ASIANTYPE	X1 Student's Asian subgroup-composite	BY student level composites
1	X1NATIVELANG	X1 Student's native language	BY student level composites
1	X1DUALLANG	X1 Student dual-first language indicator	BY student level composites
1	X1STDOB	X1 Student's date of birth (YYYYMM)	BY student level composites
1	X1TXMTH	X1 Mathematics theta score	BY student level composites
1	X1TXMSEM	X1 Mathematics standard error of measurement for raw theta score	BY student level composites
1	X1TXMSCR	X1 Mathematics IRT-estimated number right score (of 72 base year items)	BY student level composites
1	X1TXMTSCOR	X1 Mathematics standardized theta score	BY student level composites
1	X1TXMQUINT	X1 Mathematics quintile score	BY student level composites
1	X1TXMPROF1	X1 Mathematics proficiency probability score: level 1	BY student level composites
1	X1TXMPROF2	X1 Mathematics proficiency probability score: level 2	BY student level composites
1	X1TXMPROF3	X1 Mathematics proficiency probability score: level 3	BY student level composites
1	X1TXMPROF4	X1 Mathematics proficiency probability score: level 4	BY student level composites
1	X1TXMPROF5	X1 Mathematics proficiency probability score: level 5	BY student level composites

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X1MACC	X1 Mathematics assessment accommodations	BY student level composites
1	X1PARRESP	X1 Whether parent questionnaire respondent is Parent 1	BY student level composites
1	X1P1RELATION	X1 Parent 1: relationship to 9th grader	BY student level composites
1	X1PAR1EDU	X1 Parent 1: highest level of education	BY student level composites
1	X1PAR1EMP	X1 Parent 1: employment status	BY student level composites
1	X1PAR1OCC2	X1 Parent 1: current/most recent occupation: 2-digit ONET code	BY student level composites
1	X1PAR1OCC6	X1 Parent 1: current/most recent occupation: 6-digit ONET code	BY student level composites
1	X1PAR1RACE	X1 Parent 1: race/ethnicity	BY student level composites
1	X1P2RELATION	X1 Parent 2: spouse's relationship to 9th grader	BY student level composites
1	X1PAR2EDU	X1 Parent 2: highest level of education	BY student level composites
1	X1PAR2EMP	X1 Parent 2: employment status	BY student level composites
1	X1PAR2OCC2	X1 Parent 2: current/most recent occupation: 2-digit ONET code	BY student level composites
1	X1PAR2OCC6	X1 Parent 2: current/most recent occupation: 6-digit ONET code	BY student level composites
1	X1PAR2RACE	X1 Parent 2: race/ethnicity	BY student level composites
1	X1PAREDU	X1 Parents'/guardians' highest level of education	BY student level composites
1	X1PARPATTERN	X1 P1-P2 relationship pattern	BY student level composites
1	X1MOMRESP	X1 Whether parent questionnaire respondent is mother	BY student level composites
1	X1MOMREL	X1 Mother/female guardian's relationship to 9th grader	BY student level composites
1	X1MOMEDU	X1 Mother's/female guardian's highest level of education	BY student level composites
1	X1MOMEMP	X1 Mother/female guardian's employment status	BY student level composites
1	X1MOMOCC2	X1 Mother/female guardian's current/most recent occupation: 2-digit ONET code	BY student level composites
1	X1MOMOCC6	X1 Mother/female guardian's current/most recent occupation: 6-digit ONET code	BY student level composites
1	X1MOMRACE	X1 Mother's race/ethnicity	BY student level composites
1	X1DADRESP	X1 Whether parent questionnaire respondent is father	BY student level composites
1	X1DADREL	X1 Father/male guardian's relationship to 9th grader	BY student level composites
1	X1DADEDU	X1 Father's/male guardian's highest level of education	BY student level composites
1	X1DADEMP	X1 Father/male guardian's employment status	BY student level composites
1	X1DADOCC2	X1 Father/male guardian's current/most recent occupation: 2-digit ONET code	BY student level composites
1	X1DADOCC6	X1 Father/male guardian's current/most recent occupation: 6-digit ONET code	BY student level composites
1	X1DADRACE	X1 Father's race/ethnicity	BY student level composites
1	X1HHNUMBER	X1 Number of 2009 household members	BY student level composites
1	X1FAMINCOME	X1 Total family income from all sources 2008	BY student level composites
1	X1POVERTY	X1 Poverty indicator (relative to 100% of Census poverty threshold)	BY student level composites
1	X1POVERTY130	X1 Poverty indicator (relative to 130% of Census poverty threshold)	BY student level composites
1	X1POVERTY185	X1 Poverty indicator (relative to 185% of Census poverty threshold)	BY student level composites
1	X1SES	X1 Socio-economic status composite	BY student level composites

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X1SESQ5	X1 Quintile coding of X1SES composite	BY student level composites
1	X1SES_U	X1 Socio-economic status composite derived with locale (urbanicity)	BY student level composites
1	X1SESQ5_U	X1 Quintile coding of X1SES_U composite derived with locale (urbanicity)	BY student level composites
1	X1MTHID	X1 Scale of student's mathematics identity	BY student level composites
1	X1MTHUTI	X1 Scale of student's mathematics utility	BY student level composites
1	X1MTHEFF	X1 Scale of student's mathematics self-efficacy	BY student level composites
1	X1MTHINT	X1 Scale of student's interest in fall 2009 math course	BY student level composites
1	X1SCIID	X1 Scale of student's science identity	BY student level composites
1	X1SCIUTI	X1 Scale of student's science utility	BY student level composites
1	X1SCIEFF	X1 Scale of student's science self-efficacy	BY student level composites
1	X1SCIINT	X1 Scale of student's interest in fall 2009 science course	BY student level composites
1	X1SCHOOLBEL	X1 Scale of student's sense of school belonging	BY student level composites
1	X1SCHOOLENG	X1 Scale of student's school engagement	BY student level composites
1	X1STU30OCC6	X1 Student occupation at age 30: 6-digit ONET code	BY student level composites
1	X1STU30OCC2	X1 Student occupation at age 30: 2-digit ONET code	BY student level composites
1	X1STUEDEXPCT	X1 How far in school 9th grader thinks he/she will get	BY student level composites
1	X1PAREDEXPCT	X1 How far in school parent thinks 9th grader will go	BY student level composites
1	X1STUPRVSCHL_R	X1 School student attended last year (2008-2009): 12-digit NCESID from CCD/PSS (REVISED)	BY student level composites
1	X1IEPFLAG	X1 Individualized Education Plan	BY student level composites
1	X1TESTSTAT	X1 Student mathematics assessment status	BY student level composites
1	X1TESTDATE	X1 Student mathematics assessment date (YYYYMM)	BY student level composites
1	X1SQSTAT	X1 Student questionnaire status	BY student level composites
1	X1SQDATE	X1 Student questionnaire date (YYYYMM)	BY student level composites
1	X1SQINCAPABL	X1 Student questionnaire incapable	BY student level composites
1	X1PQSTAT	X1 Parent questionnaire status	BY student level composites
1	X1PQDATE	X1 Parent questionnaire date (YYYYMM)	BY student level composites
1	X1PQLANG	X1 Parent questionnaire language (English v. Spanish)	BY student level composites
1	X1TMQSTAT	X1 Math teacher questionnaire status	BY student level composites
1	X1TMQDATE	X1 Math teacher questionnaire date (YYYYMM)	BY student level composites
1	X1TMLINK	X1 Student to math teacher link descriptor	BY student level composites
1	X1TMCRSLINK	X1 Student to math teacher course-level link descriptor	BY student level composites
1	X1TMRACE	X1 Math teacher's race/ethnicity-composite	BY student level composites
1	X1TMCERT	X1 Math teacher's math teaching certification	BY student level composites
1	X1TMCOMM	X1 Scale of math teacher's perceptions of math professional learning community	BY student level composites
1	X1TMEFF	X1 Scale of math teacher's self-efficacy	BY student level composites
1	X1TMEXP	X1 Scale of math teacher's perceptions of math teachers' expectations	BY student level composites
1	X1TMPRINC	X1 Scale of math teacher's perceptions of principal support	BY student level composites
1	X1TMRESP	X1 Scale of math teacher's perceptions of collective responsibility	BY student level composites

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X1TSQSTAT	X1 Science teacher questionnaire status	BY student level composites
1	X1TSQDATE	X1 Science teacher questionnaire date (YYYYMM)	BY student level composites
1	X1TSLINK	X1 Student to science teacher link descriptor	BY student level composites
1	X1TSCRSLINK	X1 Student to science teacher course-level link descriptor	BY student level composites
1	X1TSRACE	X1 Science teacher race/ethnicity-composite	BY student level composites
1	X1TSCERT	X1 Science teacher's science teaching certification	BY student level composites
1	X1TSCOMM	X1 Scale of science teacher's perceptions of science professional learning community	BY student level composites
1	X1TSEFF	X1 Scale of science teacher's self-efficacy	BY student level composites
1	X1TSEXP	X1 Scale of science teacher's perceptions of science teachers expectations	BY student level composites
1	X1TSPRINC	X1 Scale of science teacher's perceptions of principal support	BY student level composites
1	X1TSRESP	X1 Scale of science teacher's perceptions of collective responsibility	BY student level composites
1	X1CONTROL	X1 School control	BY student level composites
1	X1LOCALE	X1 School locale (urbanicity)	BY student level composites
1	X1REGION	X1 School geographic region	BY student level composites
1	X1CENDIV	X1 School census geographic division	BY student level composites
1	X1STATESAMPL	X1 State level public school sample membership	BY student level composites
1	X1STATE	X1 State code for school	BY student level composites
1	X1GRADESPAN	X1 Grade span of school-administrator questionnaire	BY student level composites
1	X1FREELUNCH	X1 Grade 9 percent free lunch-categorical	BY student level composites
1	X1REPEAT9TH	X1 Percent of 9th graders repeating 9th grade	BY student level composites
1	X1SCHAMIND	X1 Percent of students in school that are American Indian	BY student level composites
1	X1SCHASIAN	X1 Percent of students in school that are Asian	BY student level composites
1	X1SCHBLACK	X1 Percent of students in school that are Black	BY student level composites
1	X1SCHHISP	X1 Percent of students in school that are Hispanic/Latino/Latina	BY student level composites
1	X1SCHWHITE	X1 Percent of students in school that are White	BY student level composites
1	X1SCHOOLCLI	X1 Scale of administrator's assessment of school climate	BY student level composites
1	X1COUPERTEA	X1 Scale of counselor's perceptions of teacher expectations	BY student level composites
1	X1COUPERCOU	X1 Scale of counselor's perceptions of counselor expectations	BY student level composites
1	X1COUPERPRI	X1 Scale of counselor's perceptions of principal's expectations	BY student level composites
1	X1AQSTAT	X1 administrator questionnaire status	BY student level composites
1	X1AQDATE	X1 administrator questionnaire date (YYYYMM)	BY student level composites
1	X1AQDESIGNEE	X1 administrator questionnaire designee respondent (designee resp v. no designee)	BY student level composites
1	X1CQSTAT	X1 counselor questionnaire status	BY student level composites
1	X1CQDATE	X1 counselor questionnaire date (YYYYMM)	BY student level composites
1	X2ENROLSTAT	X2 Student enrollment status	F1 student level composites
1	X2ENRSTATSCH	X2 School provided student enrollment status	F1 student level composites
1	X2EVERDROP	X2 Ever dropout	F1 student level composites
1	X2DROPSTAT	X2 F1 dropout status	F1 student level composites
1	X2SEX	X2 Student's sex	F1 student level composites

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X2RACE	X2 Student's race/ethnicity-composite	F1 student level composites
1	X2HISPANIC	X2 Student is Hispanic/Latino/Latina-composite	F1 student level composites
1	X2WHITE	X2 Student is White-composite	F1 student level composites
1	X2BLACK	X2 Student is Black or African American-composite	F1 student level composites
1	X2ASIAN	X2 Student is Asian-composite	F1 student level composites
1	X2PACISLE	X2 Student is Native Hawaiian/Pacific Islander-composite	F1 student level composites
1	X2AMINDIAN	X2 Student is American Indian/Alaska Native-composite	F1 student level composites
1	X2HISPTYPE	X2 Student's Hispanic/Latino/Latina subgroup-composite	F1 student level composites
1	X2ASIANTYPE	X2 Student's Asian subgroup-composite	F1 student level composites
1	X2NATIVELANG	X2 Student's native language	F1 student level composites
1	X2DUALLANG	X2 Student dual-first language indicator	F1 student level composites
1	X2STDOB	X2 Student's date of birth (YYYYMM)	F1 student level composites
1	X2SAMEPAR1	X2 Same parent 1 as in the base year	F1 student level composites
1	X2SAMEPAR2	X2 Same parent 2 as in the base year	F1 student level composites
1	X2NUMHS	X2 Number of high schools attended	F1 student level composites
1	X2TXMTH	X2 Mathematics theta score	F1 student level composites
1	X2TXMSEM	X2 Mathematics standard error of measurement for raw theta score	F1 student level composites
1	X2TXMSCR	X2 Mathematics IRT-estimated number right score (of ## first follow-up items)	F1 student level composites
1	X2X1TXMSCR	X2 Mathematics IRT-estimated number right score at time of base year (of 118 first follow-up items)	F1 student level composites
1	X2TXMTSCOR	X2 Mathematics standardized theta score	F1 student level composites
1	X2TXMQUINT	X2 Mathematics quintile score	F1 student level composites
1	X2TXMPROF1	X2 Mathematics proficiency probability score: level 1	F1 student level composites
1	X2TXMPROF2	X2 Mathematics proficiency probability score: level 2	F1 student level composites
1	X2TXMPROF3	X2 Mathematics proficiency probability score: level 3	F1 student level composites
1	X2TXMPROF4	X2 Mathematics proficiency probability score: level 4	F1 student level composites
1	X2TXMPROF5	X2 Mathematics proficiency probability score: level 5	F1 student level composites
1	X2TXMPROF6	X2 Mathematics proficiency probability score: level 6 ** New Level **	F1 student level composites
1	X2TXMPROF7	X2 Mathematics proficiency probability score: level 7 ** New Level **	F1 student level composites
1	X2MACC	X2 Mathematics assessment accommodations	F1 student level composites
1	X2PARRESP	X2 Whether parent questionnaire respondent is Parent 1	F1 student level composites
1	X2P1RELATION	X2 Parent 1: relationship to sample member	F1 student level composites
1	X2PAR1EDU	X2 Parent 1: highest level of education	F1 student level composites
1	X2PAR1EMP	X2 Parent 1: employment status	F1 student level composites
1	X2PAR1OCC2	X2 Parent 1: current/most recent occupation: 2-digit ONET code	F1 student level composites
1	X2PAR1OCC6	X2 Parent 1: current/most recent occupation: 6-digit ONET code	F1 student level composites
1	X2PAR1RACE	X2 Parent 1: race/ethnicity	F1 student level composites
1	X2P2RELATION	X2 Parent 2: spouse's relationship to sample member	F1 student level composites
1	X2PAR2EDU	X2 Parent 2: highest level of education	F1 student level composites

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X2PAR2EMP	X2 Parent 2: employment status	F1 student level composites
1	X2PAR2OCC2	X2 Parent 2: current/most recent occupation: 2-digit ONET code	F1 student level composites
1	X2PAR2OCC6	X2 Parent 2: current/most recent occupation: 6-digit ONET code	F1 student level composites
1	X2PAR2RACE	X2 Parent 2: race/ethnicity	F1 student level composites
1	X2PAREDU	X2 Parents'/guardians' highest level of education	F1 student level composites
1	X2PARPATTERN	X2 P1-P2 relationship pattern	F1 student level composites
1	X2MOMRESP	X2 Whether parent questionnaire respondent is mother	F1 student level composites
1	X2MOMREL	X2 Mother/female guardian's relationship to sample member	F1 student level composites
1	X2MOMEDU	X2 Mother's/female guardian's highest level of education	F1 student level composites
1	X2MOMEMP	X2 Mother/female guardian's employment status	F1 student level composites
1	X2MOMOCC2	X2 Mother/female guardian's current/most recent occupation: 2-digit ONET code	F1 student level composites
1	X2MOMOCC6	X2 Mother/female guardian's current/most recent occupation: 6-digit ONET code	F1 student level composites
1	X2MOMRACE	X2 Mother's race/ethnicity	F1 student level composites
1	X2DADRESP	X2 Whether parent questionnaire respondent is father	F1 student level composites
1	X2DADREL	X2 Father/male guardian's relationship to sample member	F1 student level composites
1	X2DADEDU	X2 Father's/male guardian's highest level of education	F1 student level composites
1	X2DADEMP	X2 Father/male guardian's employment status	F1 student level composites
1	X2DADOCC2	X2 Father/male guardian's current/most recent occupation: 2-digit ONET code	F1 student level composites
1	X2DADOCC6	X2 Father/male guardian's current/most recent occupation: 6-digit ONET code	F1 student level composites
1	X2DADRACE	X2 Father's race/ethnicity	F1 student level composites
1	X2HHNUMBER	X2 Number of 2012 household members	F1 student level composites
1	X2FAMINCOME	X2 Total family income from all sources 2011	F1 student level composites
1	X2POVERTY	X2 Poverty indicator (relative to 100% of Census poverty threshold)	F1 student level composites
1	X2POVERTY130	X2 Poverty indicator (relative to 130% of Census poverty threshold)	F1 student level composites
1	X2POVERTY185	X2 Poverty indicator (relative to 185% of Census poverty threshold)	F1 student level composites
1	X2SES	X2 Socio-economic status composite	F1 student level composites
1	X2SESQ5	X2 Quintile coding of X2SES composite	F1 student level composites
1	X2SES_U	X2 Socio-economic status composite derived with locale (urbanicity)	F1 student level composites
1	X2SESQ5_U	X2 Quintile coding of X2SES_U composite derived with locale (urbanicity)	F1 student level composites
1	X2REPEATG11	X2 Percent of 11th graders repeating 11th grade-categorical	F1 student level composites
1	X2RETURNG11	X2 Percent of 11th graders returning to school-categorical	F1 student level composites
1	X2BEHAVEIN	X2 Scale of school motivation	F1 student level composites
1	X2MEFFORT	X2 Scale of math class effort	F1 student level composites
1	X2SEFFORT	X2 Scale of science class effort	F1 student level composites
1	X2PROBLEM	X2 Scale of problems at high school	F1 student level composites

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X2MTHID	X2 Scale of student's mathematics identity	F1 student level composites
1	X2MTHUTI	X2 Scale of student's mathematics utility	F1 student level composites
1	X2MTHEFF	X2 Scale of student's mathematics self-efficacy	F1 student level composites
1	X2MTHINT	X2 Scale of student's interest in fall 2009 math course	F1 student level composites
1	X2SCIID	X2 Scale of student's science identity	F1 student level composites
1	X2SCIUTI	X2 Scale of student's science utility	F1 student level composites
1	X2SCIEFF	X2 Scale of student's science self-efficacy	F1 student level composites
1	X2SCIINT	X2 Scale of student's interest in fall 2009 science course	F1 student level composites
1	X2STU30OCC6	X2 Student occupation at age 30: 6-digit ONET code	F1 student level composites
1	X2STU30OCC2	X2 Student occupation at age 30: 2-digit ONET code	F1 student level composites
1	X2STUEDEXPCT	X2 How far in school sample member thinks he/she will get	F1 student level composites
1	X2PAREDEXPCT	X2 How far in school parent thinks sample member will go	F1 student level composites
1	X2S2SSPR12	X2 S2 Teenager taking science/computer science/tech class(es) in spring 2012	F1 student level composites
1	X2REQLEVEL	X2 Highest level of education student indicates will meet minimum requirements	F1 student level composites
1	X2S2EARNNOHS	X2 S2 Earnings without HS diploma standardized by year	F1 student level composites
1	X2S2EARNHS	X2 S2 Earnings with HS diploma standardized by year	F1 student level composites
1	X2S2EARNOCC	X2 S2 Earnings with occupational training diploma standardized by year	F1 student level composites
1	X2S2EARN2YPUB	X2 S2 Earnings with two year college degree standardized by year	F1 student level composites
1	X2S2EARN4Y	X2 S2 Earnings with four year college degree standardized by year	F1 student level composites
1	X2PEARNNOHS	X2 Parent questionnaire earnings without HS diploma standardized by year	F1 student level composites
1	X2PEARNHS	X2 Parent questionnaire earnings with HS diploma standardized by year	F1 student level composites
1	X2PEARNOCC	X2 Parent questionnaire earnings with occupational training diploma standardized by year	F1 student level composites
1	X2PEARN2YPUB	X2 Parent questionnaire earnings with two year college degree standardized by year	F1 student level composites
1	X2PEARN4Y	X2 Parent questionnaire earnings with four year college degree standardized by year	F1 student level composites
1	X2TESTSTAT	X2 Student mathematics assessment status	F1 student level composites
1	X2TESTDATE	X2 Student mathematics assessment date (YYYYMM)	F1 student level composites
1	X2SQSTAT	X2 Student questionnaire status	F1 student level composites
1	X2SQDATE	X2 Student questionnaire date (YYYYMM)	F1 student level composites
1	X2SQINCAPABL	X2 Student questionnaire incapable	F1 student level composites
1	X2PQSTAT	X2 Parent questionnaire status	F1 student level composites
1	X2PQDATE	X2 Parent questionnaire date (YYYYMM)	F1 student level composites
1	X2PQLANG	X2 Parent questionnaire language (English v. Spanish)	F1 student level composites
1	X2CONTROL	X2 School control	F1 student level composites
1	X2LOCALE	X2 School locale (urbanicity)	F1 student level composites

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X2REGION	X2 School geographic region	F1 student level composites
1	X2CENDIV	X2 School census geographic division	F1 student level composites
1	X2STATE	X2 State code for school	F1 student level composites
1	X2FREELUNCH	X2 Grade 11 percent free lunch-categorical	F1 student level composites
1	X2SCHOOLCLI	X2 Scale of administrator's assessment of school climate	F1 student level composites
1	X2AQSTAT	X2 administrator questionnaire status	F1 student level composites
1	X2AQDATE	X2 administrator questionnaire date (YYYYMM)	F1 student level composites
1	X2AQDESIGNEE	X2 administrator questionnaire designee respondent (designee resp v. no designee)	F1 student level composites
1	X2CQSTAT	X2 counselor questionnaire status	F1 student level composites
1	X2CQDATE	X2 counselor questionnaire date (YYYYMM)	F1 student level composites
1	S1SEX	S1 A01 9th grader's sex	BY student instrument
1	S1HISPANIC	S1 A02 9th grader is Hispanic/Latino/Latina	BY student instrument
1	S1HISPOR	S1 A03 9th grader's Hispanic/Latino/Latina origin	BY student instrument
1	S1WHITE	S1 A04A 9th grader is White	BY student instrument
1	S1BLACK	S1 A04B 9th grader is Black/African American	BY student instrument
1	S1ASIAN	S1 A04C 9th grader is Asian	BY student instrument
1	S1PACISLE	S1 A04D 9th grader is Native Hawaiian/Pacific Islander	BY student instrument
1	S1AMINDIAN	S1 A04E 9th grader is American Indian or Alaska Native	BY student instrument
1	S1ASIANOR	S1 A05 9th grader's Asian origin	BY student instrument
1	S1BIRTHMON	S1 A06A 9th grader's month of birth	BY student instrument
1	S1BIRTHYR	S1 A06C 9th grader's year of birth	BY student instrument
1	S1LANG1ST	S1 A07 First language 9th grader learned to speak is English, Spanish, or other	BY student instrument
1	S1LANG1STOS	S1 A08 Non-English language 9th grader first learned to speak as a child	BY student instrument
1	S1LANGMOM	S1 A09 How often 9th grader speaks first language with mother/female guardian	BY student instrument
1	S1LANGFRIEND	S1 A10 How often 9th grader speaks first language with friends	BY student instrument
1	S1GRD0809	S1 B01 Grade 9th grader was in last year (2008-09)	BY student instrument
1	S1SCH0809	S1 B02 Whether 9th grader attended a different school last year (2008-09)	BY student instrument
1	S1MCLUB	S1 B04A 9th grader participated in math club since start of 08-09 school year	BY student instrument
1	S1MCOMPETE	S1 B04B 9th grader participated in math competition since start of 08-09 year	BY student instrument
1	S1MCAMP	S1 B04C 9th grader participated in math camp since start of 08-09 school year	BY student instrument
1	S1MTUTOR	S1 B04D 9th grader participated in math study group/tutoring since start 08-09	BY student instrument
1	S1SCLUB	S1 B04E 9th grader participated in science club since start of 08-09 school year	BY student instrument
1	S1SCOMPETE	S1 B04F 9th grader participated in science competition since start of 08-09 year	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1SCAMP	S1 B04G 9th grader participated in science camp since start of 08-09 school year	BY student instrument
1	S1STUTOR	S1 B04H 9th grader participated in science study group/tutor since start 08-09	BY student instrument
1	S1NOMSACT	S1 B04I 9th grader did not participate in any math/science activities listed	BY student instrument
1	S1SBOOKS	S1 B05A How often read science books/magazines since start of 08-09 school year	BY student instrument
1	S1WEBINFO	S1 B05B How often used web for computer technology information since start 08-09	BY student instrument
1	S1SMUSEUM	S1 B05C How often visited science museum/planetarium since start of 08-09 year	BY student instrument
1	S1M8	S1 B06 Most advanced math course taken by 9th grader in the 8th grade	BY student instrument
1	S1M8GRADE	S1 B07 Final grade in 9th grader's most advanced 8th grade math course	BY student instrument
1	S1S8	S1 B08 Most advanced science course taken by student in the 8th grade	BY student instrument
1	S1S8GRADE	S1 B09 Final grade in 9th grader's most advanced 8th grade science course	BY student instrument
1	S1MPERSON1	S1 C01A 9th grader sees himself/herself as a math person	BY student instrument
1	S1MPERSON2	S1 C01B Others see 9th grader as a math person	BY student instrument
1	S1MUNDERST	S1 C02 How often 9th grader thinks he/she really understands math assignments	BY student instrument
1	S1MFALL09	S1 C03 9th grader is taking a math course in the fall 2009 term	BY student instrument
1	S1ALG1M09	S1 C04A 9th grader is taking Algebra I (including IA and IB) in fall 2009 term	BY student instrument
1	S1GEOM09	S1 C04B 9th grader is taking Geometry in fall 2009 term	BY student instrument
1	S1ALG2M09	S1 C04C 9th grader is taking Algebra II in fall 2009 term	BY student instrument
1	S1TRIGM09	S1 C04D 9th grader is taking Trigonometry in fall 2009 term	BY student instrument
1	S1REVM09	S1 C04E 9th grader is taking Review or Remedial Math in fall 2009 term	BY student instrument
1	S1INTGM109	S1 C04F 9th grader is taking Integrated Math I in fall 2009 term	BY student instrument
1	S1STATSM09	S1 C04G 9th grader is taking Statistics or Probability in fall 2009 term	BY student instrument
1	S1INTGM209	S1 C04H 9th grader is taking Integrated Math II or above in fall 2009 term	BY student instrument
1	S1PREALGM09	S1 C04I 9th grader is taking Pre-algebra in the fall 2009 term	BY student instrument
1	S1ANGEOM09	S1 C04J 9th grader is taking Analytic Geometry in the fall 2009 term	BY student instrument
1	S1ADVM09	S1 C04K 9th grader is taking other advanced math course in fall 2009 term	BY student instrument
1	S1OTHM09	S1 C04L 9th grader is taking other math course in fall 2009 term	BY student instrument
1	S1MENJOYS	S1 C05A 9th grader is taking fall 2009 math b/c he/she really enjoys math	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1MCHALLENGE	S1 C05B 9th grader is taking fall 2009 math b/c he/she likes to be challenged	BY student instrument
1	S1MHSREQ	S1 C05C 9th grader is taking fall 2009 math b/c it is a school requirement	BY student instrument
1	S1MCOUNSEL	S1 C05D 9th grader is taking fall 2009 math b/c school counselor suggested it	BY student instrument
1	S1MPARENT	S1 C05E 9th grader is taking fall 2009 math b/c parent(s) encouraged it	BY student instrument
1	S1MTEACHER	S1 C05F 9th grader is taking fall 2009 math b/c teacher encouraged it	BY student instrument
1	S1MNOOTHR	S1 C05G 9th grader is taking fall 2009 math b/c no other math offered	BY student instrument
1	S1MCLGADM	S1 C05H 9th grader is taking fall 2009 math b/c needs it to get into college	BY student instrument
1	S1MCLGSUCC	S1 C05I 9th grader is taking fall 2009 math b/c needs it to succeed in college	BY student instrument
1	S1MCAREER	S1 C05J 9th grader is taking fall 2009 math b/c needs it for career	BY student instrument
1	S1MASSIGNED	S1 C05K 9th grader is taking fall 2009 math b/c it was assigned	BY student instrument
1	S1MOTHREASN	S1 C05L 9th grader is taking fall 2009 math for some other reason	BY student instrument
1	S1MNOREASON	S1 C05M 9th grader does not know why he/she is taking fall 2009 math course	BY student instrument
1	S1MENJOYING	S1 C06A 9th grader is enjoying fall 2009 math course very much	BY student instrument
1	S1MWASTE	S1 C06B 9th grader thinks fall 2009 math course is a waste of time	BY student instrument
1	S1MBORING	S1 C06C 9th grader thinks fall 2009 math course is boring	BY student instrument
1	S1MUSELIFE	S1 C07A 9th grader thinks fall 2009 math course is useful for everyday life	BY student instrument
1	S1MUSECLG	S1 C07B 9th grader thinks fall 2009 math course will be useful for college	BY student instrument
1	S1MUSEJOB	S1 C07C 9th grader thinks fall 2009 math course is useful for future career	BY student instrument
1	S1MTESTS	S1 C08A 9th grader confident can do excellent job on fall 2009 math tests	BY student instrument
1	S1MTEXTBOOK	S1 C08B 9th grader certain can understand fall 2009 math textbook	BY student instrument
1	S1MSKILLS	S1 C08C 9th grader certain can master skills in fall 2009 math course	BY student instrument
1	S1MASSEXCL	S1 C08D 9th grader confident can do excellent job on fall 2009 math assignments	BY student instrument
1	S1MTCHVALUES	S1 C11A 9th grader's fall 2009 math teacher values/listens to students' ideas	BY student instrument
1	S1MTCHRESPCT	S1 C11B 9th grader's fall 2009 math teacher treats students with respect	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1MTCHFAIR	S1 C11C 9th grader's fall 2009 math teacher treats every student fairly	BY student instrument
1	S1MTCHCONF	S1 C11D 9th grader's fall 2009 math teacher thinks all student can be successful	BY student instrument
1	S1MTCHMISTKE	S1 C11E 9th grader's fall 2009 math teacher thinks mistakes OK if students learn	BY student instrument
1	S1MTCHTREAT	S1 C11F 9th grader's fall 2009 math teacher treats some kids better than others	BY student instrument
1	S1MTCHINTRST	S1 C11G 9th grader's fall 2009 math teacher makes math interesting	BY student instrument
1	S1MTCHMFDIFF	S1 C11H 9th grader's fall 2009 math teacher treats males/females differently	BY student instrument
1	S1MTCHEASY	S1 C11I 9th grader's fall 2009 math teacher makes math easy to understand	BY student instrument
1	S1SPERSON1	S1 D01A 9th grader sees himself/herself as a science person	BY student instrument
1	S1SPERSON2	S1 D01B Others see 9th grader as a science person	BY student instrument
1	S1SUNDERST	S1 D02 How often 9th grader thinks he/she really understands science assignments	BY student instrument
1	S1SFALL09	S1 D03 9th grader is taking a science course in the fall 2009 term	BY student instrument
1	S1BIO1S09	S1 D04A 9th grader is taking Biology I in fall 2009 term	BY student instrument
1	S1EARTHS09	S1 D04B 9th grader is taking Earth Science in fall 2009 term	BY student instrument
1	S1PHYSS09	S1 D04C 9th grader is taking Physical Science in fall 2009 term	BY student instrument
1	S1ENVS09	S1 D04D 9th grader is taking Environmental Science in fall 2009 term	BY student instrument
1	S1PHYSIC1S09	S1 D04E 9th grader is taking Physics I in fall 2009 term	BY student instrument
1	S1INTGS1S09	S1 D04F 9th grader is taking Integrated Science I in fall 2009 term	BY student instrument
1	S1CHEM1S09	S1 D04G 9th grader is taking Chemistry I in fall 2009 term	BY student instrument
1	S1INTGS2S09	S1 D04H 9th grader is taking Integrated Science II or above in fall 2009 term	BY student instrument
1	S1ANATOMYS09	S1 D04I 9th grader is taking Anatomy or Physiology in fall 2009 term	BY student instrument
1	S1ADVBIOS09	S1 D04J 9th grader is taking Advanced Biology in fall 2009 term	BY student instrument
1	S1ADVCHEMS09	S1 D04K 9th grader is taking Advanced Chemistry in fall 2009 term	BY student instrument
1	S1GENS09	S1 D04L 9th grader is taking General Science in fall 2009 term	BY student instrument
1	S1TECHS09	S1 D04M 9th grader is taking Principles of Technology in fall 2009 term	BY student instrument
1	S1LIFES09	S1 D04N 9th grader is taking Life Science in fall 2009 term	BY student instrument
1	S1ADVPHYSIC09	S1 D04O 9th grader is taking Advanced Physics in fall 2009 term	BY student instrument
1	S1OTHENVS09	S1 D04P 9th grader is taking other earth/environmental science in fall 2009 term	BY student instrument
1	S1OTHBIOS09	S1 D04Q 9th grader is taking other biological science in fall 2009 term	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1OTHPHYS09	S1 D04R 9th grader is taking other physical science in fall 2009 term	BY student instrument
1	S1OTHS09	S1 D04S 9th grader is taking other science in fall 2009 term	BY student instrument
1	S1SENJOYS	S1 D05A 9th grader is taking fall 2009 science b/c he/she really enjoys science	BY student instrument
1	S1SCHALLENGE	S1 D05B 9th grader is taking fall 2009 science b/c he/she likes to be challenged	BY student instrument
1	S1SHSREQ	S1 D05C 9th grader is taking fall 2009 science b/c it is a school requirement	BY student instrument
1	S1SCOUNSEL	S1 D05D 9th grader is taking fall 2009 science b/c school counselor suggested it	BY student instrument
1	S1SPARENT	S1 D05E 9th grader is taking fall 2009 science b/c parent(s) encouraged it	BY student instrument
1	S1STEACHER	S1 D05F 9th grader is taking fall 2009 science b/c teacher encouraged it	BY student instrument
1	S1SNOOTHR	S1 D05G 9th grader is taking fall 2009 science b/c no other science offered	BY student instrument
1	S1SCLGADM	S1 D05H 9th grader is taking fall 2009 science b/c needs it to get into college	BY student instrument
1	S1SCLGSUCC	S1 D05I 9th grader is taking fall 09 science b/c needs it to succeed in college	BY student instrument
1	S1SCAREER	S1 D05J 9th grader is taking fall 2009 science b/c needs it for career	BY student instrument
1	S1SASSIGNED	S1 D05K 9th grader is taking fall 2009 science b/c it was assigned	BY student instrument
1	S1SOTHREASN	S1 D05L 9th grader is taking fall 2009 science for some other reason	BY student instrument
1	S1SNOREASON	S1 D05M 9th grader does not know why he/she is taking fall 2009 science course	BY student instrument
1	S1SENJOYING	S1 D06A 9th grader is enjoying fall 2009 science course very much	BY student instrument
1	S1SWASTE	S1 D06B 9th grader thinks fall 2009 science course is a waste of time	BY student instrument
1	S1SBORING	S1 D06C 9th grader thinks fall 2009 science course is boring	BY student instrument
1	S1SUSELIFE	S1 D07A 9th grader thinks fall 2009 science course is useful for everyday life	BY student instrument
1	S1SUSECLG	S1 D07B 9th grader thinks fall 2009 science course will be useful for college	BY student instrument
1	S1SUSEJOB	S1 D07C 9th grader thinks fall 2009 science course is useful for future career	BY student instrument
1	S1STESTS	S1 D08A 9th grader confident can do excellent job on fall 2009 science tests	BY student instrument
1	S1STEXTBOOK	S1 D08B 9th grader certain can understand fall 2009 science textbook	BY student instrument
1	S1SSKILLS	S1 D08C 9th grader certain can master skills in fall 2009 science course	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1SASSEXCL	S1 D08D 9th grader confident can do excellent job on fall 09 science assignments	BY student instrument
1	S1STCHVALUES	S1 D11A 9th grader's fall 2009 science teacher values/listens to students' ideas	BY student instrument
1	S1STCHRESPCT	S1 D11B 9th grader's fall 2009 science teacher treats students with respect	BY student instrument
1	S1STCHFAIR	S1 D11C 9th grader's fall 2009 science teacher treats every student fairly	BY student instrument
1	S1STCHCONF	S1 D11D 9th grader's fall 09 science teacher think all student can be successful	BY student instrument
1	S1STCHMISTKE	S1 D11E 9th grader's fall 09 science teacher think mistakes OK if students learn	BY student instrument
1	S1STCHTREAT	S1 D11F 9th grader's fall 09 science teacher treats some kids better than others	BY student instrument
1	S1STCHINTRST	S1 D11G 9th grader's fall 2009 science teacher makes science interesting	BY student instrument
1	S1STCHMFDIFF	S1 D11H 9th grader's fall 2009 science teacher treats males/females differently	BY student instrument
1	S1STCHEASY	S1 D11I 9th grader's fall 2009 science teacher makes science easy to understand	BY student instrument
1	S1SAFE	S1 E01A 9th grader feels safe at school	BY student instrument
1	S1PROUD	S1 E01B 9th grader is proud to be part of his/her school	BY student instrument
1	S1TALKPROB	S1 E01C 9th grader has teacher/adult in school he/she can talk to about problems	BY student instrument
1	S1SCHWASTE	S1 E01D 9th grader feels that school is often a waste of time	BY student instrument
1	S1GOODGRADES	S1 E01E Getting good grades is important to 9th grader	BY student instrument
1	S1NOHWDN	S1 E02A How often 9th grader goes to class without their homework done	BY student instrument
1	S1NOPAPER	S1 E02B How often 9th grader goes to class without pencil or paper	BY student instrument
1	S1NOBOOKS	S1 E02C How often 9th grader goes to class without books	BY student instrument
1	S1LATE	S1 E02D How often 9th grader goes to class late	BY student instrument
1	S1FAVSUBJ	S1 E03 9th grader's favorite school subject	BY student instrument
1	S1LEASTSUBJ	S1 E04 9th grader's least favorite school subject	BY student instrument
1	S1PAYOFF	S1 E05A 9th grader thinks studying in school rarely pays off later with good job	BY student instrument
1	S1GETINTOCLG	S1 E05B 9th grader thinks even if he/she studies he/she won't get into college	BY student instrument
1	S1AFFORD	S1 E05C 9th grader thinks even if he/she studies family can't afford college	BY student instrument
1	S1WORKING	S1 E05D 9th grader thinks working is more important for him/her than college	BY student instrument
1	S1MOMTALKM	S1 E06A 9th grader talked to mother about math courses to take in 2009-2010	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1DADTALKM	S1 E06B 9th grader talked to father about math courses to take in 2009-2010	BY student instrument
1	S1FRNDTALKM	S1 E06C 9th grader talked to friends about math courses to take in 2009-2010	BY student instrument
1	S1TCHTALKM	S1 E06D 9th grader talked to teacher about math courses to take in 2009-2010	BY student instrument
1	S1CNSLTALKM	S1 E06E 9th grader talked to school counselor about 2009-2010 math courses	BY student instrument
1	S1NOTALKM	S1 E06F 9th grader didn't talk to these people about 2009-2010 math courses	BY student instrument
1	S1MOMTALKS	S1 E07A 9th grader talked to mother about science courses to take in 2009-2010	BY student instrument
1	S1DADTALKS	S1 E07B 9th grader talked to father about science courses to take in 2009-2010	BY student instrument
1	S1FRNDTALKS	S1 E07C 9th grader talked to friends about science courses to take in 2009-2010	BY student instrument
1	S1TCHTALKS	S1 E07D 9th grader talked to teacher about science courses to take in 2009-2010	BY student instrument
1	S1CNSLTALKS	S1 E07E 9th grader talked to school counselor about 2009-2010 science courses	BY student instrument
1	S1NOTALKS	S1 E07F 9th grader didn't talk to these people about 2009-2010 science courses	BY student instrument
1	S1MOMTALKOTH	S1 E08A 9th grader talked to mother about other courses to take in 2009-2010	BY student instrument
1	S1DADTALKOTH	S1 E08B 9th grader talked to father about other courses to take in 2009-2010	BY student instrument
1	S1FRNDTLKOTH	S1 E08C 9th grader talked to friends about other courses to take in 2009-2010	BY student instrument
1	S1TCHTALKOTH	S1 E08D 9th grader talked to teacher about other courses to take in 2009-2010	BY student instrument
1	S1CNSLTLKOTH	S1 E08E 9th grader talked to school counselor about 2009-2010 other courses	BY student instrument
1	S1NOTALKOTH	S1 E08F 9th grader didn't talk to these people about 2009-2010 other courses	BY student instrument
1	S1MOMTALKCLG	S1 E09A 9th grader talked to mother about going to college	BY student instrument
1	S1DADTALKCLG	S1 E09B 9th grader talked to father about going to college	BY student instrument
1	S1FRNDTLKCLG	S1 E09C 9th grader talked to friends about going to college	BY student instrument
1	S1TCHTALKCLG	S1 E09D 9th grader talked to teacher about going to college	BY student instrument
1	S1CNSLTLKCLG	S1 E09E 9th grader talked to school counselor about going to college	BY student instrument
1	S1NOTALKCLG	S1 E09F 9th grader didn't talk to these people about going to college	BY student instrument
1	S1MOMTALKJOB	S1 E10A 9th grader talked to mother about adult jobs/careers	BY student instrument
1	S1DADTALKJOB	S1 E10B 9th grader talked to father about adult jobs/careers	BY student instrument
1	S1FRNDTLKJOB	S1 E10C 9th grader talked to friends about adult jobs/careers	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1TCHTALKJOB	S1 E10D 9th grader talked to teacher about adult jobs/careers	BY student instrument
1	S1CNSLTLKJOB	S1 E10E 9th grader talked to school counselor about adult jobs/careers	BY student instrument
1	S1NOTALKJOB	S1 E10F 9th grader didn't talk to these people about adult jobs/careers	BY student instrument
1	S1MOMTALKPRB	S1 E11A 9th grader talked to mother about personal problems	BY student instrument
1	S1DADTALKPRB	S1 E11B 9th grader talked to father about personal problems	BY student instrument
1	S1FRNDTLKPRB	S1 E11C 9th grader talked to friends about personal problems	BY student instrument
1	S1TCHTALKPRB	S1 E11D 9th grader talked to teacher about personal problems	BY student instrument
1	S1CNSLTLKPRB	S1 E11E 9th grader talked to school counselor about personal problems	BY student instrument
1	S1NOTALKPRB	S1 E11F 9th grader didn't talk to these people about personal problems	BY student instrument
1	S1FRNDGRADES	S1 E12A 9th grader's closest friend gets good grades	BY student instrument
1	S1FRNDSCHOOL	S1 E12B 9th grader's closest friend is interested in school	BY student instrument
1	S1FRNDCLASS	S1 E12C 9th grader's closest friend attends classes regularly	BY student instrument
1	S1FRNDCLG	S1 E12D 9th grader's closest friend plans to go to college	BY student instrument
1	S1TEFRNDS	S1 E13A Time/effort in math/science means not enough time with friends	BY student instrument
1	S1TEACTIV	S1 E13B Time/effort in math/science means not enough time for extracurriculars	BY student instrument
1	S1TEPOPULAR	S1 E13C Time/effort in math/science means 9th grader won't be popular	BY student instrument
1	S1TEMAKEFUN	S1 E13D Time/effort in math/science means people will make fun of 9th grader	BY student instrument
1	S1ENGCOMP	S1 E14A How 9th grader compares males and females in English or language arts	BY student instrument
1	S1MTHCOMP	S1 E14B How 9th grader compares males and females in math	BY student instrument
1	S1SCICOMP	S1 E14C How 9th grader compares males and females in science	BY student instrument
1	S1HRMHOMEWK	S1 E15A Hours spent on math homework/studying on typical schoolday	BY student instrument
1	S1HRSHOMEWK	S1 E15B Hours spent on science homework/studying on typical schoolday	BY student instrument
1	S1HROTHHOMWK	S1 E15C Hours spent on other homework/studying on typical schoolday	BY student instrument
1	S1HRACTIVITY	S1 E15D Hours spent on extracurricular activities on typical schoolday	BY student instrument
1	S1HRWORK	S1 E15E Hours spent working for pay on typical schoolday	BY student instrument
1	S1HRFAMILY	S1 E15F Hours spent with family on typical schoolday	BY student instrument
1	S1HRFRIENDS	S1 E15G Hours spent hanging out with friends on typical schoolday	BY student instrument
1	S1HRTV	S1 E15H Hours spent watching television or movies on typical schoolday	BY student instrument
1	S1HRVIDEO	S1 E15I Hours spent playing video games on typical schoolday	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1HRONLINE	S1 E15J Hours spent chatting or surfing online on typical schoolday	BY student instrument
1	S1TALENTSRCH	S1 E16A 9th grader is participating in Talent Search	BY student instrument
1	S1UPWARDBND	S1 E16B 9th grader is participating in Upward Bound	BY student instrument
1	S1GEARUP	S1 E16C 9th grader is participating in Gear Up	BY student instrument
1	S1AVID	S1 E16D 9th grader is participating in AVID	BY student instrument
1	S1MESA	S1 E16E 9th grader is participating in MESA	BY student instrument
1	S1MYRS	S1 F01 Number of years of math coursework 9th grader expects to take in HS	BY student instrument
1	S1MREASREQ	S1 F02A Plans to take more math courses because it is required to graduate	BY student instrument
1	S1MREASPAR	S1 F02B Plans to take more math courses because parents want him/her to	BY student instrument
1	S1MREASTCHR	S1 F02C Plans to take more math courses because teachers want him/her to	BY student instrument
1	S1MREASCNSL	S1 F02D Plans to take more math courses because counselor wants him/her to	BY student instrument
1	S1MREASGOOD	S1 F02E Plans to take more math courses because he/she is good at math	BY student instrument
1	S1MREASJOB	S1 F02F Plans to take more math courses because needed for desired career	BY student instrument
1	S1MREASLIKE	S1 F02G Plans to take more math courses because most students like them do	BY student instrument
1	S1MREASENJOY	S1 F02H Plans to take more math courses because they enjoy studying math	BY student instrument
1	S1MREASCLG	S1 F02I Plans to take more math courses because will help to get into college	BY student instrument
1	S1MREASUSE	S1 F02J Plans to take more math courses because will be useful in college	BY student instrument
1	S1MREASFRND	S1 F02K Plans to take more math courses because friends are going to	BY student instrument
1	S1MREASOTH	S1 F02L Plans to take more math courses for other reason(s)	BY student instrument
1	S1MREASNOT	S1 F02M Does not know why plans to take more math courses	BY student instrument
1	S1APCALC	S1 F03A 9th grader plans to enroll in an Advanced Placement (AP) calculus course	BY student instrument
1	S1IBCALC	S1 F03B 9th grader plans to enroll in International Baccalaureate (IB) calculus	BY student instrument
1	S1SYRS	S1 F04 Number of years of science coursework 9th grader expects to take in HS	BY student instrument
1	S1SREASREQ	S1 F05A Plans to take more science courses because it is required to graduate	BY student instrument
1	S1SREASPAR	S1 F05B Plans to take more science courses because parents want him/her to	BY student instrument
1	S1SREASTCHR	S1 F05C Plans to take more science courses because teachers want him/her to	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1SREASCNSL	S1 F05D Plans to take more science courses because counselor wants him/her to	BY student instrument
1	S1SREASGOOD	S1 F05E Plans to take more science courses because he/she is good at science	BY student instrument
1	S1SREASJOB	S1 F05F Plans to take more science courses because needed for desired career	BY student instrument
1	S1SREASLIKE	S1 F05G Plans to take more science courses because most students like them do	BY student instrument
1	S1SREASENJOY	S1 F05H Plans to take more science courses because they enjoy studying science	BY student instrument
1	S1SREASCLG	S1 F05I Plans to take more science courses because will help to get into college	BY student instrument
1	S1SREASUSE	S1 F05J Plans to take more science courses because will be useful in college	BY student instrument
1	S1SREASFRND	S1 F05K Plans to take more science courses because friends are going to	BY student instrument
1	S1SREASOTH	S1 F05L Plans to take more science courses for other reason(s)	BY student instrument
1	S1SREASNOT	S1 F05M Does not know why plans to take more science courses	BY student instrument
1	S1APS	S1 F06A 9th grader plans to enroll in an Advanced Placement (AP) science course	BY student instrument
1	S1IBSCI	S1 F06B 9th grader plans to enroll in International Baccalaureate (IB) science	BY student instrument
1	S1PLAN	S1 F07 9th grader has put together an education plan and/or career plan	BY student instrument
1	S1PLANCNSL	S1 F08A 9th grader's counselor helped put together education/career plan	BY student instrument
1	S1PLANTCHR	S1 F08B 9th grader's teacher helped put together education/career plan	BY student instrument
1	S1PLANPRNT	S1 F08C 9th grader's parent(s) helped put together education/career plan	BY student instrument
1	S1PLANOTH	S1 F08D Someone else helped 9th grader put together education/career plan	BY student instrument
1	S1PLANNOONE	S1 F08E No one helped 9th grader put together education/career plan	BY student instrument
1	S1PSAT	S1 F09A 9th grader has taken or plans to take the PSAT	BY student instrument
1	S1SAT	S1 F09B 9th grader has taken or plans to take the SAT	BY student instrument
1	S1ACT	S1 F09C 9th grader has taken or plans to take the ACT	BY student instrument
1	S1AP	S1 F09D 9th grader has taken/plans to take an Advanced Placement (AP) test	BY student instrument
1	S1IBTEST	S1 F09E 9th grader has taken/plans to take International Baccalaureate (IB) test	BY student instrument
1	S1SUREHSGRAD	S1 F10 How sure 9th grader is that he/she will graduate from high school	BY student instrument
1	S1EDUEXPECT	S1 G01 How far in school 9th grader thinks he/she will get	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1SURECLG	S1 G02 How sure 9th grader is that he/she will go to college to pursue a BA/BS	BY student instrument
1	S1ABILITYBA	S1 G03 9th grader thinks he/she has the ability to complete a Bachelor's degree	BY student instrument
1	S1BAAGE30	S1 G04 9th grader would be disappointed if he/she didn't have a BA/BS by age 30	BY student instrument
1	S1FYAA	S1 G05A 9th grader plans to enroll in Associate's program in 1st year after HS	BY student instrument
1	S1FYBA	S1 G05B 9th grader plans to enroll in Bachelor's program in 1st year after HS	BY student instrument
1	S1FYLICENSE	S1 G05C 9th grader plans to obtain license or certificate in 1st year after HS	BY student instrument
1	S1FYAPPR	S1 G05D 9th grader plans to attend apprenticeship program in 1st year after HS	BY student instrument
1	S1FYMILITARY	S1 G05E 9th grader plans to join the armed services in 1st year after HS	BY student instrument
1	S1FYJOB	S1 G05F 9th grader plans to get a job in 1st year after HS	BY student instrument
1	S1FYFAMILY	S1 G05G 9th grader plans to start a family in 1st year after HS	BY student instrument
1	S1FYTRAVEL	S1 G05H 9th grader plans to travel in 1st year after HS	BY student instrument
1	S1FYVOLUN	S1 G05I 9th grader plans to volunteer or do missionary work in 1st year after HS	BY student instrument
1	S1FYNOTSURE	S1 G05J 9th grader does not know what he/she will do in 1st year after HS	BY student instrument
1	S1PUBPRV	S1 G06 9th grader is more likely to go to public or private college	BY student instrument
1	S1INOUTST	S1 G07 9th grader is more likely to go to public in-state/out-of-state college	BY student instrument
1	S1TUITION	S1 G08 9th grader has information on tuition/mandatory fees at specific college	BY student instrument
1	S1COSTIN	S1 G09 Cost of tuition and mandatory fees at public in-state 4-year college	BY student instrument
1	S1FEEIN	S1 G10 What does tuition/fees at public in-state 4-year college include	BY student instrument
1	S1COSTPRV	S1 G11 Cost of tuition and mandatory fees at private 4-year college	BY student instrument
1	S1FEEPRV	S1 G12 What does tuition/fees at private college include	BY student instrument
1	S1COSTOUT	S1 G13 Cost of tuition/fees at public out-of-state 4-year college	BY student instrument
1	S1FEEOUT	S1 G14 What does tuition/fees at public out-of-state 4-year college include	BY student instrument
1	S1ESTIN	S1 G15 Estimate of tuition and mandatory fees at public in-state 4-year college	BY student instrument
1	S1ESTFEE	S1 G16 What does estimated cost of public in-state 4-year college include	BY student instrument
1	S1ESTCONF	S1 G17 Confidence in estimate of cost for public in-state 4-year college	BY student instrument
1	S1OCC30	S1 G18 Occupation 9th grader expects to have at age 30	BY student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S1OCC30THINK	S1 G19 How much 9th grader has thought about choice of occupation at age 30	BY student instrument
1	S1TALKFUTURE	S1 G20 Whether 9th grader talks more to parents or friends about future plans	BY student instrument
1	S2ENROLLHS12	S2 A01 Spring 2012 high school enrollment status	F1 student instrument
1	S2ENROLLBYHS	S2 A02 Teen is enrolled at BY high school or another high school in spring 2012	F1 student instrument
1	S2HSID	S2 A03D NCESID of spring 2012 high school	F1 student instrument
1	S2CURCONTROL	S2 Currently enrolled transfer school control	F1 student instrument
1	S2CURLOCALE	S2 Currently enrolled transfer school locale (urbanicity)	F1 student instrument
1	S2CURREGION	S2 Currently enrolled transfer school geographic region	F1 student instrument
1	S2CURCENDIV	S2 Currently enrolled transfer school census geographic division	F1 student instrument
1	S2CURSTATE	S2 Currently enrolled transfer school state code	F1 student instrument
1	S2TRMOVED	S2 A04A Transferred/homeschooled because moved to a new area/convenient location	F1 student instrument
1	S2TRBEHIND	S2 A04B Transferred/homeschooled because fell behind in schoolwork	F1 student instrument
1	S2TRREASSIGN	S2 A04C Transferred/homeschooled because re-assigned by school system	F1 student instrument
1	S2TRPERSONAL	S2 A04D Transferred/homeschooled for personal or family reasons	F1 student instrument
1	S2TRFINANCIAL	S2 A04E Transferred/homeschooled for financial reasons	F1 student instrument
1	S2TREXPEL	S2 A04F Transferred/homeschooled because expelled or suspended	F1 student instrument
1	S2TRADVANTAGE	S2 A04G Transferred/homeschooled for programs, offerings, or quality	F1 student instrument
1	S2TRDISLIKE	S2 A04H Transferred/homeschooled because did not like previous school	F1 student instrument
1	S2HSCRED	S2 A05 Teenager has earned a high school credential	F1 student instrument
1	S2HSCREDMO	S2 A06A Month teenager received diploma/GED/alternative credential	F1 student instrument
1	S2HSCREDYR	S2 A06B Year teenager received diploma/GED/alternative credential	F1 student instrument
1	S2LASTHSMO	S2 A07A Month teenager last attended high school	F1 student instrument
1	S2LASTHSYR	S2 A07B Year teenager last attended high school	F1 student instrument
1	S2LASTATTEND	S2 A08 Teenager stopped attending high school four or more weeks ago	F1 student instrument
1	S2LASTHS	S2 A09 Teenager last attended BY school, another school, or homeschool	F1 student instrument
1	S2LASTHSID	S2 A10D NCESID of last school teenager attended (other than BY school)	F1 student instrument
1	S2LASTCONTROL	S2 Last transfer school control	F1 student instrument
1	S2LASTLOCALE	S2 Last transfer school locale (urbanicity)	F1 student instrument
1	S2LASTREGION	S2 Last transfer school geographic region	F1 student instrument
1	S2LASTCENDIV	S2 Last transfer school census geographic division	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2LASTSTATE	S2 Last transfer school state code	F1 student instrument
1	S2OTHHS	S2 A11 Teenager attended a school besides BY/transfer/last school	F1 student instrument
1	S2OTHHSID1	S2 A12DA NCESID of first other high school attended	F1 student instrument
1	S2OTH1CONTROL	S2 First other transfer school control	F1 student instrument
1	S2OTH1LOCALE	S2 First other transfer school locale (urbanicity)	F1 student instrument
1	S2OTH1REGION	S2 First other transfer school geographic region	F1 student instrument
1	S2OTH1CENDIV	S2 First other transfer school census geographic division	F1 student instrument
1	S2OTH1STATE	S2 First other transfer school state code	F1 student instrument
1	S2OTHHSID2	S2 A12DB NCESID of second other high school attended	F1 student instrument
1	S2OTH2CONTROL	S2 Second other transfer school control	F1 student instrument
1	S2OTH2LOCALE	S2 Second other transfer school locale (urbanicity)	F1 student instrument
1	S2OTH2REGION	S2 Second other transfer school geographic region	F1 student instrument
1	S2OTH2CENDIV	S2 Second other transfer school census geographic division	F1 student instrument
1	S2OTH2STATE	S2 Second other transfer school state code	F1 student instrument
1	S2GRD1011	S2 A13 Grade level in 2010-2011 school year	F1 student instrument
1	S2GRD1112	S2 A14 Grade level in spring 2012 or last 2011-2012 attendance	F1 student instrument
1	S2PASSGRADE	S2 A15 High school dropout/early grad passed the highest grade he/she was in	F1 student instrument
1	S2DROPOUTHS	S2 A16 Ever stopped attending high school for four weeks or more	F1 student instrument
1	S2LATESCH	S2 A17A Times late for school in last 6 months of school	F1 student instrument
1	S2ABSENT	S2 A17B Times absent from school in last 6 months of school	F1 student instrument
1	S2WOHWDN	S2 A17C Times in class without homework in last 6 months of school	F1 student instrument
1	S2WOPAPER	S2 A17D Times in class without notetaking supplies in last 6 months of school	F1 student instrument
1	S2WOBOOKS	S2 A17E Times in class without books/reading material in last 6 months of school	F1 student instrument
1	S2SKIPCLASS	S2 A17F Times cut or skipped classes in last 6 months of school	F1 student instrument
1	S2INSCHSUSP	S2 A17G Times put on in-school suspension in last 6 months of school	F1 student instrument
1	S2OUTSCHSUSP	S2 A18A Times suspended from school in last 6 months of school	F1 student instrument
1	S2DISCIPLINE	S2 A18B Times transferred for discipline in last 6 months of school	F1 student instrument
1	S2EXPELLED	S2 A18C Times expelled in last 6 months of school	F1 student instrument
1	S2ARRESTED	S2 A18D Times arrested in last 6 months of school	F1 student instrument
1	S2JUVHOME	S2 A18E Times in juvenile detention in last 6 months of school	F1 student instrument
1	S2TOWORK	S2 A19A Left HS because could not work and go to school at same time	F1 student instrument
1	S2DISLIKESCH	S2 A19B Left HS because did not like school	F1 student instrument
1	S2POORGRADE	S2 A19C Left HS because getting behind/poor grades	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2GEDEASIER	S2 A19D Left HS because easier to get GED or alternative HS credential	F1 student instrument
1	S2SUSPENDEXP	S2 A19E Left HS because suspended or expelled	F1 student instrument
1	S2FRIENDSDO	S2 A19F Left HS because friends had dropped out of school.	F1 student instrument
1	S2NONEEDHS	S2 A19G Left HS because no need to complete HS for what he/she wants to do	F1 student instrument
1	S2SUPPORTFAM	S2 A19H Left HS because had to take care of/financially support family	F1 student instrument
1	S2EARLYADMIT	S2 A19I Left HS for early admission to college/school for occupational training	F1 student instrument
1	S2HSPROGRAM	S2 A20 Enrolled in program to prepare for HS diploma/GED/alternative	F1 student instrument
1	S2GEDEXAM	S2 A21 Has taken GED exam	F1 student instrument
1	S2PSCREDIT	S2 A22 Took course at school providing occupational training or college	F1 student instrument
1	S2ENROCCTRN	S2 A23A Took course at school providing occupational training	F1 student instrument
1	S2ENR2YPUB	S2 A23B Took course at 2-year community college	F1 student instrument
1	S2ENR4Y	S2 A23C Took course at 4-year college	F1 student instrument
1	S2SEX	S2 B01 Teenager's sex	F1 student instrument
1	S2HISPANIC	S2 B02 Teenager is Hispanic/Latino/Latina	F1 student instrument
1	S2HISPOR	S2 B03 Teenager's Hispanic/Latino/Latina origin	F1 student instrument
1	S2WHITE	S2 B04A Teenager is White	F1 student instrument
1	S2BLACK	S2 B04B Teenager is Black/African American	F1 student instrument
1	S2ASIAN	S2 B04C Teenager is Asian	F1 student instrument
1	S2PACISLE	S2 B04D Teenager is Native Hawaiian/Pacific Islander	F1 student instrument
1	S2AMINDIAN	S2 B04E Teenager is American Indian or Alaska Native	F1 student instrument
1	S2ASIANOR	S2 B05 Teenager's Asian origin	F1 student instrument
1	S2BIRTHMON	S2 B06A Teenager's month of birth	F1 student instrument
1	S2BIRTHYR	S2 B06C Teenager's year of birth	F1 student instrument
1	S2LANG1ST	S2 B07 First language teenager learned to speak is English, Spanish, other	F1 student instrument
1	S2LANG1STOS	S2 B08 Non-English language teenager first learned to speak as a child	F1 student instrument
1	S2LANGMOM	S2 B09 How often teenager speaks first language with mother/female guardian	F1 student instrument
1	S2LANGFRIEND	S2 B10 How often teenager speaks first language with friends	F1 student instrument
1	S2PARREL1	S2 B11 Teenager's relationship to 1st parent in parent question series	F1 student instrument
1	S2HIDEG1	S2 B12 Teenager's 1st parent's highest degree earned	F1 student instrument
1	S2STARTDEG1	S2 B13 Teenager's 1st parent has started but not completed more advanced degree	F1 student instrument
1	S2JOBNOW1	S2 B14 Teenager's 1st parent currently holds a job	F1 student instrument
1	S2JOBEVER1	S2 B15 Teenager's 1st parent has ever held a job	F1 student instrument
1	S2JOBDV1	S2 B16B Teenager's 1st parent's job duties - verbatim	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2JOBTV1	S2 B16A Teenager's 1st parent's job title - verbatim	F1 student instrument
1	S2JOB2ONET1	S2 B16C Teenager's 1st parent's job: 2-digit ONET code	F1 student instrument
1	S2JOB6ONET1	S2 B16D Teenager's 1st parent's job: 6-digit ONET code	F1 student instrument
1	S2OTHERPAR	S2 B17 Teenager has a 2nd parent in the same household	F1 student instrument
1	S2PARREL2	S2 B18 Teenager's relationship to 2nd parent in parent question series	F1 student instrument
1	S2HIDEG2	S2 B19 Teenager's 2nd parent's highest degree earned	F1 student instrument
1	S2STARTDEG2	S2 B20 Teenager's 2nd parent has started but not completed more advanced degree	F1 student instrument
1	S2JOBNOW2	S2 B21 Teenager's 2nd parent currently holds a job	F1 student instrument
1	S2JOBEVER2	S2 B22 Teenager's 2nd parent has ever held a job	F1 student instrument
1	S2JOBDV2	S2 B23B Teenager's 2nd parent's job duties - verbatim	F1 student instrument
1	S2JOBTV2	S2 B23A Teenager's 2nd parent's job title - verbatim	F1 student instrument
1	S2JOB2ONET2	S2 B23C Teenager's 2nd parent's job: 2-digit ONET code	F1 student instrument
1	S2JOB6ONET2	S2 B23D Teenager's 2nd parent's job: 6-digit ONET code	F1 student instrument
1	S2JOBFAIR	S2 C01A Attended career day or job fair	F1 student instrument
1	S2CLGTOUR	S2 C01B Attended a program at, or taken a tour of a college campus	F1 student instrument
1	S2CLGCLASS	S2 C01C Sat in on or taken a college class	F1 student instrument
1	S2INTERN	S2 C01D Participated in internship or apprenticeship related to career goals	F1 student instrument
1	S2CAREERJOB	S2 C01E Performed paid/volunteer work in job related to career goals	F1 student instrument
1	S2CLGSEARCH	S2 C01F Searched Internet or read college guides for college options	F1 student instrument
1	S2TALKHSCNSL	S2 C01G Talked w/ high school counselor about options for after high school	F1 student instrument
1	S2TALKCLGCNSL	S2 C01H Talked about options w/ counselor hired to prepare for college admission	F1 student instrument
1	S2CLGEXAMPREP	S2 C01I Took a course to prepare for a college admission exam	F1 student instrument
1	S2PSATNUM	S2 C02A Number of times teenager has taken the PSAT or PLAN	F1 student instrument
1	S2SATNUM	S2 C02B Number of times teenager has taken the SAT or ACT	F1 student instrument
1	S2APEXAMNUM	S2 C02C Number of times teenager has taken any AP test	F1 student instrument
1	S2IBEXAMNUM	S2 C02D Number of times teenager has taken any IB test	F1 student instrument
1	S2CLGINFLU	S2 C03 Person who has had most influence on thinking about education after HS	F1 student instrument
1	S2CAREERINFLU	S2 C04 Person who has had most influence on thinking about careers	F1 student instrument
1	S2FRGRADES	S2 C05A How many friends get good grades	F1 student instrument
1	S2FRDROPOUT	S2 C05B How many friends have ever dropped out of high school	F1 student instrument
1	S2FRCLGEXAM	S2 C05C How many friends have taken PSAT, SAT, PLAN or ACT	F1 student instrument
1	S2FROCCTRN	S2 C05D How many friends plan to attend school for occupational training	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2FR2YPUB	S2 C05E How many friends plan to attend 2-year community college	F1 student instrument
1	S2FR4Y	S2 C05F How many friends plan to attend 4-year college	F1 student instrument
1	S2FRFTJOB	S2 C05G How many friends plan to get full-time job instead of education	F1 student instrument
1	S2EDUASP	S2 C06 How far in school teenager would like to go	F1 student instrument
1	S2EDUEXP	S2 C07 How far in school teenager thinks he/she will get	F1 student instrument
1	S2SUREDIPL	S2 C08 How sure teenager is that he/she will receive high school diploma	F1 student instrument
1	S2SUREBA	S2 C09 How sure teenager is that he/she will pursue Bachelor's degree	F1 student instrument
1	S2REQOCCTRAIN	S2 C10A Will meet requirements for school for occupation training by summer 2013	F1 student instrument
1	S2REQ2YR	S2 C10B Will meet requirements for 2-year community college by summer 2013	F1 student instrument
1	S2REQTYP4YR	S2 C10C Will meet requirements for typical 4-year college by summer 2013	F1 student instrument
1	S2REQSEL4YR	S2 C10D Will meet requirements for selective 4-year college by summer 2013	F1 student instrument
1	S2IMPCOURSES	S2 C11A Importance of HS courses for getting into typical 4-year college	F1 student instrument
1	S2IMPGRADES	S2 C11B Importance of HS grades for getting into typical 4-year college	F1 student instrument
1	S2IMPCLGEXAM	S2 C11C Importance of SAT/ACT for getting into typical 4-year college	F1 student instrument
1	S2IMPACTIVITY	S2 C11D Importance of activities for getting into typical 4-year college	F1 student instrument
1	S2IMPRECS	S2 C11E Importance of recommendations for getting into typical 4-year college	F1 student instrument
1	S2IMPWORKEXP	S2 C11F Importance of work experience for getting into typical 4-year college	F1 student instrument
1	S2CLG2013	S2 C12A Expects to continue education after HS in fall 2013	F1 student instrument
1	S2WORK2013	S2 C12B Expects to work in fall 2013	F1 student instrument
1	S2SERVE2013	S2 C12C Expects to serve in the military in fall 2013	F1 student instrument
1	S2FAMILY2013	S2 C12D Expects to start family/take care of children in fall 2013	F1 student instrument
1	S2HS2013	S2 C12E Expects to attend HS or GED completion course in fall 2013	F1 student instrument
1	S2FOCUS2013	S2 C13 Main focus in fall 2013	F1 student instrument
1	S2MOSTIMP2013	S2 C14 What parents think is most important to do in fall 2013	F1 student instrument
1	S2WORKFT2013	S2 C15 Expects to work full-time or part-time in fall 2013	F1 student instrument
1	S2ACTDUTY2013	S2 C16 Expects to be on active duty in fall 2013	F1 student instrument
1	S2DEGREE2013	S2 C17 Type of program plans to enroll in fall 2013	F1 student instrument
1	S2CLGFT2013	S2 C18 Plans to enroll in college/school full-time or part-time in fall 2013	F1 student instrument
1	S2TYPEPS2013	S2 C19 Level of college/school teen most likely to attend in 2013	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2PUBPRV2013	S2 C20 Teen more likely to go to public or private college/school in 2013	F1 student instrument
1	S2INOUTST2013	S2 C21 Teen more likely to go to in-state/out-of-state college/school in 2013	F1 student instrument
1	S2LIKELYCLGID	S2 C22 IPEDS ID of teen's most likely college/school to attend in 2013	F1 student instrument
1	S2CERTAINCLG	S2 C23 How certain teenager is to attend most likely college/school	F1 student instrument
1	S2FIRSTCHOICE	S2 C24 Most likely college/school is teen's first choice not considering cost	F1 student instrument
1	S2CHOICECLGID	S2 C25 IPEDS ID of teen's first choice college/school not considering cost	F1 student instrument
1	S2REPUTATION	S2 C26A Importance of academic quality/reputation when choosing college/school	F1 student instrument
1	S2COSTATTEND	S2 C26B Importance of cost of attendance when choosing college/school	F1 student instrument
1	S2JOBPLC	S2 C26C Importance of job placement when choosing college/school	F1 student instrument
1	S2GRADSCHPLC	S2 C26D Importance of graduate school placement when choosing college/school	F1 student instrument
1	S2PLAYSPORTS	S2 C26E Importance of opportunity to play sports when choosing college/school	F1 student instrument
1	S2FAMREC	S2 C26F Importance of family/friend recommendations when choosing college/school	F1 student instrument
1	S2CLOSEHOME	S2 C26G Importance of being close to home when choosing college/school	F1 student instrument
1	S2FARHOME	S2 C26H Importance of being far from home when choosing college/school	F1 student instrument
1	S2OFFERSPGRM	S2 C26I Importance of program of study when choosing college/school	F1 student instrument
1	S2SOCIALLIFE	S2 C26J Importance of good social life when choosing college/school	F1 student instrument
1	S2SPIRIT	S2 C26K Importance of sports teams/school spirit when choosing college/school	F1 student instrument
1	S2FAMILYWENT	S2 C26L Importance of family legacy when choosing college/school	F1 student instrument
1	S2COST2YPUB	S2 C27 Cost of tuition/mandatory fees at public in-state 2-year college	F1 student instrument
1	S2COST4YPUB	S2 C28 Cost of tuition/mandatory fees at public in-state 4-year college	F1 student instrument
1	S2COST4YPRV	S2 C29 Cost of tuition/mandatory fees at typical private 4-year college	F1 student instrument
1	S2AIDTALKPAR	S2 C30 # of conversations with parents about financial aid in last year	F1 student instrument
1	S2QUALNEED	S2 C31A Will qualify for financial aid based on financial need	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2QUALACHIEVE	S2 C31B Will qualify for financial aid based on academic achievement	F1 student instrument
1	S2QUALATHLETE	S2 C31C Will qualify for athletic scholarship	F1 student instrument
1	S2QUALGOVLOAN	S2 C31D Will qualify for federal or state loans	F1 student instrument
1	S2QUALPRVLOAN	S2 C31E Will qualify for private loans	F1 student instrument
1	S2NOQUALFAM	S2 C32A Won't qualify for financial aid because family member didn't qualify	F1 student instrument
1	S2NOQUALCRED	S2 C32B Won't qualify for financial aid because of credit score	F1 student instrument
1	S2NOQUALINC	S2 C32C Won't qualify for financial aid because income is too high	F1 student instrument
1	S2NOQUALGPA	S2 C32D Won't qualify for financial aid because grades or test scores too low	F1 student instrument
1	S2NOQUALPT	S2 C32E Won't qualify for financial aid because will attend part-time	F1 student instrument
1	S2APPLYAID	S2 C33 Will complete a FAFSA	F1 student instrument
1	S2INELIGIBLE	S2 C34A Won't apply for financial aid because may be ineligible/unqualified	F1 student instrument
1	S2CANAFFORD	S2 C34B Won't apply for financial aid because can afford college without it	F1 student instrument
1	S2DKHOWAPPLY	S2 C34C Won't apply for financial aid because does not know how	F1 student instrument
1	S2NODEBT	S2 C34D Won't apply for financial aid because you don't want debt	F1 student instrument
1	S2FORMSDIFF	S2 C34E Won't apply for financial aid because forms are too difficult	F1 student instrument
1	S2NOPLANS	S2 C34F Won't apply for financial aid because don't plan to continue education	F1 student instrument
1	S2MAXBORROW	S2 C35 Maximum amount willing to borrow per year	F1 student instrument
1	S2AFFOCCTRN	S2 C36A Can afford school that provides occupational training	F1 student instrument
1	S2AFF2YPUB	S2 C36B Can afford 2-year community college	F1 student instrument
1	S2AFF4YIN	S2 C36C Can afford 4-year public college in state	F1 student instrument
1	S2AFF4YOUT	S2 C36D Can afford 4-year public college out of state	F1 student instrument
1	S2AFF4YPRV	S2 C36E Can afford typical 4-year private college	F1 student instrument
1	S2AFF4YSEL	S2 C36F Can afford highly selective 4-year private college	F1 student instrument
1	S2NEVERCLG	S2 C37A Will never continue education after high school	F1 student instrument
1	S2TEENSAVING	S2 C37B Will pay for tuition/room/board w/ teen's own earnings/savings	F1 student instrument
1	S2PARSAVING	S2 C37C Will pay for tuition/room/board w/ parents'/relatives' earnings/savings	F1 student instrument
1	S2GRANTS	S2 C37D Will pay for tuition/room/board w/ scholarships/grants	F1 student instrument
1	S2GOVLOAN	S2 C37E Will pay for tuition/room/board w/ federal or state loans	F1 student instrument
1	S2TEENPRVLOAN	S2 C37F Will pay for tuition/room/board w/ private loan in teen's name	F1 student instrument
1	S2PARPRVLOAN	S2 C37G Will pay for tuition/room/board w/ priv loan in parents'/relatives' name	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2SCHYRWORK	S2 C38A Teen's earnings for education from evening/weekend work during HS year	F1 student instrument
1	S2SUMMERWORK	S2 C38B Teen's earnings for education from summer work while in HS	F1 student instrument
1	S2BTWNWORK	S2 C38C Teen's earnings for education from work between HS and college	F1 student instrument
1	S2CLGWORK	S2 C38D Teen's earnings for education from work while attending college	F1 student instrument
1	S2CLGWORKFT	S2 C39 Teenager will work full-time or part-time while attending college	F1 student instrument
1	S2EARNNOHS	S2 C40AA Expected earnings if left HS without a diploma	F1 student instrument
1	S2EARNNOHSUN	S2 C40AB Unit for expected earnings if left HS without a diploma	F1 student instrument
1	S2EARNHS	S2 C40BA Expected earnings if completed a HS diploma	F1 student instrument
1	S2EARNHSUN	S2 C40BB Unit for expected earnings if completed a HS diploma	F1 student instrument
1	S2EARNOCC	S2 C40CA Expected earnings if completed certificate from school for occ training	F1 student instrument
1	S2EARNOCCUN	S2 C40CB Unit for expected earnings-certificate from school for occ training	F1 student instrument
1	S2EARN2YPUB	S2 C40DA Expected earnings if completed 2-year community college degree	F1 student instrument
1	S2EARN2YPUBUN	S2 C40DB Unit for expected earnings if completed 2-year community college degree	F1 student instrument
1	S2EARN4Y	S2 C40EA Expected earnings if completed 4-year college degree	F1 student instrument
1	S2EARN4YUN	S2 C40EB Unit for expected earnings if completed 4-year college degree	F1 student instrument
1	S2OCC30	S2 C41 Occupation teenager expects to have at age 30	F1 student instrument
1	S2OCC30THINK	S2 C42 How much teenager has thought about choice of occupation at age 30	F1 student instrument
1	S2OCC30CERTAIN	S2 C43 Certainty about choice of occupation at age 30	F1 student instrument
1	S2OCC30EARN	S2 C44 Expected earnings for choice of occupation at age 30	F1 student instrument
1	S2FAVSUBJ	S2 D01 Teenager's favorite school subject	F1 student instrument
1	S2ALG1WHEN	S2 D02 Grade teenager was in when he/she took algebra I	F1 student instrument
1	S2ALG1GRADE	S2 D03 Teenager's final grade in algebra I	F1 student instrument
1	S2ANYAP	S2 D04 Has taken advanced placement (AP) course(s)	F1 student instrument
1	S2APMATH	S2 D05A Has taken an AP math course(s)	F1 student instrument
1	S2APSCIENCE	S2 D05B Has taken an AP science course(s)	F1 student instrument
1	S2APOTHER	S2 D05C Has taken an AP course(s) in another subject	F1 student instrument
1	S2ANYIB	S2 D06 Has taken International Baccalaureate (IB) course(s)	F1 student instrument
1	S2IBMATH	S2 D07A Has taken IB math course(s)	F1 student instrument
1	S2IBSCIENCE	S2 D07B Has taken IB science course(s)	F1 student instrument
1	S2IBOTHER	S2 D07C Has taken IB course(s) in another subject	F1 student instrument
1	S2ANYDUAL	S2 D08 Has taken dual enrollment course(s)	F1 student instrument
1	S2DUALMATH	S2 D09A Has taken math dual enrollment course(s)	F1 student instrument
1	S2DUALSCIENCE	S2 D09B Has taken science dual enrollment course(s)	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2DUALOTHER	S2 D09C Has taken dual enrollment course(s) in another subject	F1 student instrument
1	S2DUALCLG	S2 D10A Has taken dual enrollment course(s) on college campus	F1 student instrument
1	S2DUALHS	S2 D10B Has taken dual enrollment course(s) at teen's high school	F1 student instrument
1	S2DUALOTHHS	S2 D10C Has taken dual enrollment course(s) at high school other than teen's	F1 student instrument
1	S2DUALONLINE	S2 D10D Has taken dual enrollment course(s) online	F1 student instrument
1	S2DUALHSCRED	S2 D11 Received high school credit for dual enrollment course(s)	F1 student instrument
1	S2DUALCLGCRED	S2 D12 Received college credit for dual enrollment course(s)	F1 student instrument
1	S2MSPR12	S2 D13 Teenager taking math class(es) in spring 2012	F1 student instrument
1	S2MDISLIKE	S2 D14A Not taking math because really dislikes math	F1 student instrument
1	S2MNOTHSREQ	S2 D14B Not taking math because it is not required for HS graduation	F1 student instrument
1	S2MNOCLGADM	S2 D14C Not taking math because won't be needed to get into college	F1 student instrument
1	S2MNOCLGSUCC	S2 D14D Not taking math because won't be needed to succeed in college	F1 student instrument
1	S2MNOCAREER	S2 D14E Not taking math because won't be needed for career	F1 student instrument
1	S2MNOCNSLREC	S2 D14F Not taking math because HS counselor discouraged teen	F1 student instrument
1	S2MNOTCHRREC	S2 D14G Not taking math because teacher discouraged teen	F1 student instrument
1	S2MNOPARREC	S2 D14H Not taking math because parent discouraged teen	F1 student instrument
1	S2MNOFAMREC	S2 D14I Not taking math because family member discouraged teen	F1 student instrument
1	S2MNOEMPREC	S2 D14J Not taking math because employer discouraged teen	F1 student instrument
1	S2MNOFRIEND	S2 D14K Not taking math because friends were not taking it	F1 student instrument
1	S2MDONTDOWELL	S2 D14L Not taking math because doesn't do well in math	F1 student instrument
1	S2MNOASSIGN	S2 D14M Not taking math because not assigned to it	F1 student instrument
1	S2MTOOKBEFORE	S2 D14N Not taking math because took it earlier in the school year	F1 student instrument
1	S2PREALGM12	S2 D15A Taking pre-algebra spring 2012	F1 student instrument
1	S2ALG1M12	S2 D15B Taking algebra I (including IA and IB) spring 2012	F1 student instrument
1	S2ALG2M12	S2 D15C Taking algebra II spring 2012	F1 student instrument
1	S2ALG3M12	S2 D15D Taking algebra III spring 2012	F1 student instrument
1	S2GEOM12	S2 D15E Taking geometry spring 2012	F1 student instrument
1	S2ANGEOM12	S2 D15F Taking analytic geometry spring 2012	F1 student instrument
1	S2TRIGM12	S2 D15G Taking trigonometry spring 2012	F1 student instrument
1	S2PRECALC12	S2 D15H Taking pre-calculus or analysis and functions spring 2012	F1 student instrument
1	S2APCALC12	S2 D15I Taking Advanced Placement (AP) calculus AB or BC spring 2012	F1 student instrument
1	S2CALC12	S2 D15J Taking calculus other than AP spring 2012	F1 student instrument
1	S2APSTAT12	S2 D15K Taking Advanced Placement (AP) statistics spring 2012	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2STAT12	S2 D15L Taking statistics or probability other than AP spring 2012	F1 student instrument
1	S2INTGM112	S2 D15M Taking integrated math I spring 2012	F1 student instrument
1	S2INTGM212	S2 D15N Taking integrated math II spring 2012	F1 student instrument
1	S2INTGM312	S2 D15O Taking integrated math III or above spring 2012	F1 student instrument
1	S2IBMATHSTD12	S2 D15P Taking IB mathematics standard level spring 2012	F1 student instrument
1	S2IBMATHHI12	S2 D15Q Taking IB mathematics higher level spring 2012	F1 student instrument
1	S2REVIEWM12	S2 D15R Taking business/general/applied/technical/review math in spring 2012	F1 student instrument
1	S2OTHM12	S2 D15S Taking other math course spring 2012	F1 student instrument
1	S2OTHM12SP	S2 D15T Specific other math course spring 2012	F1 student instrument
1	S2HIMATH12	S2 D16 Most challenging math course spring 2012	F1 student instrument
1	S2MENJOYS	S2 D17A Teen is taking spring 2012 math b/c he/she really enjoys math	F1 student instrument
1	S2MCHALLENGE	S2 D17B Teen is taking spring 2012 math b/c he/she likes to be challenged	F1 student instrument
1	S2MHSREQ	S2 D17C Teen is taking spring 2012 math b/c it is a school requirement	F1 student instrument
1	S2MCLGADM	S2 D17D Teen is taking spring 2012 math b/c needs it to get into college	F1 student instrument
1	S2MCLGSUCC	S2 D17E Teen is taking spring 2012 math b/c needs it to succeed in college	F1 student instrument
1	S2MCAREER	S2 D17F Teen is taking spring 2012 math b/c needs it for career	F1 student instrument
1	S2MCNSLREC	S2 D17G Teen is taking spring 2012 math b/c school counselor suggested it	F1 student instrument
1	S2MTCHRREC	S2 D17H Teen is taking spring 2012 math b/c teacher encouraged it	F1 student instrument
1	S2MPARREC	S2 D17I Teen is taking spring 2012 math b/c parent(s) encouraged it	F1 student instrument
1	S2MFAMREC	S2 D17J Teen is taking spring 2012 math b/c family member encouraged it	F1 student instrument
1	S2MEMPREC	S2 D17K Teen is taking spring 2012 math b/c employer encouraged it	F1 student instrument
1	S2MFRIEND	S2 D17L Teen is taking spring 2012 math b/c friends taking it	F1 student instrument
1	S2MDOWELL	S2 D17M Teen is taking spring 2012 math b/c does well in math	F1 student instrument
1	S2MASSIGNED	S2 D17N Teen is taking spring 2012 math b/c it was assigned	F1 student instrument
1	S2MTCHTREAT	S2 D18A Teen's spring 2012 math teacher treats some kids better than others	F1 student instrument
1	S2MTCHINTRST	S2 D18B Teen's spring 2012 math teacher makes math interesting	F1 student instrument
1	S2MTCHEASY	S2 D18C Teen's spring 2012 math teacher makes math easy to understand	F1 student instrument
1	S2MTCHTHINK	S2 D18D Teen's spring 2012 math teacher wants students to think, not memorize	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2MTCHGIVEUP	S2 D18E Teen's spring 2012 math teacher doesn't let students give up	F1 student instrument
1	S2MATTENTION	S2 D19A How often paid attention to spring 2012 math teacher	F1 student instrument
1	S2MONTIME	S2 D19B How often turned in assignments on time in spring 2012 math course	F1 student instrument
1	S2MSTOPTRYING	S2 D19C How often stopped trying in spring 2012 math course	F1 student instrument
1	S2MGETBY	S2 D19D How often did as little work as possible in spring 2012 math course	F1 student instrument
1	S2MENJOYING	S2 D20A Teen is enjoying (spring 2012) math course	F1 student instrument
1	S2MTEXTBOOK	S2 D20B Teen certain can understand (spring 2012) math textbook	F1 student instrument
1	S2MWASTE	S2 D20C Teen thinks (spring 2012) math course is a waste of time	F1 student instrument
1	S2MSKILLS	S2 D20D Teen certain can master skills taught in (spring 2012) math course	F1 student instrument
1	S2MTESTS	S2 D20E Teen confident can do an excellent job on (spring 2012) math tests	F1 student instrument
1	S2MBORING	S2 D20F Teen thinks (spring 2012) math course is boring	F1 student instrument
1	S2MASSEXCL	S2 D20G Teen confident can do excellent job on (spring 2012) math assignments	F1 student instrument
1	S2SSPR12	S2 D21 Teenager taking science/computer science/tech class(es) in spring 2012	F1 student instrument
1	S2LIFES12	S2 D22A Taking life science spring 2012	F1 student instrument
1	S2BIO1S12	S2 D22B Taking biology I spring 2012	F1 student instrument
1	S2BIO2S12	S2 D22C Taking biology II spring 2012	F1 student instrument
1	S2APBIOS12	S2 D22D Advanced Placement (AP) Biology spring 2012	F1 student instrument
1	S2IBIOS12	S2 D22E International Baccalaureate (IB) Biology spring 2012	F1 student instrument
1	S2ANATOMYS12	S2 D22F Taking anatomy or physiology spring 2012	F1 student instrument
1	S2OTHBIOS12	S2 D22G Taking other biological science courses spring 2012	F1 student instrument
1	S2CHEM1S12	S2 D22H Taking chemistry I spring 2012	F1 student instrument
1	S2CHEM2S12	S2 D22I Taking chemistry II spring 2012	F1 student instrument
1	S2APCHEM12	S2 D22J Taking Advanced Placement (AP) chemistry spring 2012	F1 student instrument
1	S2IBCHEM12	S2 D22K Taking International Baccalaureate (IB) chemistry spring 2012	F1 student instrument
1	S2EARTHS12	S2 D22L Taking earth science spring 2012	F1 student instrument
1	S2APENVS12	S2 D22M Taking Advanced Placement (AP) environmental science	F1 student instrument
1	S2IBENVS12	S2 D22N Taking IB Environmental Systems and Societies spring 2012	F1 student instrument
1	S2OTHENVS12	S2 D22O Taking other earth or environmental science spring 2012	F1 student instrument
1	S2PHYSIC1S12	S2 D22P Taking physics I spring 2012	F1 student instrument
1	S2PHYSIC2S12	S2 D22Q Taking physics II spring 2012	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2APPHYSIC12	S2 D22R Advanced Placement (AP) Physics B or C	F1 student instrument
1	S2IBPHYSIC12	S2 D22S International Baccalaureate (IB) Physics	F1 student instrument
1	S2PHYSS12	S2 D22T Taking physical science spring 2012	F1 student instrument
1	S2TECHS12	S2 D22U Taking principles of technology spring 2012	F1 student instrument
1	S2OTHPHYS12	S2 D22V Taking other physical science spring 2012	F1 student instrument
1	S2INTGS1S12	S2 D22W Taking integrated science I spring 2012	F1 student instrument
1	S2INTGS2S12	S2 D22X Taking integrated science II or above spring 2012	F1 student instrument
1	S2GENS12	S2 D22Y Taking general science spring 2012	F1 student instrument
1	S2COMPAPP12	S2 D22Z Taking computer applications spring 2012	F1 student instrument
1	S2COMPPROG12	S2 D22AA Taking computer programming spring 2012	F1 student instrument
1	S2APCOMPSCI12	S2 D22BB Taking AP computer science spring 2012	F1 student instrument
1	S2IBTECH12	S2 D22CC Taking IB Design Technology spring 2012	F1 student instrument
1	S2OTHCOMP12	S2 D22DD Taking other computer or information science course spring 2012	F1 student instrument
1	S2ENGINEER12	S2 D22EE Taking engineering spring 2012	F1 student instrument
1	S2OTHS12	S2 D22FF Taking other science, computer science, or engineering course spring 2012	F1 student instrument
1	S2OTHS12SP	S2 D22GG Specific other science course spring 2012	F1 student instrument
1	S2HISCIENCE12	S2 D23 Most challenging science course spring 2012	F1 student instrument
1	S2SDISLIKE	S2 D24A Not taking science because really dislikes science	F1 student instrument
1	S2SNOTHSREQ	S2 D24B Not taking science because it is not required for HS graduation	F1 student instrument
1	S2SNOCLGADM	S2 D24C Not taking science because won't be needed to get into college	F1 student instrument
1	S2SNOCLGSUCC	S2 D24D Not taking science because won't be needed to succeed in college	F1 student instrument
1	S2SNOCAREER	S2 D24E Not taking science because won't be needed for career	F1 student instrument
1	S2SNOCNSLREC	S2 D24F Not taking science because HS counselor discouraged teen	F1 student instrument
1	S2SNOTCHRREC	S2 D24G Not taking science because teacher discouraged teen	F1 student instrument
1	S2SNOPARREC	S2 D24H Not taking science because parent discouraged teen	F1 student instrument
1	S2SNOFAMREC	S2 D24I Not taking science because family member discouraged teen	F1 student instrument
1	S2SNOEMPREC	S2 D24J Not taking science because employer discouraged teen	F1 student instrument
1	S2SNOFRIEND	S2 D24K Not taking science because friends were not taking it	F1 student instrument
1	S2SDONTDOWELL	S2 D24L Not taking science because doesn't do well in science	F1 student instrument
1	S2SNOASSIGN	S2 D24M Not taking science because not assigned to it	F1 student instrument
1	S2STOOKBEFORE	S2 D24N Not taking science because took it earlier in the school year	F1 student instrument
1	S2SENJOYS	S2 D25A Teen is taking spring 2012 science b/c he/she really enjoys science	F1 student instrument
1	S2SCHALLENGE	S2 D25B Teen is taking spring 2012 science b/c he/she likes to be challenged	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2SHSREQ	S2 D25C Teen is taking spring 2012 science b/c it is a school requirement	F1 student instrument
1	S2SCLGADM	S2 D25D Teen is taking spring 2012 science b/c needs it to get into college	F1 student instrument
1	S2SCLGSUCC	S2 D25E Teen is taking spring 2012 science b/c needs it to succeed in college	F1 student instrument
1	S2SCAREER	S2 D25F Teen is taking spring 2012 science b/c needs it for career	F1 student instrument
1	S2SCNSLREC	S2 D25G Teen is taking spring 2012 science b/c school counselor suggested it	F1 student instrument
1	S2STCHRREC	S2 D25H Teen is taking spring 2012 science b/c teacher encouraged it	F1 student instrument
1	S2SPARREC	S2 D25I Teen is taking spring 2012 science b/c parent(s) encouraged it	F1 student instrument
1	S2SFAMREC	S2 D25J Teen is taking spring 2012 science b/c family member encouraged it	F1 student instrument
1	S2SEMPREC	S2 D25K Teen is taking spring 2012 science b/c employer encouraged it	F1 student instrument
1	S2SFRIEND	S2 D25L Teen is taking spring 2012 science b/c friends taking it	F1 student instrument
1	S2SDOWELL	S2 D25M Teen is taking spring 2012 science b/c does well in science	F1 student instrument
1	S2SASSIGNED	S2 D25N Teen is taking spring 2012 science b/c it was assigned	F1 student instrument
1	S2STCHTREAT	S2 D26A Teen's spring 2012 science teacher treats some kids better than others	F1 student instrument
1	S2STCHINTRST	S2 D26B Teen's spring 2012 science teacher makes science interesting	F1 student instrument
1	S2STCHEASY	S2 D26C Teen's spring 2012 science teacher makes science easy to understand	F1 student instrument
1	S2STCHTHINK	S2 D26D Teen's spring 2012 science teacher wants students to think, not memorize	F1 student instrument
1	S2STCHGIVEUP	S2 D26E Teen's spring 2012 science teacher doesn't let students give up	F1 student instrument
1	S2SATTENTION	S2 D27A How often paid attention to spring 2012 science teacher	F1 student instrument
1	S2SONTIME	S2 D27B How often turned in assignments on time in spring 2012 science course	F1 student instrument
1	S2SSTOPTRYING	S2 D27C How often stopped trying in spring 2012 science course	F1 student instrument
1	S2SGETBY	S2 D27D How often did as little work as possible in spring 2012 science course	F1 student instrument
1	S2SENJOYING	S2 D28A 9th grader is enjoying fall 2009 science course very much	F1 student instrument
1	S2STEXTBOOK	S2 D28B Teen certain can understand (spring 2012) science textbook	F1 student instrument
1	S2SWASTE	S2 D28C Teen thinks (spring 2012) science course is a waste of time	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2SSKILLS	S2 D28D Teen certain can master skills taught in (spring 2012) science course	F1 student instrument
1	S2STESTS	S2 D28E Teen confident can do an excellent job on (spring 2012) science tests	F1 student instrument
1	S2SBORING	S2 D28F Teen thinks (spring 2012) science course is boring	F1 student instrument
1	S2SASSEXCL	S2 D28G Teen confident can do excellent job on (spring 2012) science assignments	F1 student instrument
1	S2HSPLAN	S2 D29 School asked teen to develop graduation/career/education plan	F1 student instrument
1	S2SUBMITPLAN	S2 D30 Teen has submitted graduation/career/education plan to school	F1 student instrument
1	S2REVIEWPLAN	S2 D31 How often met with adult in school to review plan	F1 student instrument
1	S2MPERSON1	S2 E01A Teenager sees himself/herself as a math person	F1 student instrument
1	S2MPERSON2	S2 E01B Others see teenager as a math person	F1 student instrument
1	S2MLEARN	S2 E01C Most people can learn to be good at math	F1 student instrument
1	S2MBORN	S2 E01D You have to be born with the ability to be good at math	F1 student instrument
1	S2MUSELIFE	S2 E02A Teenager thinks math is useful for everyday life	F1 student instrument
1	S2MUSECLG	S2 E02B Teenager thinks math will be useful for college	F1 student instrument
1	S2MUSEJOB	S2 E02C Teenager thinks math is useful for future career	F1 student instrument
1	S2SPERSON1	S2 E03A Teenager sees himself/herself as a science person	F1 student instrument
1	S2SPERSON2	S2 E03B Others see teenager as a science person	F1 student instrument
1	S2SLEARN	S2 E03C Most people can learn to be good at science	F1 student instrument
1	S2SBORN	S2 E03D You have to be born with the ability to be good at science	F1 student instrument
1	S2SUSELIFE	S2 E04A Teenager thinks science is useful for everyday life	F1 student instrument
1	S2SUSECLG	S2 E04B Teenager thinks science will be useful for college	F1 student instrument
1	S2SUSEJOB	S2 E04C Teenager thinks science is useful for future career	F1 student instrument
1	S2ENGCOMP	S2 E05A How teen compares males and females in English or language arts	F1 student instrument
1	S2MTHCOMP	S2 E05B How teen compares males and females in math	F1 student instrument
1	S2SCICOMP	S2 E05C How teen compares males and females in science	F1 student instrument
1	S2PAYOFF	S2 E06A Teen thinks studying in high school rarely pays off later with good job	F1 student instrument
1	S2DOOKAY	S2 E06B Teen thinks people can do OK even if they drop out of high school	F1 student instrument
1	S2BADGRADES	S2 E06C Teen thinks students w/ bad grades often get good jobs after high school	F1 student instrument
1	S2SCHWASTE	S2 E06D Teen feels that high school often is a waste of time	F1 student instrument
1	S2SCHOLARSHIP	S2 E06E Teen thinks studying in high school pays off w/ scholarships for college	F1 student instrument
1	S2CANTAFFORD	S2 E07A Even if accepted to college, family can't afford to send teen	F1 student instrument
1	S2SOMECLG	S2 E07B Regardless of grades, will get into some kind of school/college	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2MCLUB	S2 F01A Teenager participated in math club since fall 2009	F1 student instrument
1	S2MCOMPETE	S2 F01B Teenager participated in math competition since fall 2009	F1 student instrument
1	S2MSUMMERPRG	S2 F01C Teenager participated in math summer program since fall 2009	F1 student instrument
1	S2MGROUP	S2 F01D Teenager participated in math study group since fall 2009	F1 student instrument
1	S2MTUTORED	S2 F01E Teenager tutored in math since fall 2009	F1 student instrument
1	S2SCLUB	S2 F01F Teenager participated in science club since fall 2009	F1 student instrument
1	S2SCOMPETE	S2 F01G Teenager participated in science competition since fall 2009	F1 student instrument
1	S2SSUMMERPRG	S2 F01H Teenager participated in science summer program since fall 2009	F1 student instrument
1	S2SGROUP	S2 F01I Teenager participated in science study group since fall 2009	F1 student instrument
1	S2STUTORED	S2 F01J Teenager tutored in science since fall 2009	F1 student instrument
1	S2FFA	S2 F01K Teenager participated in Future Farmers of America (FFA) since fall 2009	F1 student instrument
1	S2HOSA	S2 F01L Teenager participated in HOSA since fall 2009	F1 student instrument
1	S2MUSIC	S2 F02A Participated in music or dance outside of school since fall 2009	F1 student instrument
1	S2ART	S2 F02B Participated in art outside of school since fall 2009	F1 student instrument
1	S2DRAMA	S2 F02C Participated in theater/drama outside of school since fall 2009	F1 student instrument
1	S2SPORTS	S2 F02D Participated in organized sports outside of school since fall 2009	F1 student instrument
1	S2CLUB	S2 F02E Participated in scouting/group/club outside of school since fall 2009	F1 student instrument
1	S2ACADEMIC	S2 F02F Received academic instruction outside of school since fall 2009	F1 student instrument
1	S2CLGCAMP	S2 F02G Participated in college preparation camp since fall 2009	F1 student instrument
1	S2EVERTALENT	S2 F03A Teen has ever participated in Talent Search	F1 student instrument
1	S2EVERUPWARD	S2 F03B Teen has ever participated in Upward Bound	F1 student instrument
1	S2EVERGEARUP	S2 F03C Teen has ever participated in Gear Up	F1 student instrument
1	S2EVERAVID	S2 F03D Teen has ever participated in AVID	F1 student instrument
1	S2EVERMESA	S2 F03E Teen has ever participated in MESA	F1 student instrument
1	S2MHOMEWRK	S2 F04A Hours spent on math homework/studying in typical schoolweek	F1 student instrument
1	S2SHOMEWRK	S2 F04B Hours spent on science homework/studying in typical schoolweek	F1 student instrument
1	S2OHOMEWRK	S2 F04C Hours spent on other homework/studying in typical schoolweek	F1 student instrument
1	S2STUDYMORE	S2 F05 Thinks would earn higher grades if spent more time studying	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2DONTCARE	S2 F06A Does not study more because doesn't care about higher grades	F1 student instrument
1	S2CANTSEND	S2 F06B Does not study more because can't afford college	F1 student instrument
1	S2HIGHGRADES	S2 F06C Does not study more because grades are already high	F1 student instrument
1	S2HANGOUT	S2 F06D Does not study more because wants to hang out with friends	F1 student instrument
1	S2CLUBTIME	S2 F06E Does not study more because has organized activities	F1 student instrument
1	S2POPULAR	S2 F06F Does not study more because would not be popular	F1 student instrument
1	S2MAKEFUN	S2 F06G Does not study more because people would make fun of	F1 student instrument
1	S2JOBTIME	S2 F06H Does not study more because job takes too much time	F1 student instrument
1	S2HSJOBNOW	S2 F07 Working for pay during spring 2012 term	F1 student instrument
1	S2HSJOBEVER	S2 F08 Ever worked for pay during high school year	F1 student instrument
1	S2HSJOBHR	S2 F09 Hours per week working spring 2012/most recent school year job	F1 student instrument
1	S2HSJOBRELATE	S2 F10 Spring 2012/most recent job related to job wants when education complete	F1 student instrument
1	S2NUMJOB	S2 F11 Number of jobs dropout/early grad has held since leaving HS	F1 student instrument
1	S21STJOBMO	S2 F12A Month dropout/early grad started working 1st job since leaving HS	F1 student instrument
1	S21STJOBYR	S2 F12B Year dropout/early grad started working 1st job since leaving HS	F1 student instrument
1	S21STJOBSTILL	S2 F13 Dropout/early grad still has 1st job since leaving HS	F1 student instrument
1	S2JOBNOW	S2 F14 Dropout/early grad currently has a job	F1 student instrument
1	S2JOBMO	S2 F15A Month dropout/early grad started current/most recent job	F1 student instrument
1	S2JOBYR	S2 F15B Year dropout/early grad started current/most recent job	F1 student instrument
1	S2JOBHR	S2 F16 Hours per week dropout/early grad worked on current/most recent job	F1 student instrument
1	S2JOBEARN	S2 F17A Dropout/early grad's current/most recent earnings since leaving HS	F1 student instrument
1	S2JOBUNIT	S2 F17B Unit for dropout/early grad's current/most recent earnings	F1 student instrument
1	S2JOBRELATE	S2 F18 Dropout/early grad's current/recent job related to job when ed complete	F1 student instrument
1	S2JOBLEFTRSN	S2 F19 How dropout/early grad's most recent job since leaving HS ended	F1 student instrument
1	S2NUMCHILD	S2 F20 How many children dropout/early grad has	F1 student instrument
1	S2CHILDBORNMO	S2 F21A Month dropout/early grad's first child was born	F1 student instrument
1	S2CHILDBORNYR	S2 F21B Year dropout/early grad's first child was born	F1 student instrument
1	S2LIVECHILD	S2 F22 Dropout/early grad's child(ren) live with him/her	F1 student instrument
1	S2LIVEPARENT	S2 F23A Dropout/early grad lives with parent(s)	F1 student instrument
1	S2LIVESIBS	S2 F23B Dropout/early grad lives with siblings/relatives	F1 student instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	S2LIVESPOUSE	S2 F23C Dropout/early grad lives with spouse	F1 student instrument
1	S2LIVEPARTNER	S2 F23D Dropout/early grad lives with girlfriend/boyfriend	F1 student instrument
1	S2LIVEFRIEND	S2 F23E Dropout/early grad lives with friends/roommates	F1 student instrument
1	S2LIVEALONE	S2 F23F Dropout/early grad lives by himself/herself	F1 student instrument
1	S2PUBASSIST	S2 F24 Dropout/early grad or spouse receiving public assistance	F1 student instrument
1	P1RELSHP	P1 A02 Respondent's relationship to 9th grader	BY parent instrument
1	P1HHPARENT	P1 A03 9th grader has parent(s) living in household	BY parent instrument
1	P1HHPARREL1	P1 A04A First resident parent's relationship to 9th grader	BY parent instrument
1	P1HHPARREL2	P1 A04B Second resident parent's relationship to 9th grader	BY parent instrument
1	P1SPOUSE	P1 A05 Respondent has a spouse/partner who lives in household	BY parent instrument
1	P1SPSREL	P1 A06 Respondent's spouse/partner's relationship to 9th grade	BY parent instrument
1	P1MARSTAT	P1 A07 Parent 1's marital status	BY parent instrument
1	P1HHLT18	P1 A08A Number of household residents less than 18 years of age	BY parent instrument
1	P1HHGE18	P1 A08B Number of household residents 18 years or older	BY parent instrument
1	P1HHTIME	P1 A09 How much of the time 9th grader lives with respondent	BY parent instrument
1	P1HHOTHR	P1 A10 Where 9th grader lives when not living with respondent	BY parent instrument
1	P1HSSIB	P1 A11 9th grader has sibling who attends/attended his/her HS in last 5 years	BY parent instrument
1	P1OLDERSIB	P1 A12 Number of older siblings	BY parent instrument
1	P1HISP1	P1 B01 Parent 1 is Hispanic/Latino/Latina	BY parent instrument
1	P1HISPOR1	P1 B02 Parent 1's Hispanic/Latino/Latina origin	BY parent instrument
1	P1WHITE1	P1 B03A Parent 1 is White	BY parent instrument
1	P1BLACK1	P1 B03B Parent 1 is Black/African American	BY parent instrument
1	P1ASIAN1	P1 B03C Parent 1 is Asian	BY parent instrument
1	P1PACISLE1	P1 B03D Parent 1 is Native Hawaiian/Pacific Islander	BY parent instrument
1	P1AMINDIAN1	P1 B03E Parent 1 is American Indian/Alaska Native	BY parent instrument
1	P1ASIANOR1	P1 B04 Parent 1's Asian origin	BY parent instrument
1	P1YRBORN1	P1 B05 Parent 1's birth year	BY parent instrument
1	P1USBORN1	P1 B06 Parent 1 was born in U.S.	BY parent instrument
1	P1COUNTRY1	P1 B07 Country in which Parent 1 was born	BY parent instrument
1	P1USYR1	P1 B08 Year Parent 1 came to U.S. to stay	BY parent instrument
1	P1HISP2	P1 B09 Parent 2 is Hispanic/Latino/Latina	BY parent instrument
1	P1HISPOR2	P1 B10 Parent 2's Hispanic/Latino/Latina origin	BY parent instrument
1	P1WHITE2	P1 B11A Parent 2 is White	BY parent instrument
1	P1BLACK2	P1 B11B Parent 2 is Black/African American	BY parent instrument
1	P1ASIAN2	P1 B11C Parent 2 is Asian	BY parent instrument
1	P1PACISLE2	P1 B11D Parent 2 is Native Hawaiian/Pacific Islander	BY parent instrument
1	P1AMINDIAN2	P1 B11E Parent 2 is American Indian or Alaska Native	BY parent instrument
1	P1ASIANOR2	P1 B12 Parent 2's Asian origin	BY parent instrument
1	P1YRBORN2	P1 B13 Parent 2's birth year	BY parent instrument
1	P1USBORN2	P1 B14 Parent 2 was born in U.S.	BY parent instrument
1	P1COUNTRY2	P1 B15 Country in which Parent 2 was born	BY parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P1USYR2	P1 B16 Year Parent 2 came to U.S. to stay	BY parent instrument
1	P1USBORN9	P1 B17 Whether student was born in the U.S.	BY parent instrument
1	P1COUNTRY9	P1 B18 Country in which student was born	BY parent instrument
1	P1USYR9	P1 B19 Year student came to the U.S. to stay	BY parent instrument
1	P1USGRADE	P1 B20 Grade level 9th grader was placed in when started school in U.S.	BY parent instrument
1	P1HOMELANG	P1 B21 Language other than English is regularly spoken in home	BY parent instrument
1	P1SPANISH	P1 B22A Spanish is regularly spoken in home	BY parent instrument
1	P1EUROLANG	P1 B22B Other European language is regularly spoken in home	BY parent instrument
1	P1CHINESE	P1 B22C Chinese language regularly spoken in home	BY parent instrument
1	P1FILIPINO	P1 B22D Filipino language regularly spoken in home	BY parent instrument
1	P1SEASIAN	P1 B22E Southeast Asian language regularly spoken in home	BY parent instrument
1	P1SASIAN	P1 B22F South Asian language regularly spoken in home	BY parent instrument
1	P1OTHRASIAN	P1 B22G Other Asian language regularly spoken in home	BY parent instrument
1	P1MIDEAST	P1 B22H Middle Eastern language regularly spoken in home	BY parent instrument
1	P1OTHRLANG	P1 B22I Other language regularly spoken in home	BY parent instrument
1	P1ENGLISH	P1 B23 English is regularly spoken in home	BY parent instrument
1	P1RSPLANG	P1 B24 Language respondent usually speaks to 9th grader in home	BY parent instrument
1	P1LANG9	P1 B25 Language 9th grader usually speaks to respondent in home	BY parent instrument
1	P1DIFSCHLNG	P1 B26 Difficulty joining in school events because speaks non-English language	BY parent instrument
1	P1ELLEVER	P1 B27 Whether 9th grader ever in English Language Learners program	BY parent instrument
1	P1ELLNOW	P1 B28 Whether 9th grader currently in English Language Learners program	BY parent instrument
1	P1HIDEG1	P1 C01 Parent 1's highest degree earned	BY parent instrument
1	P1HIMAJV1	P1 C02A Parent 1's major for highest level of education-verbatim	BY parent instrument
1	P1HIMAJ21	P1 C02B Parent 1's major for highest level of education 2-digit CIP code	BY parent instrument
1	P1HIMAJ61	P1 C02C Parent 1's major for highest level of education 6-digit CIP code	BY parent instrument
1	P1BAMAJV1	P1 C03A Parent 1's major for Bachelor's degree-verbatim	BY parent instrument
1	P1BAMAJ21	P1 C03B Parent 1's major for Bachelor's degree 2-digit CIP code	BY parent instrument
1	P1BAMAJ61	P1 C03C Parent 1's major for Bachelor's degree 6-digit CIP code	BY parent instrument
1	P1STARTDEG1	P1 C04 Parent 1 has started but not completed more advanced degree	BY parent instrument
1	P1JOBNOW1	P1 C05 Parent 1 currently holds a job	BY parent instrument
1	P1JOBEVER1	P1 C06 Parent 1 has ever held a job	BY parent instrument
1	P1HOURS1	P1 C07 Hours Parent 1 works/worked per week	BY parent instrument
1	P1JOB2ONET1	P1 C08C Parent 1's job's 2-digit ONET code	BY parent instrument
1	P1JOB6ONET1	P1 C08D Parent 1's job's 6-digit ONET code	BY parent instrument
1	P1JOBDV1	P1 C08B Parent 1's job duties-verbatim	BY parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P1JOBTV1	P1 C08A Parent 1's job title-verbatim	BY parent instrument
1	P1HIDEG2	P1 C09 Parent 2's highest degree earned	BY parent instrument
1	P1HIMAJV2	P1 C10A Parent 2's major for highest level of education-verbatim	BY parent instrument
1	P1HIMAJ22	P1 C10B Parent 2's major for highest level of education 2-digit CIP code	BY parent instrument
1	P1HIMAJ62	P1 C10C Parent 2's major for highest level of education 6-digit CIP code	BY parent instrument
1	P1BAMAJV2	P1 C11A Parent 2's major for Bachelor's degree-verbatim	BY parent instrument
1	P1BAMAJ62	P1 C11C Parent 2's major for Bachelor's degree 6-digit CIP code	BY parent instrument
1	P1BAMAJ22	P1 C11B Parent 2's major for Bachelor's degree 2-digit CIP code	BY parent instrument
1	P1STARTDEG2	P1 C12 Parent 2 has started but not completed more advanced degree	BY parent instrument
1	P1JOBNOW2	P1 C13 Parent 2 currently holds a job	BY parent instrument
1	P1JOBEVER2	P1 C14 Parent 2 has ever held a job	BY parent instrument
1	P1HOURS2	P1 C15 Hours Parent 2 works/worked per week	BY parent instrument
1	P1JOB2ONET2	P1 C16C Parent 2's job's 2-digit ONET code	BY parent instrument
1	P1JOB6ONET2	P1 C16D Parent 2's job's 6-digit ONET code	BY parent instrument
1	P1JOBDV2	P1 C16B Parent 2's job duties-verbatim	BY parent instrument
1	P1JOBTV2	P1 C16A Parent 2's job title-verbatim	BY parent instrument
1	P1INCOME	P1 C17 Household income in 2008-continuous form	BY parent instrument
1	P1INCOMECAT	P1 C18 Household income in 2008-categorical form	BY parent instrument
1	P1OWNHOME	P1 C19 Home is owned, rented or other arrangement	BY parent instrument
1	P1REPEATGRD	P1 D01 Ninth grader has repeated a grade	BY parent instrument
1	P1REPEATGK	P1 D02A Ninth grader repeated kindergarten	BY parent instrument
1	P1REPEATG1	P1 D02B Ninth grader repeated 1st grade	BY parent instrument
1	P1REPEATG2	P1 D02C Ninth grader repeated 2nd grade	BY parent instrument
1	P1REPEATG3	P1 D02D Ninth grader repeated 3rd grade	BY parent instrument
1	P1REPEATG4	P1 D02E Ninth grader repeated 4th grade	BY parent instrument
1	P1REPEATG5	P1 D02F Ninth grader repeated 5th grade	BY parent instrument
1	P1REPEATG6	P1 D02G Ninth grader repeated 6th grade	BY parent instrument
1	P1REPEATG7	P1 D02H Ninth grader repeated 7th grade	BY parent instrument
1	P1REPEATG8	P1 D02I Ninth grader repeated 8th grade	BY parent instrument
1	P1REPEATG9	P1 D02J Ninth grader repeated 9th grade	BY parent instrument
1	P1SLD	P1 D03A Doctor/school has told parent 9th grader has learning disability	BY parent instrument
1	P1DD	P1 D03B Doctor/school has told parent 9th grader has developmental delay	BY parent instrument
1	P1AUTISM	P1 D03C Doctor/school has told parent 9th grader has some form of autism	BY parent instrument
1	P1EAREYE	P1 D03D Doctor/school has told parent 9th grader has hearing/vision problem	BY parent instrument
1	P1JOINT	P1 D03E Doctor/school has told parent 9th grader has bone/joint/muscle problem	BY parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P1INTELLECT	P1 D03F Doctor/school has told parent 9th grader has intellectual disability	BY parent instrument
1	P1ADHD	P1 D03G Doctor/school has told parent 9th grader has ADD or ADHD	BY parent instrument
1	P1SPECIALED	P1 D04 9th grader is currently receiving Special Education Services	BY parent instrument
1	P1ADHDMED	P1 D05 9th grader is currently taking medication for ADD or ADHD	BY parent instrument
1	P1LEARN	P1 D06A How much difficulty 9th grader has learning or paying attention	BY parent instrument
1	P1SPEAK	P1 D06B How much difficulty 9th grader has speaking or communicating	BY parent instrument
1	P1MOOD	P1 D06C How much difficulty 9th grader has feeling anxious or depressed	BY parent instrument
1	P1ACTOUT	P1 D06D How much difficulty 9th grader has with behavior problems	BY parent instrument
1	P1FRIEND	P1 D06E How much difficulty 9th grader has making and keeping friends	BY parent instrument
1	P1SKIPGRD	P1 D07 Ninth grader has skipped a grade	BY parent instrument
1	P1SKIPGK	P1 D08A Ninth grader skipped kindergarten	BY parent instrument
1	P1SKIPG1	P1 D08B Ninth grader skipped 1st grade	BY parent instrument
1	P1SKIPG2	P1 D08C Ninth grader skipped 2nd grade	BY parent instrument
1	P1SKIPG3	P1 D08D Ninth grader skipped 3rd grade	BY parent instrument
1	P1SKIPG4	P1 D08E Ninth grader skipped 4th grade	BY parent instrument
1	P1SKIPG5	P1 D08F Ninth grader skipped 5th grade	BY parent instrument
1	P1SKIPG6	P1 D08G Ninth grader skipped 6th grade	BY parent instrument
1	P1SKIPG7	P1 D08H Ninth grader skipped 7th grade	BY parent instrument
1	P1SKIPG8	P1 D08I Ninth grader skipped 8th grade	BY parent instrument
1	P1HONORS	P1 D09 Whether 9th grader is currently enrolled in honors course	BY parent instrument
1	P1CHANGESCH	P1 D10 Number of times 9th grader has changed schools since kindergarten	BY parent instrument
1	P1DROPOUT	P1 D11 Whether 9th grader has ever stopped attending school for a month or more	BY parent instrument
1	P1SUSPEND	P1 D12 Whether 9th grader has ever been suspended or expelled	BY parent instrument
1	P1BEHAVE	P1 D13A How often parent contacted by school about problem behavior	BY parent instrument
1	P1ATTEND	P1 D13B How often parent contacted by school about poor attendance	BY parent instrument
1	P1PERFORM	P1 D13C How often parent contacted by school about poor performance	BY parent instrument
1	P1SCHCHOICE	P1 E01 Whether 9th grader's school was assigned or chosen	BY parent instrument
1	P1SCHMTG	P1 E02A Attended a general school meeting since start of 2009-10 school year	BY parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P1PTOMTG	P1 E02B Attended a PTO meeting since start of 2009-10 school year	BY parent instrument
1	P1PTCONFER	P1 E02C Attended parent-teacher conference since start of 2009-10 school year	BY parent instrument
1	P1SCHEVENT	P1 E02D Attended school event since start of 2009-10 school year	BY parent instrument
1	P1VOLUNTEER	P1 E02E Served as a school volunteer since start of 2009-10 school year	BY parent instrument
1	P1FUNDRAISE	P1 E02F Participated in school fund raiser since start of 2009-10 school year	BY parent instrument
1	P1COUNSELOR	P1 E02G Met with a school counselor since start of 2009-10 school year	BY parent instrument
1	P1HWOFTEN	P1 E03 How often helped 9th grader with homework	BY parent instrument
1	P1MTHHWEFF	P1 E04A Confidence in helping with 9th grade math homework	BY parent instrument
1	P1SCIHWEFF	P1 E04B Confidence in helping with 9th grade science homework	BY parent instrument
1	P1ENGHWEFF	P1 E04C Confidence in helping with 9th grade English homework	BY parent instrument
1	P1MTHCOMP	P1 E05A Comparison of females' and males' abilities in math	BY parent instrument
1	P1SCICOMP	P1 E05B Comparison of females' and males' abilities in science	BY parent instrument
1	P1ENGCOMP	P1 E05C Comparison of females' and males' abilities in English/language arts	BY parent instrument
1	P1ARTS	P1 E06A Participated in performing/visual arts outside of school in last year	BY parent instrument
1	P1SPORTS	P1 E06B Participated in organized sports outside of school in last year	BY parent instrument
1	P1RELIGGRP	P1 E06C Participated in religious group outside of school in last year	BY parent instrument
1	P1CLUB	P1 E06D Participated in scouting/other group/club outside of school in last year	BY parent instrument
1	P1ACADEMIC	P1 E06E Received academic instruction outside of school in last year	BY parent instrument
1	P1CAMPMS	P1 E06F Participated in math or science camp outside of school in last year	BY parent instrument
1	P1CAMPOTH	P1 E06G Participated in another camp outside of school in last year	BY parent instrument
1	P1NOOUTSCH	P1 E06H Didn't participate in any listed out of school activities in last year	BY parent instrument
1	P1MUSEUM	P1 E07A Went to science or engineering museum with 9th grader in last year	BY parent instrument
1	P1COMPUTER	P1 E07B Worked or played on computer with 9th grader in last year	BY parent instrument
1	P1FIXED	P1 E07C Built or fixed something with 9th grader in last year	BY parent instrument
1	P1SCIFAIR	P1 E07D Attended a school science fair with 9th grader in last year	BY parent instrument
1	P1SCIPROJ	P1 E07E Helped 9th grader with a school science fair project in last year	BY parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P1STEMDISC	P1 E07F Discussed STEM program or article with 9th grader in last year	BY parent instrument
1	P1LIBRARY	P1 E07G Visited a library with 9th grader in last year	BY parent instrument
1	P1SHOW	P1 E07H Went to a play, concert or live show with 9th grader in last year	BY parent instrument
1	P1NOACT	P1 E07I Didn't participate in any listed activities with 9th grader in last year	BY parent instrument
1	P1EDUASPIRE	P1 F01 How far in school would like 9th grader to go	BY parent instrument
1	P1EDUEXPECT	P1 F02 How far in school 9th grader will go	BY parent instrument
1	P1ABLEBA	P1 F03 9th grader has ability to complete a Bachelor's degree	BY parent instrument
1	P1ADMITREQ	P1 F04 Family talked w/ counselor/teacher about postsec admission requirements	BY parent instrument
1	P1TYPEPS	P1 F05 Type of postsecondary institution 9th grader will attend first	BY parent instrument
1	P1START	P1 F06 When 9th grader will start education after high school	BY parent instrument
1	P1PUBPRV	P1 F07 9th grader is more likely to go to public or private college	BY parent instrument
1	P1INOUTST	P1 F08 9th grader is more likely to go to public in-state/out-of-state college	BY parent instrument
1	P1TUITION	P1 F09 Has information on tuition and mandatory fees at specific college	BY parent instrument
1	P1COSTIN	P1 F10 Cost of tuition and mandatory fees at public in-state 4-year college	BY parent instrument
1	P1FEEIN	P1 F11 Tuition/fees at public in-state 4-year college includes room and board	BY parent instrument
1	P1COSTPRV	P1 F12 Cost of tuition and mandatory fees at private 4-year college	BY parent instrument
1	P1FEEPRV	P1 F13 What does tuition/fees at private college include	BY parent instrument
1	P1COSTOUT	P1 F14 Cost of tuition/fees at public out-of-state 4-year college	BY parent instrument
1	P1FEEOUT	P1 F15 What does tuition/fees at public out-of-state 4-year college include	BY parent instrument
1	P1ESTIN	P1 F16 Estimate of tuition and mandatory fees at public in-state 4-year college	BY parent instrument
1	P1ESTFEE	P1 F17 What does estimated cost of public in-state 4-year college include	BY parent instrument
1	P1ESTCONF	P1 F18 Confidence in estimate of cost for public in-state 4-year college	BY parent instrument
1	P1HELPPAY	P1 F19 Family plans to help 9th grader pay for postsecondary education	BY parent instrument
1	P1PREPPAY	P1 F20 9th grader's grade when family began financial preparation for education	BY parent instrument
1	P1SAVEDPAY	P1 F21 Amount currently set aside for 9th grader's future educational needs	BY parent instrument
1	P1ACCTPAY	P1 F22 Family has opened account(s) to save for 9th grader's college education	BY parent instrument
1	P1QHELP	P1 G01 Respondent received help in completing questionnaire	BY parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P1QHELP1	P1 G02A 9th grader helped respondent complete questionnaire	BY parent instrument
1	P1QHELP2	P1 G02B Other family member helped respondent complete questionnaire	BY parent instrument
1	P1QHELP3	P1 G02C Respondent's friend helped respondent complete questionnaire	BY parent instrument
1	P1QHELP4	P1 G02D Someone else helped respondent complete questionnaire	BY parent instrument
1	P2HHTIME	P2 A02 How much of the time teenager lives with respondent	F1 parent instrument
1	P2RELSHP	P2 A03 Respondent's relationship to teenager	F1 parent instrument
1	P2SAMER	P2 A04 Same respondent as the base year	F1 parent instrument
1	P2HHPARENT	P2 A05 Teen has parent(s) living in household	F1 parent instrument
1	P2HHPARREL1	P2 A06A First resident parent's relationship to teenager	F1 parent instrument
1	P2HHPARREL2	P2 A06B Second resident parent's relationship to teenager	F1 parent instrument
1	P2SPOUSE	P2 A08 Respondent has a spouse/partner who lives in household	F1 parent instrument
1	P2SPSREL	P2 A09 Respondent's spouse/partner's relationship to teenager	F1 parent instrument
1	P2SAMESPS	P2 A10 Spouse/partner is same spouse/partner as in BY	F1 parent instrument
1	P2OTHADULT	P2 A11 Another adult in household who has parental responsibility for teen	F1 parent instrument
1	P2OTHREL	P2 A12 Other parental adult's relationship to teenager	F1 parent instrument
1	P2MARSTAT	P2 A13 Parent 1's marital status	F1 parent instrument
1	P2HHLT18	P2 A14A Number of household residents less than 18 years of age	F1 parent instrument
1	P2HHGE18	P2 A14B Number of household residents 18 years or older	F1 parent instrument
1	P2SIBNUM	P2 A15 Number of siblings	F1 parent instrument
1	P2SIBDROPOUT	P2 A16A Sibling has ever stopped going to school for a month or more	F1 parent instrument
1	P2SIBHSDIP	P2 A16B Sibling has earned a high school diploma	F1 parent instrument
1	P2SIBGED	P2 A16C Sibling has earned a GED	F1 parent instrument
1	P2SIBAPPLYCLG	P2 A16D Sibling has applied to college or school providing occupational training	F1 parent instrument
1	P2SIBAPPLYAID	P2 A16E Sibling has applied for financial aid	F1 parent instrument
1	P2SIBSTARTCLG	P2 A16F Sibling has enrolled in college/school providing occupational training	F1 parent instrument
1	P2SIBCLGGRAD	P2 A16G Sibling has completed college or school providing occupational training	F1 parent instrument
1	P2SIBENLIST	P2 A16H Sibling has enlisted in the military	F1 parent instrument
1	P2PARLOSTJOB	P2 A17A Teenager's parent/guardian has lost job since fall 2009	F1 parent instrument
1	P2FORECLOSED	P2 A17B Teenager's family's home was foreclosed since fall 2009	F1 parent instrument
1	P2PARDIVORCE	P2 A17C Teenager's parents/guardians divorced/separated since fall 2009	F1 parent instrument
1	P2PARHEALTH	P2 A17D Teen's parent/guardian had serious health issue/injury since fall 2009	F1 parent instrument
1	P2PARDIED	P2 A17E Teenager's parent/guardian died since fall 2009	F1 parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P2TEENHEALTH	P2 A17F Teenager had serious health issue/injury since fall 2009	F1 parent instrument
1	P2TEENCHILD	P2 A17G Teenager had a child since fall 2009	F1 parent instrument
1	P2REPEATGK	P2 B01A Teenager repeated kindergarten	F1 parent instrument
1	P2REPEATG1	P2 B01B Teenager repeated 1st grade	F1 parent instrument
1	P2REPEATG2	P2 B01C Teenager repeated 2nd grade	F1 parent instrument
1	P2REPEATG3	P2 B01D Teenager repeated 3rd grade	F1 parent instrument
1	P2REPEATG4	P2 B01E Teenager repeated 4th grade	F1 parent instrument
1	P2REPEATG5	P2 B01F Teenager repeated 5th grade	F1 parent instrument
1	P2REPEATG6	P2 B01G Teenager repeated 6th grade	F1 parent instrument
1	P2REPEATG7	P2 B01H Teenager repeated 7th grade	F1 parent instrument
1	P2REPEATG8	P2 B01I Teenager repeated 8th grade	F1 parent instrument
1	P2REPEATG9	P2 B01J Teenager repeated 9th grade	F1 parent instrument
1	P2REPEATG10	P2 B01K Teenager repeated 10th grade	F1 parent instrument
1	P2REPEATG11	P2 B01L Teenager repeated 11th grade	F1 parent instrument
1	P2REPEATNONE	P2 B01M Teenager has not repeated any grades	F1 parent instrument
1	P2SKIPGK	P2 B02A Teenager skipped kindergarten	F1 parent instrument
1	P2SKIPG1	P2 B02B Teenager skipped 1st grade	F1 parent instrument
1	P2SKIPG2	P2 B02C Teenager skipped 2nd grade	F1 parent instrument
1	P2SKIPG3	P2 B02D Teenager skipped 3rd grade	F1 parent instrument
1	P2SKIPG4	P2 B02E Teenager skipped 4th grade	F1 parent instrument
1	P2SKIPG5	P2 B02F Teenager skipped 5th grade	F1 parent instrument
1	P2SKIPG6	P2 B02G Teenager skipped 6th grade	F1 parent instrument
1	P2SKIPG7	P2 B02H Teenager skipped 7th grade	F1 parent instrument
1	P2SKIPG8	P2 B02I Teenager skipped 8th grade	F1 parent instrument
1	P2SKIPG10	P2 B02K Teenager skipped 10th grade	F1 parent instrument
1	P2SKIPG11	P2 B02L Teenager skipped 11th grade	F1 parent instrument
1	P2SKIPNONE	P2 B02M Teenager has not skipped any grades	F1 parent instrument
1	P2ENROLLHS12	P2 B03 Teenager's high school enrollment status end of spring 2012 term	F1 parent instrument
1	P2HSDIPGED	P2 B04 Teenager has earned a high school credential	F1 parent instrument
1	P2SUSPEND	P2 B05 Whether teenager has ever been suspended or expelled	F1 parent instrument
1	P2DROPOUTHS	P2 B06 Teenager stopped going to high school for 4 weeks/more since fall 2009	F1 parent instrument
1	P2SPECIALED	P2 B07 Teen receiving special ed services spring 2012 term/when last attended	F1 parent instrument
1	P2HWOFTEN	P2 B08 How often helped teenager with homework	F1 parent instrument
1	P2MTHHWEFF	P2 B09A Confidence in helping with math homework 2011-2012/when last enrolled	F1 parent instrument
1	P2SCIHWEFF	P2 B09B Confidence in helping with science homework 2011-2012/when last enrolled	F1 parent instrument
1	P2ENGHWEFF	P2 B09C Confidence in helping with English homework 2011-2012/when last enrolled	F1 parent instrument
1	P2MUSEUM	P2 B10A Visited science-related destination together in last year	F1 parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P2COMPUTER	P2 B10B Worked or played on computer with teenager in last year	F1 parent instrument
1	P2FIXED	P2 B10C Built or fixed something with teenager in last year	F1 parent instrument
1	P2SCIPROJ	P2 B10D Helped teenager with a school science fair project in last year	F1 parent instrument
1	P2STEMDISC	P2 B10E Discussed STEM program or article with teenager in last year	F1 parent instrument
1	P2LIBRARY	P2 B10F Visited a library with teenager in last year	F1 parent instrument
1	P2SHOW	P2 B10G Went to a play, concert, or live show with teenager in last year	F1 parent instrument
1	P2ARTEXHIBIT	P2 B10H Went to an art museum or exhibit together in last year	F1 parent instrument
1	P2NATLPARK	P2 B10I Visited a national or state park together in last year	F1 parent instrument
1	P2RELIGGRP	P2 B11 Participated in religious group outside of school in last year	F1 parent instrument
1	P2GOODJOB	P2 B12A Studying in high school rarely pays off later with good jobs	F1 parent instrument
1	P2DROPOUTOK	P2 B12B People can do okay even if they drop out of high school	F1 parent instrument
1	P2BADGRADES	P2 B12C Students with bad grades often get good jobs after high school	F1 parent instrument
1	P2SCHWASTE	P2 B12D High school often is a waste of time	F1 parent instrument
1	P2SCHOLARSHIP	P2 B12E Studying in high school pays off with scholarships for college	F1 parent instrument
1	P2CANTAFFORD	P2 B13A Even if teen gets accepted to college, cannot afford to send him/her	F1 parent instrument
1	P2GETINTOCLG	P2 B13B Regardless of grades, teen will get into some kind of school or college	F1 parent instrument
1	P2DISCCOURSES	P2 B14A How often discussed selecting courses or programs at school	F1 parent instrument
1	P2DISCCLGEXAM	P2 B14B How often discussed preparing for college entrance exams	F1 parent instrument
1	P2DISCCLGAPP	P2 B14C How often discussed applying to college/other schools after high school	F1 parent instrument
1	P2DISCCAREER	P2 B14D How often discussed careers he/she might be interested in	F1 parent instrument
1	P2DISCJOBS	P2 B14E How often discussed job that he/she might want to take after high school	F1 parent instrument
1	P2DISCEVENTS	P2 B14F How often discussed community/national/world events	F1 parent instrument
1	P2DISCTROUBLE	P2 B14G How often discussed things that were troubling him/her	F1 parent instrument
1	P2CONTACTSCH	P2 B15 How often contacted teen's school since start of 2011-2012 school year	F1 parent instrument
1	P2JOBFAIR	P2 C01A Has attended career day or job fair with teenager	F1 parent instrument
1	P2CLGTOUR	P2 C01B Has arranged for teen to attend program/take tour of college campus	F1 parent instrument
1	P2CLGCLASS	P2 C01C Has arranged for teenager to sit in on or take a college class	F1 parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P2INTERN	P2 C01D Has arranged for teenager to participate in an internship or apprenticeship	F1 parent instrument
1	P2CAREERJOB	P2 C01E Has arranged for teenager to perform work in job related to career	F1 parent instrument
1	P2CLGSEARCH	P2 C01F Has searched Internet for college options or read college guides	F1 parent instrument
1	P2TALKHSCNSL	P2 C01G Has talked with school counselor about options for after high school	F1 parent instrument
1	P2TALKCLGCNSL	P2 C01H Has talked with counselor hired to help prepare for college admission	F1 parent instrument
1	P2CLGEXAMPREP	P2 C01I Has arranged for teen to take college admission exam preparation course	F1 parent instrument
1	P2HELPCLGAPP	P2 C02 Has helped complete/completed a college application in last 5 years	F1 parent instrument
1	P2REQOCCTRAIN	P2 C03A Will meet requirements for school for occupation training by summer 2013	F1 parent instrument
1	P2REQ2YR	P2 C03B Will meet requirements for 2-year community college by summer 2013	F1 parent instrument
1	P2REQTYP4YR	P2 C03C Will meet requirements for typical 4-year college by summer 2013	F1 parent instrument
1	P2REQSEL4YR	P2 C03D Will meet requirements for selective 4-year college by summer 2013	F1 parent instrument
1	P2EDUASP	P2 C04 How far in school would like teenager to go	F1 parent instrument
1	P2EDUEXP	P2 C05 How far in school teenager will go	F1 parent instrument
1	P2SUREDIPL	P2 C06 How sure teenager will receive high school diploma	F1 parent instrument
1	P2SUREBA	P2 C07 How sure teenager will pursue a Bachelor's degree	F1 parent instrument
1	P2ABLEBA	P2 C08 Teenager has ability to complete a Bachelor's degree	F1 parent instrument
1	P2TYPEPS2013	P2 C09 Level of college/school teen most likely to attend in fall 2013	F1 parent instrument
1	P2PUBPRV2013	P2 C10 Teen more likely to go to public or private college/school in fall 2013	F1 parent instrument
1	P2INOUTST2013	P2 C11 Teen more likely to go to in-state/out-of-state college/school in 2013	F1 parent instrument
1	P2KNOWCLG	P2 C12 Parent knows postsecondary institution teen most likely to attend 2013	F1 parent instrument
1	P2LIKELYCLGLV	P2 C13D Level of postsecondary institution most likely to attend in fall 2013	F1 parent instrument
1	P2LIKELYCLGTYP	P2 C13E Control (public/private) of postsec inst most likely to attend in fall 2013	F1 parent instrument
1	P2LIKELYCLGID	P2 C13F IPEDS ID of postsecondary institution teen most likely to attend in 2013	F1 parent instrument
1	P2CERTAINCLG	P2 C14 How certain teenager is to attend most likely postsecondary institution	F1 parent instrument
1	P2FIRSTCHOICE	P2 C15 Most likely postsec school is parent's 1st choice not considering cost	F1 parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P2CHOICECLGLV	P2 C16D Level of parent's first choice postsecondary institution	F1 parent instrument
1	P2CHOICECLGTYP	P2 C16E Control (public/private) of parent's first choice postsecondary institution	F1 parent instrument
1	P2CHOICECLGID	P2 C16F IPEDS ID of parent's first choice postsecondary institution	F1 parent instrument
1	P2REPUTATION	P2 C17A Importance of academic quality/reputation when choosing college/school	F1 parent instrument
1	P2COSTATTEND	P2 C17B Importance of cost of attendance when choosing college/school	F1 parent instrument
1	P2JOBPLC	P2 C17C Importance of job placement when choosing college/school	F1 parent instrument
1	P2GRADSCHPLC	P2 C17D Importance of graduate school placement when choosing college/school	F1 parent instrument
1	P2PLAYSPORTS	P2 C17E Importance of opportunity to play sports when choosing college/school	F1 parent instrument
1	P2FAMREC	P2 C17F Importance of family/friend recommendations when choosing college/school	F1 parent instrument
1	P2CLOSEHOME	P2 C17G Importance of being close to home when choosing college/school	F1 parent instrument
1	P2FARHOME	P2 C17H Importance of being far from home when choosing college/school	F1 parent instrument
1	P2OFFERSPGRM	P2 C17I Importance of program of study when choosing college/school	F1 parent instrument
1	P2SOCIALLIFE	P2 C17J Importance of good social life when choosing college/school	F1 parent instrument
1	P2SPIRIT	P2 C17K Importance of sports teams/school spirit when choosing college/school	F1 parent instrument
1	P2FAMILYWENT	P2 C17L Importance of family legacy when choosing college/school	F1 parent instrument
1	P2DECIDECLG	P2 C18 How family will decide which postsecondary institution teen will attend	F1 parent instrument
1	P2COST2YPUB	P2 C19 Cost of tuition/required fees at public in-state 2-year college	F1 parent instrument
1	P2CONF2YPUB	P2 C20 Confidence in estimate of cost of public in-state 2-year college	F1 parent instrument
1	P2COST4YPUB	P2 C21 Cost of tuition/required fees at public in-state 4-year college	F1 parent instrument
1	P2CONF4YPUB	P2 C22 Confidence in estimate of cost of public in-state 4-year college	F1 parent instrument
1	P2COST4YPRV	P2 C23 Cost of tuition/required fees at typical private 4-year college	F1 parent instrument
1	P2CONF4YPRV	P2 C24 Confidence in estimate for cost of typical 4-year private college	F1 parent instrument
1	P2AIDFAMILY	P2 C25A Got financial aid info for a family member	F1 parent instrument
1	P2AIDPARENT	P2 C25B Got financial aid info from other parents/family/friends	F1 parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P2AIDOFFICE	P2 C25C Got financial aid info from financial aid office at postsecondary school	F1 parent instrument
1	P2AIDSCHSTAFF	P2 C25D Got financial aid info from staff at teenager's high school	F1 parent instrument
1	P2AIDINTERNET	P2 C25E Got financial aid info from research on Internet	F1 parent instrument
1	P2AIDMEETING	P2 C25F Got financial aid info from informational meeting at high school	F1 parent instrument
1	P2QUALNEED	P2 C26A Will qualify for financial aid based on financial need	F1 parent instrument
1	P2QUALACHIEVE	P2 C26B Will qualify for financial aid based on academic achievement	F1 parent instrument
1	P2QUALATHLETE	P2 C26C Will qualify for athletic scholarship	F1 parent instrument
1	P2QUALGOVLOAN	P2 C26D Will qualify for federal or state loans	F1 parent instrument
1	P2QUALPRVLOAN	P2 C26E Will qualify for private loans	F1 parent instrument
1	P2NOQUALFAM	P2 C27A Won't qualify for financial aid because family member didn't qualify	F1 parent instrument
1	P2NOQUALCRED	P2 C27B Won't qualify for financial aid because of credit score	F1 parent instrument
1	P2NOQUALINC	P2 C27C Won't qualify for financial aid because income is too high	F1 parent instrument
1	P2NOQUALTEST	P2 C27D Won't qualify for financial aid because grades or test scores too low	F1 parent instrument
1	P2NOQUALPT	P2 C27E Won't qualify for financial aid because will attend part-time	F1 parent instrument
1	P2FAFSA5YR	P2 C28 Has completed FAFSA in last 5 years for another family member or self	F1 parent instrument
1	P2APPLYAID	P2 C29 Will complete a FAFSA for teenager	F1 parent instrument
1	P2INELIGIBLE	P2 C30A Won't apply for financial aid because may be ineligible/unqualified	F1 parent instrument
1	P2CANAFFORD	P2 C30B Won't apply for financial aid because can afford college/school w/out it	F1 parent instrument
1	P2DKHOWAPP	P2 C30C Won't apply for financial aid because does not know how	F1 parent instrument
1	P2NODEBT	P2 C30D Won't apply for financial aid because family doesn't want debt	F1 parent instrument
1	P2FORMSDIFF	P2 C30E Won't apply for financial aid because forms are too difficult	F1 parent instrument
1	P2NOPLANS	P2 C30F Won't apply for financial aid because doesn't plan to continue education	F1 parent instrument
1	P2HELPPAY	P2 C31 Family plans to help teenager pay for postsecondary education	F1 parent instrument
1	P2SAVEDPAY	P2 C32 Amount currently set aside for teenager's future educational needs	F1 parent instrument
1	P2ACCTPAY	P2 C33 Family has opened account(s) to save for teenager's college education	F1 parent instrument
1	P2MAXBORROW	P2 C34 Maximum family willing to borrow per year to help teen pay for college	F1 parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P2AFFOCCTRN	P2 C35A Can afford school that provides occupational training	F1 parent instrument
1	P2AFF2YPUB	P2 C35B Can afford 2-year community college	F1 parent instrument
1	P2AFF4YIN	P2 C35C Can afford 4-year public college in your state	F1 parent instrument
1	P2AFF4YOUT	P2 C35D Can afford 4-year public college out of state	F1 parent instrument
1	P2AFF4YPRV	P2 C35E Can afford typical 4-year private college	F1 parent instrument
1	P2AFF4YSEL	P2 C35F Can afford highly selective 4-year private college	F1 parent instrument
1	P2NEVERCLG	P2 C36A Will never continue education after high school	F1 parent instrument
1	P2TEENSAVING	P2 C36B Will pay for tuition/room/board w/ teen's own earnings/savings	F1 parent instrument
1	P2PARSAVING	P2 C36C Will pay for tuition/room/board w/ parents'/relatives' earnings/savings	F1 parent instrument
1	P2GRANTS	P2 C36D Will pay for tuition/room/board w/ scholarships/grants	F1 parent instrument
1	P2GOVLOAN	P2 C36E Will pay for tuition/room/board w/ federal or state loans	F1 parent instrument
1	P2TEENPRVLOAN	P2 C36F Will pay for tuition/room/board w/ private loan in teen's name	F1 parent instrument
1	P2PARPRVLOAN	P2 C36G Will pay for tuition/room/board w/ priv loan in parents'/relatives' name	F1 parent instrument
1	P2SCHYRWORK	P2 C37A Teen's earnings for education from evening/weekend work during HS year	F1 parent instrument
1	P2SUMMERWORK	P2 C37B Teen's earnings for education from summer work while in HS	F1 parent instrument
1	P2BTWNWORK	P2 C37C Teen's earnings for education from work between HS and college	F1 parent instrument
1	P2CLGWORK	P2 C37D Teen's earnings for education from work while attending college	F1 parent instrument
1	P2CLGWORKFT	P2 C38 Teenager will work full-time or part-time while attending college	F1 parent instrument
1	P2INCLGNOW	P2 C39 Number of dependents currently in college/school for occupation training	F1 parent instrument
1	P2INCLG2013	P2 C40 Number of dependents in college/school for occupation training-fall 2013	F1 parent instrument
1	P2EARNNOHS	P2 C41AA Expected earnings if left HS without a diploma	F1 parent instrument
1	P2EARNNOHSUN	P2 C41AB Unit for expected earnings if left HS without a diploma	F1 parent instrument
1	P2EARNHS	P2 C41BA Expected earnings if completed a HS diploma	F1 parent instrument
1	P2EARNHSUN	P2 C41BB Unit for expected earnings if completed a HS diploma	F1 parent instrument
1	P2EARNOCC	P2 C41CA Expected earnings if completed certificate from school for occ training	F1 parent instrument
1	P2EARNOCCUN	P2 C41CB Unit for expected earnings-certificate from school for occ training	F1 parent instrument
1	P2EARN2YPUB	P2 C41DA Expected earnings if completed 2-year community college degree	F1 parent instrument
1	P2EARN2YPUBUN	P2 C41DB Unit for expected earnings if completed 2-year community college degree	F1 parent instrument
1	P2EARN4Y	P2 C41EA Expected earnings if completed 4-year college degree	F1 parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P2EARN4YUN	P2 C41EB Unit for expected earnings if completed 4-year college degree	F1 parent instrument
1	P2HIDEG1	P2 D01 Parent 1's highest degree earned	F1 parent instrument
1	P2HIMAJV1	P2 D02A Parent 1's major for highest level of education-verbatim	F1 parent instrument
1	P2HIMAJ21	P2 D02B Parent 1's major for highest level of education 2-digit CIP code	F1 parent instrument
1	P2HIMAJ61	P2 D02C Parent 1's major for highest level of education 6-digit CIP code	F1 parent instrument
1	P2STARTDEG1	P2 D03 Parent 1 has started but not completed more advanced degree	F1 parent instrument
1	P2JOBNOW1	P2 D04 Parent 1 currently holds a job	F1 parent instrument
1	P2JOBEVER1	P2 D05 Parent 1 has ever held a job	F1 parent instrument
1	P2SAMEJOB1	P2 D06 Parent 1 has same occupation as in base year	F1 parent instrument
1	P2JOBDV1	P2 D07A Parent 1's job duties-verbatim	F1 parent instrument
1	P2JOBTV1	P2 D07B Parent 1's job title-verbatim	F1 parent instrument
1	P2JOB2ONET1	P2 D07C Parent 1's current/most recent occupation: 2-digit ONET code	F1 parent instrument
1	P2JOB6ONET1	P2 D07D Parent 1's current/most recent occupation: 6-digit ONET code	F1 parent instrument
1	P2HOURS1	P2 D08 Hours parent 1 works/worked per week	F1 parent instrument
1	P2HIDEG2	P2 D09 Parent 2's highest degree earned	F1 parent instrument
1	P2HIMAJV2	P2 D10A Parent 2's major for highest level of education-verbatim	F1 parent instrument
1	P2HIMAJ22	P2 D10B Parent 2's major for highest level of education 2-digit CIP code	F1 parent instrument
1	P2HIMAJ62	P2 D10C Parent 2's major for highest level of education 6-digit CIP code	F1 parent instrument
1	P2STARTDEG2	P2 D11 Parent 2 has started but not completed more advanced degree	F1 parent instrument
1	P2JOBNOW2	P2 D12 Parent 2 currently holds a job	F1 parent instrument
1	P2JOBEVER2	P2 D13 Parent 2 has ever held a job	F1 parent instrument
1	P2SAMEJOB2	P2 D14 Parent 2 has same occupation as in base year	F1 parent instrument
1	P2JOBDV2	P2 D15B Parent 2's job duties-verbatim	F1 parent instrument
1	P2JOBTV2	P2 D15A Parent 2's job title-verbatim	F1 parent instrument
1	P2JOB2ONET2	P2 D15C Parent 2's current/most recent occupation: 2-digit ONET code	F1 parent instrument
1	P2JOB6ONET2	P2 D15D Parent 2's current/most recent occupation: 6-digit ONET code	F1 parent instrument
1	P2HOURS2	P2 D16 Hours Parent 2 works/worked per week	F1 parent instrument
1	P2INCOME	P2 D17 Household income in 2011-continuous form	F1 parent instrument
1	P2INCOMECAT	P2 D18 Household income in 2011-categorical form	F1 parent instrument
1	P2DEPENDNUM	P2 D19 Number of dependents on respondent, parent 1 and parent 2	F1 parent instrument
1	P2OWNHOME	P2 D20 Home is owned, rented or other arrangement	F1 parent instrument
1	P2HISP1	P2 E01 Parent 1 is Hispanic/Latino/Latina	F1 parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P2HISPOR1	P2 E02 Parent 1's Hispanic/Latino/Latina origin	F1 parent instrument
1	P2WHITE1	P2 E03A Parent 1 is White	F1 parent instrument
1	P2BLACK1	P2 E03B Parent 1 is Black/African American	F1 parent instrument
1	P2ASIAN1	P2 E03C Parent 1 is Asian	F1 parent instrument
1	P2PACISLE1	P2 E03D Parent 1 is Native Hawaiian/Pacific Islander	F1 parent instrument
1	P2AMINDIAN1	P2 E03E Parent 1 is American Indian/Alaska Native	F1 parent instrument
1	P2ASIANOR1	P2 E04 Parent 1's Asian origin	F1 parent instrument
1	P2YRBORN1	P2 E05 Parent 1's birth year	F1 parent instrument
1	P2USBORN1	P2 E06 Parent 1 was born in U.S.	F1 parent instrument
1	P2USYR1	P2 E07 Year Parent 1 came to U.S. to stay	F1 parent instrument
1	P2HISP2	P2 E08 Parent 2 is Hispanic/Latino/Latina	F1 parent instrument
1	P2HISPOR2	P2 E09 Parent 2's Hispanic/Latino/Latina origin	F1 parent instrument
1	P2WHITE2	P2 E10A Parent 2 is White	F1 parent instrument
1	P2BLACK2	P2 E10B Parent 2 is Black/African American	F1 parent instrument
1	P2ASIAN2	P2 E10C Parent 2 is Asian	F1 parent instrument
1	P2PACISLE2	P2 E10D Parent 2 is Native Hawaiian/Pacific Islander	F1 parent instrument
1	P2AMINDIAN2	P2 E10E Parent 2 is American Indian or Alaska Native	F1 parent instrument
1	P2ASIANOR2	P2 E11 Parent 2's Asian origin	F1 parent instrument
1	P2YRBORN2	P2 E12 Parent 2's birth year	F1 parent instrument
1	P2USBORN2	P2 E13 Parent 2 was born in U.S.	F1 parent instrument
1	P2USYR2	P2 E14 Year Parent 2 came to U.S. to stay	F1 parent instrument
1	P2USBORNT	P2 E15 Whether teenager was born in the U.S.	F1 parent instrument
1	P2COUNTRYT	P2 E16 Country in which teenager was born	F1 parent instrument
1	P2USYRT	P2 E17 Year teenager came to the U.S. to stay	F1 parent instrument
1	P2USGRADE	P2 E18 Grade level teenager was placed in when started school in U.S.	F1 parent instrument
1	P2HOMELANG	P2 E19 Language other than English is regularly spoken in home	F1 parent instrument
1	P2SPANISH	P2 E20A Spanish is regularly spoken in home	F1 parent instrument
1	P2EUROLANG	P2 E20B Other European language is regularly spoken in home	F1 parent instrument
1	P2CHINESE	P2 E20C Chinese language regularly spoken in home	F1 parent instrument
1	P2FILIPINO	P2 E20D Filipino language regularly spoken in home	F1 parent instrument
1	P2SEASIAN	P2 E20E Southeast Asian language regularly spoken in home	F1 parent instrument
1	P2SASIAN	P2 E20F South Asian language regularly spoken in home	F1 parent instrument
1	P2OTHRASIAN	P2 E20G Other Asian language regularly spoken in home	F1 parent instrument
1	P2MIDEAST	P2 E20H Middle Eastern language regularly spoken in home	F1 parent instrument
1	P2OTHRLANG	P2 E20I Other language regularly spoken in home	F1 parent instrument
1	P2ENGLISH	P2 E21 English is regularly spoken in home	F1 parent instrument
1	P2RSPLANG	P2 E22 Language respondent usually speaks to teenager in home	F1 parent instrument
1	P2LANGTEEN	P2 E23 Language teenager usually speaks to respondent in home	F1 parent instrument
1	P2QHELP	P2 F01 Respondent received help completing the questionnaire	F1 parent instrument
1	P2QHELP1	P2 F02A Teenager helped respondent complete questionnaire	F1 parent instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	P2QHELP2	P2 F02B Other family member helped respondent complete questionnaire	F1 parent instrument
1	P2QHELP3	P2 F02C Respondent's friend helped respondent complete questionnaire	F1 parent instrument
1	P2QHELP4	P2 F02D Someone else helped respondent complete questionnaire	F1 parent instrument
1	M1SEX	M1 A01 Math teacher's sex	BY math teacher instrument
1	M1HISP	M1 A02 Math teacher is Hispanic/Latino/Latina	BY math teacher instrument
1	M1WHITE	M1 A03A Math teacher is White	BY math teacher instrument
1	M1BLACK	M1 A03B Math teacher is Black	BY math teacher instrument
1	M1ASIAN	M1 A03C Math teacher is Asian	BY math teacher instrument
1	M1PACISLE	M1 A03D Math teacher is Native Hawaiian/Pacific Islander	BY math teacher instrument
1	M1AMINDIAN	M1 A03E Math teacher is American Indian/Alaskan Native	BY math teacher instrument
1	M1HIDEG	M1 A04 Math teacher's highest degree earned	BY math teacher instrument
1	M1HIDEGYR	M1 A05 Year math teacher earned highest degree	BY math teacher instrument
1	M1HIDEGIPEDS	M1 A06B IPEDS ID of math teacher's highest degree institution	BY math teacher instrument
1	M1HIDEGST	M1 A06D State of math teacher's highest degree institution	BY math teacher instrument
1	M1HIDEGLEVEL	M1 A06E Level of math teacher's highest degree institution	BY math teacher instrument
1	M1HIDEGCONT	M1 A06F Control of math teacher's highest degree institution	BY math teacher instrument
1	M1HIDEGSCHED	M1 A07 Math teacher's highest degree awarded by education department	BY math teacher instrument
1	M1HIMAJV	M1 A08A Math teacher's major for highest degree-verbatim	BY math teacher instrument
1	M1HIMAJ6	M1 A08C Math teacher's major for highest degree 6-digit CIP code	BY math teacher instrument
1	M1HIMAJ2	M1 A08B Math teacher's major for highest degree 2-digit CIP code	BY math teacher instrument
1	M1BAYR	M1 A09 Year math teacher earned Bachelor's degree	BY math teacher instrument
1	M1BAIPEDS	M1 A10B IPEDS ID of math teacher's BA/BS institution	BY math teacher instrument
1	M1BAST	M1 A10D State of math teacher's BA/BS institution	BY math teacher instrument
1	M1BALEVEL	M1 A10E Level of math teacher's BA/BS institution	BY math teacher instrument
1	M1BACONT	M1 A10F Control of math teacher's BA/BS institution	BY math teacher instrument
1	M1BASCHED	M1 A11 Math teacher's BA/BS degree awarded by education department	BY math teacher instrument
1	M1BAMAJV	M1 A12A Math teacher's major for BA/BS-verbatim	BY math teacher instrument
1	M1BAMAJ6	M1 A12C Math teacher's major for BA/BS 6-digit CIP code	BY math teacher instrument
1	M1BAMAJ2	M1 A12B Math teacher's major for BA/BS 2-digit CIP code	BY math teacher instrument
1	M1STARTDEG	M1 A13 Math teacher has started but not completed more advanced degree	BY math teacher instrument
1	M1ALGEBRA	M1 A14A Math teacher took college-level algebra course(s)	BY math teacher instrument
1	M1APPLIEDMTH	M1 A14B Math teacher took college-level applied mathematics course(s)	BY math teacher instrument
1	M1CALCULUS	M1 A14C Math teacher took college-level calculus/analysis/differential equations	BY math teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	M1DISCRETE	M1 A14D Math teacher took college-level discrete math/combinatorics/graph theory	BY math teacher instrument
1	M1FOUNDATION	M1 A14E Math teacher took college-level math foundations/history/philosophy/logic	BY math teacher instrument
1	M1GEOMETRY	M1 A14F Math teacher took college-level geometry/trigonometry/topology course(s)	BY math teacher instrument
1	M1NUMBERTH	M1 A14G Math teacher took college-level number theory course(s)	BY math teacher instrument
1	M1STATS	M1 A14H Math teacher took college-level probability or statistics course(s)	BY math teacher instrument
1	M1NOMATH	M1 A14I Math teacher did not take any of these college-level math courses	BY math teacher instrument
1	M1MATHJOB	M1 A15 Math teacher held math-related job prior to becoming a teacher	BY math teacher instrument
1	M1ALTCERT	M1 A16 Math teacher entered profession via alternative certification program	BY math teacher instrument
1	M1CERTTYPE	M1 A17 Type of math teaching certificate currently held by math teacher	BY math teacher instrument
1	M1CERTK5	M1 A18A Math teacher certified to teach math to grades K-5	BY math teacher instrument
1	M1CERT68	M1 A18B Math teacher certified to teach math to grades 6-8	BY math teacher instrument
1	M1CERT912	M1 A18C Math teacher certified to teach math to grades 9-12	BY math teacher instrument
1	M1MTHYRS912	M1 A19 Years math teacher has taught high school math	BY math teacher instrument
1	M1TCHYRK8	M1 A20A Years math teacher has taught any subject to grade levels K-8	BY math teacher instrument
1	M1TCHYR912	M1 A20B Years math teacher has taught any subject to grade levels 9-12	BY math teacher instrument
1	M1SCHYRS	M1 A21 Years math teacher has taught any subject/grade at current school	BY math teacher instrument
1	M1PENSION	M1 A22 Math teacher collecting from teacher retirement system/401(k)/403(b)	BY math teacher instrument
1	M1TEACHING	M1 B01A Math teachers in this school set high standards for teaching	BY math teacher instrument
1	M1LEARNING	M1 B01B Math teachers in the school set high standards for students' learning	BY math teacher instrument
1	M1BELIEVE	M1 B01C Math teachers in this school believe all students can do well	BY math teacher instrument
1	M1CLEARGOALS	M1 B01D Math teachers in this school make goals clear to students	BY math teacher instrument
1	M1GIVEUP	M1 B01E Math teachers in this school have given up on some students	BY math teacher instrument
1	M1CARE	M1 B01F Math teachers in this school care only about smart students	BY math teacher instrument
1	M1EXPECT	M1 B01G Math teachers in this school expect very little from students	BY math teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	M1WORKHARD	M1 B01H Math teachers in the school work hard to make sure all students learn	BY math teacher instrument
1	M1COURSE	M1 B02 Student's fall 2009 math course - categorized	BY math teacher instrument
1	M1ACHIEVE	M1 B03 Achievement of students in math course compared w/ average 9th grader	BY math teacher instrument
1	M1UNPREPPCT	M1 B04 Percentage of students in math course that are unprepared	BY math teacher instrument
1	M1GROUP	M1 B05 Math teacher has students work in small groups	BY math teacher instrument
1	M1ASSIGN	M1 B06 How math teacher assigns students to small groups	BY math teacher instrument
1	M1INTEREST	M1 B07A Math teacher's emphasis on increasing students' interest in math	BY math teacher instrument
1	M1CONCEPTS	M1 B07B Math teacher's emphasis on teaching math concepts	BY math teacher instrument
1	M1ALGORITHM	M1 B07C Math teacher's emphasis on teaching math algorithms/procedures	BY math teacher instrument
1	M1COMPSKILLS	M1 B07D Math teacher's emphasis on developing computational skills	BY math teacher instrument
1	M1PROBLEM	M1 B07E Math teacher's emphasis on developing problem solving skills	BY math teacher instrument
1	M1REASON	M1 B07F Math teacher's emphasis on reasoning mathematically	BY math teacher instrument
1	M1IDEAS	M1 B07G Math teacher's emphasis on connecting math ideas	BY math teacher instrument
1	M1PREPARE	M1 B07H Math teacher's emphasis on preparation for further math study	BY math teacher instrument
1	M1LOGIC	M1 B07I Math teacher's emphasis on logical structure of mathematics	BY math teacher instrument
1	M1HISTORY	M1 B07J Math teacher's emphasis on history and nature of math	BY math teacher instrument
1	M1EXPLAIN	M1 B07K Math teacher's emphasis on effectively explaining math ideas	BY math teacher instrument
1	M1BUSINESS	M1 B07L Math teacher's emphasis on business/industry applications of math	BY math teacher instrument
1	M1COMPUTE	M1 B07M Math teacher's emphasis on speedy/accurate computations	BY math teacher instrument
1	M1TEST	M1 B07N Math teacher's emphasis on standardized test preparation	BY math teacher instrument
1	M1ADVSENIOR	M1 B08A Advanced math courses assigned to teachers with the most seniority	BY math teacher instrument
1	M1ADVBCKGRND	M1 B08B Advanced math courses assigned to teachers with strongest background	BY math teacher instrument
1	M1ADVALL	M1 B08C Advanced math courses assigned to all or most math teachers	BY math teacher instrument
1	M1NCNEW	M1 B08D Non-college prep math courses assigned to teachers new to profession	BY math teacher instrument
1	M1NCLOW	M1 B08E Non-college prep math courses assigned to teachers w/ low performers	BY math teacher instrument
1	M1NCALL	M1 B08F Non-college prep math courses assigned to all/most math teachers	BY math teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	M1HELPAVAIL	M1 B09A Rating of availability of Algebra 1 remedial assistance for students	BY math teacher instrument
1	M1HELPQUALTY	M1 B09B Rating of quality of Algebra 1 tutoring/remedial assistance for students	BY math teacher instrument
1	M1SHRIDEAS	M1 B10A Math teachers in this department share ideas on teaching	BY math teacher instrument
1	M1WORKSHOP	M1 B10B Math teachers in dept discuss what was learned at workshop/conference	BY math teacher instrument
1	M1SHRSTWRK	M1 B10C Math teachers in this department share and discuss student work	BY math teacher instrument
1	M1SHRLESSONS	M1 B10D Math teachers in this dept discuss lessons that were not successful	BY math teacher instrument
1	M1SHRBELIEFS	M1 B10E Math teachers in this dept discuss beliefs about teaching/learning	BY math teacher instrument
1	M1SHRMTHDS	M1 B10F Math teachers in dept share research on effective teaching methods	BY math teacher instrument
1	M1SHRELL	M1 B10G Math teachers in dept share research on ELL instructional practices	BY math teacher instrument
1	M1SHRAPPRCH	M1 B10H Math teachers in dept explore approaches for underperforming students	BY math teacher instrument
1	M1SHRCONTENT	M1 B10I Math teachers in dept coordinate course content with other teachers	BY math teacher instrument
1	M1EFFECTIVE	M1 B10J Math teachers in dept are effective at teaching students in math	BY math teacher instrument
1	M1MENTOR	M1 B10K Math teachers in this dept provide support to new math teachers	BY math teacher instrument
1	M1CHAIR	M1 B10L Math teachers are supported/encouraged by math department's chair	BY math teacher instrument
1	M1ENGCOMP	M1 D01A Comparison of females' and males' abilities in English or language arts	BY math teacher instrument
1	M1MTHCOMP	M1 D01B Comparison of females' and males' abilities in math	BY math teacher instrument
1	M1SCICOMP	M1 D01C Comparison of females' and males' abilities in science	BY math teacher instrument
1	M1TARDY	M1 D02A Student tardiness is a problem at this school	BY math teacher instrument
1	M1STUABSENT	M1 D02B Student absenteeism is a problem at this school	BY math teacher instrument
1	M1CUT	M1 D02C Student class cutting is a problem at this school	BY math teacher instrument
1	M1TCHRABSENT	M1 D02D Teacher absenteeism is a problem at this school	BY math teacher instrument
1	M1DROPOUT	M1 D02E Students dropping out is a problem at this school	BY math teacher instrument
1	M1APATHY	M1 D02F Student apathy is a problem at this school	BY math teacher instrument
1	M1INVOLVEMNT	M1 D02G Lack of parental involvement is a problem at this school	BY math teacher instrument
1	M1UNPREPPROB	M1 D02H Students coming unprepared to learn is a problem at this school	BY math teacher instrument
1	M1HEALTH	M1 D02I Poor student health is a problem at this school	BY math teacher instrument
1	M1RESOURCES	M1 D02J Lack of teacher resources and materials is a problem at this school	BY math teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	M1ABLRANGE	M1 D03A Teaching is limited by different academic abilities in the same class	BY math teacher instrument
1	M1SESRANGE	M1 D03B Teaching is limited by students with wide range of SES backgrounds	BY math teacher instrument
1	M1LANGRANGE	M1 D03C Teaching is limited by students with wide range of language backgrounds	BY math teacher instrument
1	M1SPECNEED	M1 D03D Teaching is limited by students with special needs	BY math teacher instrument
1	M1UNINTEREST	M1 D03E Teaching is limited by uninterested students	BY math teacher instrument
1	M1MORALE	M1 D03F Teaching is limited by low morale among students	BY math teacher instrument
1	M1DISRUPT	M1 D03G Teaching is limited by disruptive students	BY math teacher instrument
1	M1PROFDEV	M1 D03H Teaching is limited by inadequate professional learning opportunities	BY math teacher instrument
1	M1ADMSUPPORT	M1 D03I Teaching is limited by inadequate administrative support	BY math teacher instrument
1	M1COMPUTER	M1 D03J Teaching is limited by shortage of computer hardware/software	BY math teacher instrument
1	M1TECHSUPPRT	M1 D03K Teaching is limited by shortage of support for using computers	BY math teacher instrument
1	M1BOOKS	M1 D03L Teaching is limited by shortage of textbooks for student use	BY math teacher instrument
1	M1STUEQUIP	M1 D03M Teaching is limited by shortage of instructional equipment for students	BY math teacher instrument
1	M1DEMOEQUIP	M1 D03N Teaching is limited by shortage of equipment for demonstrations	BY math teacher instrument
1	M1FACILITIES	M1 D03O Teaching is limited by inadequate physical facilities	BY math teacher instrument
1	M1RATIO	M1 D03P Teaching is limited by high student to teacher ratio	BY math teacher instrument
1	M1PLANNING	M1 D03Q Teaching is limited by lack of planning time	BY math teacher instrument
1	M1AUTONOMY	M1 D03R Teaching is limited by lack of autonomy in instructional decisions	BY math teacher instrument
1	M1FAMSUPPORT	M1 D03S Teaching is limited by lack of parent/family support	BY math teacher instrument
1	M1FAMILY	M1 D04A Amount a student can learn is primarily related to family background	BY math teacher instrument
1	M1DISCIPLINE	M1 D04B Students not disciplined at home not likely to accept school discipline	BY math teacher instrument
1	M1STUACHIEVE	M1 D04C Teachers are limited b/c home environment influences student achievement	BY math teacher instrument
1	M1PARENT	M1 D04D If parents would do more for children teacher could do more for students	BY math teacher instrument
1	M1RETAIN	M1 D04E Knows how to increase student retention of info from lesson to lesson	BY math teacher instrument
1	M1REDIRECT	M1 D04F Knows techniques to redirect disruptive students quickly	BY math teacher instrument
1	M1GETTHRU	M1 D04G Can get through to even the most difficult or unmotivated students	BY math teacher instrument
1	M1HOMEFX	M1 D04H Cannot do much b/c student motivation/performance depends on home	BY math teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	M1PRESSURES	M1 D05A School's principal deals w/ outside pressures interfering with teaching	BY math teacher instrument
1	M1POORJOBRES	M1 D05B School's principal does poor job of getting resources for this school	BY math teacher instrument
1	M1PSETSPRIO	M1 D05C School's principal sets priorities and sees that they are carried out	BY math teacher instrument
1	M1PSCHVISION	M1 D05D School's principal communicates kind of school that is wanted to staff	BY math teacher instrument
1	M1PCOMEXP	M1 D05E School's principal lets staff members know what is expected of them	BY math teacher instrument
1	M1PINNOVATE	M1 D05F School's principal is interested in innovation and new ideas	BY math teacher instrument
1	M1PCONSULTS	M1 D05G School's principal consults staff before making decisions affecting them	BY math teacher instrument
1	M1TSCHDISC	M1 D06A Teachers at this school help maintain discipline in the entire school	BY math teacher instrument
1	M1TIMPROVE	M1 D06B Teachers at this school take responsibility for improving the school	BY math teacher instrument
1	M1TSETSTDS	M1 D06C Teachers at this school set high standards for themselves	BY math teacher instrument
1	M1TSELFDEV	M1 D06D Teachers at school feel responsible for developing student self-control	BY math teacher instrument
1	M1THELPBEST	M1 D06E Teachers at school feel responsible for helping each other do their best	BY math teacher instrument
1	M1TALLLEARN	M1 D06F Teachers at this school feel responsible that all students learn	BY math teacher instrument
1	M1TFAIL	M1 D06G Teachers at school feel responsible when students in this school fail	BY math teacher instrument
1	N1SEX	N1 A01 Science teacher's sex	BY science teacher instrument
1	N1HISP	N1 A02 Science teacher is Hispanic/Latino/Latina	BY science teacher instrument
1	N1WHITE	N1 A03A Science teacher is White	BY science teacher instrument
1	N1BLACK	N1 A03B Science teacher is Black	BY science teacher instrument
1	N1ASIAN	N1 A03C Science teacher is Asian	BY science teacher instrument
1	N1PACISLE	N1 A03D Science teacher is Native Hawaiian/Pacific Islander	BY science teacher instrument
1	N1AMINDIAN	N1 A03E Science teacher is American Indian/Alaskan Native	BY science teacher instrument
1	N1HIDEG	N1 A04 Science teacher's highest degree earned	BY science teacher instrument
1	N1HIDEGYR	N1 A05 Year science teacher earned highest degree	BY science teacher instrument
1	N1HIDEGIPEDS	N1 A06B IPEDS ID of science teacher's highest degree institution	BY science teacher instrument
1	N1HIDEGST	N1 A06D State of science teacher's highest degree institution	BY science teacher instrument
1	N1HIDEGLEVEL	N1 A06E Level of science teacher's highest degree institution	BY science teacher instrument
1	N1HIDEGCONT	N1 A06F Control of science teacher's highest degree institution	BY science teacher instrument
1	N1HIDEGSCHED	N1 A07 Science teacher's highest degree awarded by education department	BY science teacher instrument
1	N1HIMAJV	N1 A08A Science teacher's major for highest degree-verbatim	BY science teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	N1HIMAJ6	N1 A08C Science teacher's major for highest degree 6-digit CIP code	BY science teacher instrument
1	N1HIMAJ2	N1 A08B Science teacher's major for highest degree 2-digit CIP code	BY science teacher instrument
1	N1BAYR	N1 A09 Year science teacher earned Bachelor's degree	BY science teacher instrument
1	N1BAIPEDS	N1 A10B IPEDS ID of science teacher's BA/BS institution	BY science teacher instrument
1	N1BAST	N1 A10D State of science teacher's BA/BS institution	BY science teacher instrument
1	N1BALEVEL	N1 A10E Level of science teacher's BA/BS institution	BY science teacher instrument
1	N1BACONT	N1 A10F Control of science teacher's BA/BS institution	BY science teacher instrument
1	N1BASCHED	N1 A11 Science teacher's BA/BS degree awarded by education department	BY science teacher instrument
1	N1BAMAJV	N1 A12A Science teacher's major for BA/BS-verbatim	BY science teacher instrument
1	N1BAMAJ6	N1 A12C Science teacher's major for BA/BS 6-digit CIP	BY science teacher instrument
1	N1BAMAJ2	N1 A12B Science teacher's major for BA/BS 2-digit CIP	BY science teacher instrument
1	N1STARTDEG	N1 A13 Science teacher has started but not completed more advanced degree	BY science teacher instrument
1	N1BIOLOGY	N1 A14A Science teacher has taken college-level biology/life science course(s)	BY science teacher instrument
1	N1CHEMISTRY	N1 A14B Science teacher has taken college-level chemistry course(s)	BY science teacher instrument
1	N1EARTHSCI	N1 A14C Science teacher has taken college-level earth/space science course(s)	BY science teacher instrument
1	N1PHYSICS	N1 A14D Science teacher has taken college-level physics course(s)	BY science teacher instrument
1	N1ENGINEER	N1 A14E Science teacher has taken college-level engineering course(s)	BY science teacher instrument
1	N1PHYSSCI	N1 A14F Science teacher has taken college-level physical science course(s)	BY science teacher instrument
1	N1NOSCIENCE	N1 A14G Science teacher hasn't taken any of these college-level science courses	BY science teacher instrument
1	N1ANATOMY	N1 A15A Science teacher has taken college-level anatomy or physiology course(s)	BY science teacher instrument
1	N1BOTANY	N1 A15B Science teacher has taken college-level botany/plant physiology course	BY science teacher instrument
1	N1CELLBIO	N1 A15C Science teacher has taken college-level cell biology course(s)	BY science teacher instrument
1	N1ECOLOGY	N1 A15D Science teacher has taken college-level ecology course(s)	BY science teacher instrument
1	N1ENTOMOLOGY	N1 A15E Science teacher has taken college-level entomology course(s)	BY science teacher instrument
1	N1GENETICS	N1 A15F Science teacher has taken college-level genetics or evolution course(s)	BY science teacher instrument
1	N1MICROBIO	N1 A15G Science teacher has taken college-level microbiology course(s)	BY science teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	N1ZOOLOGY	N1 A15H Science teacher has taken college-level zoology/animal behavior course	BY science teacher instrument
1	N1NOBIOLIFE	N1 A15I Science teacher hasn't taken any college-level biology/life sci courses	BY science teacher instrument
1	N1ANLYTICHEM	N1 A16A Science teacher has taken college-level analytical chemistry course(s)	BY science teacher instrument
1	N1BIOCHEM	N1 A16B Science teacher has taken college-level biochemistry course(s)	BY science teacher instrument
1	N1ORGCHEM	N1 A16C Science teacher has taken college-level organic chemistry course(s)	BY science teacher instrument
1	N1PHYSCHEM	N1 A16D Science teacher has taken college-level physical chemistry course(s)	BY science teacher instrument
1	N1NOCHEM	N1 A16E Science teacher hasn't taken any college-level chemistry courses	BY science teacher instrument
1	N1ASTRONOMY	N1 A17A Science teacher has taken college-level astronomy course(s)	BY science teacher instrument
1	N1ENVSCI	N1 A17B Science teacher has taken college-level environmental science course(s)	BY science teacher instrument
1	N1GEOLOGY	N1 A17C Science teacher has taken college-level geology course(s)	BY science teacher instrument
1	N1METEOROLGY	N1 A17D Science teacher has taken college-level meteorology course(s)	BY science teacher instrument
1	N1OCEAN	N1 A17E Science teacher has taken college-level oceanography course(s)	BY science teacher instrument
1	N1PHYSGEOG	N1 A17F Science teacher has taken college-level physical geography course(s)	BY science teacher instrument
1	N1NOEARTHSCI	N1 A17G Science teacher hasn't taken any college-level earth/space science	BY science teacher instrument
1	N1ELECTRICTY	N1 A18A Science teacher has taken college-level electricity/magnetism course(s)	BY science teacher instrument
1	N1HEAT	N1 A18B Science teacher has taken college-level heat/thermodynamics course(s)	BY science teacher instrument
1	N1MECHANICS	N1 A18C Science teacher has taken college-level mechanics course(s)	BY science teacher instrument
1	N1QUANTUM	N1 A18D Science teacher has taken college-level modern/quantum physics course(s)	BY science teacher instrument
1	N1NUCLEAR	N1 A18E Science teacher has taken college-level nuclear physics course(s)	BY science teacher instrument
1	N1OPTICS	N1 A18F Science teacher has taken college-level optics course(s)	BY science teacher instrument
1	N1NOPHYSICS	N1 A18G Science teacher hasn't taken any college-level physics courses	BY science teacher instrument
1	N1SCIJOB	N1 A19 Science teacher held science-related job prior to becoming a teacher	BY science teacher instrument
1	N1ALTCERT	N1 A20 Science teacher entered profession via alternative certification program	BY science teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	N1CERTTYPE	N1 A21 Type of science teaching certificate currently held by science teacher	BY science teacher instrument
1	N1CERTK5	N1 A22A Science teacher certified to teach science to grades K-5	BY science teacher instrument
1	N1CERT68	N1 A22B Science teacher certified to teach science to grades 6-8	BY science teacher instrument
1	N1CERTBIO912	N1 A22C Science teacher certified to teach biology/life science to grades 9-12	BY science teacher instrument
1	N1CERTPHY912	N1 A22D Science teacher certified to teach HS chemistry/physics/physical science	BY science teacher instrument
1	N1CERTERT912	N1 A22E Science teacher certified to teach earth/space science to grades 9-12	BY science teacher instrument
1	N1SCIYRS912	N1 A23 Years science teacher has taught high school science	BY science teacher instrument
1	N1TCHYRK8	N1 A24A Years science teacher has taught any subject to grade levels K-8	BY science teacher instrument
1	N1TCHYR912	N1 A24B Years science teacher has taught any subject to grade levels 9-12	BY science teacher instrument
1	N1SCHYRS	N1 A25 Years science teacher has taught any subject/grade at current school	BY science teacher instrument
1	N1PENSION	N1 A26 Science teacher collecting from teacher retirement system/401(k)/403(b)	BY science teacher instrument
1	N1TEACHING	N1 C01A Science teachers in this school set high standards for teaching	BY science teacher instrument
1	N1LEARNING	N1 C01B Science teachers in the school set high standards for students' learning	BY science teacher instrument
1	N1BELIEVE	N1 C01C Science teachers in this school believe all students can do well	BY science teacher instrument
1	N1CLEARGOALS	N1 C01D Science teachers in this school make goals clear to students	BY science teacher instrument
1	N1GIVEUP	N1 C01E Science teachers in this school have given up on some students	BY science teacher instrument
1	N1CARE	N1 C01F Science teachers in this school care only about smart students	BY science teacher instrument
1	N1EXPECT	N1 C01G Science teachers in this school expect very little from students	BY science teacher instrument
1	N1WORKHARD	N1 C01H Science teachers in the school work hard to make sure all students learn	BY science teacher instrument
1	N1COURSE	N1 C02 Student's fall 2009 science course - categorized	BY science teacher instrument
1	N1ACHIEVE	N1 C03 Achievement of students in science course compared w/ average 9th grader	BY science teacher instrument
1	N1UNPREPPCT	N1 C04 Percentage of students in science course that are unprepared	BY science teacher instrument
1	N1GROUP	N1 C05 Science teacher has students work in small groups	BY science teacher instrument
1	N1ASSIGN	N1 C06 How science teacher assigns students to small groups	BY science teacher instrument
1	N1INTEREST	N1 C07A Science teacher's emphasis on increasing students' interest in science	BY science teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	N1CONCEPTS	N1 C07B Science teacher's emphasis on teaching basic science concepts	BY science teacher instrument
1	N1TERMS	N1 C07C Science teacher's emphasis on important science terms/facts	BY science teacher instrument
1	N1SKILLS	N1 C07D Science teacher's emphasis on science process/inquiry skills	BY science teacher instrument
1	N1PREPARE	N1 C07E Science teacher's emphasis on preparation for further science study	BY science teacher instrument
1	N1EVIDENCE	N1 C07F Science teacher's emphasis on evaluating arguments based on evidence	BY science teacher instrument
1	N1IDEAS	N1 C07G Science teacher's emphasis on effectively communicating science ideas	BY science teacher instrument
1	N1BUSINESS	N1 C07H Science teacher's emphasis on business/industry applications of science	BY science teacher instrument
1	N1SOCIETY	N1 C07I Science teacher's emphasis on relationship between science/tech/society	BY science teacher instrument
1	N1HISTORY	N1 C07J Science teacher's emphasis on history/nature of science	BY science teacher instrument
1	N1TEST	N1 C07K Science teacher's emphasis on standardized test preparation	BY science teacher instrument
1	N1ADVSENIOR	N1 C08A Advanced science courses assigned to teachers with the most seniority	BY science teacher instrument
1	N1ADVBCKGRND	N1 C08B Advanced science courses assigned to teachers with strongest background	BY science teacher instrument
1	N1ADVALL	N1 C08C Advanced science courses assigned to all or most science teachers	BY science teacher instrument
1	N1NCNEW	N1 C08D Non-college prep science courses assigned to teachers new to profession	BY science teacher instrument
1	N1NCLOW	N1 C08E Non-college prep science course assigned to teacher w/ low performers	BY science teacher instrument
1	N1NCALL	N1 C08F Non-college prep science courses assigned to all/most science teachers	BY science teacher instrument
1	N1SHRIDEAS	N1 C09A Science teachers in this department share ideas on teaching	BY science teacher instrument
1	N1WORKSHOP	N1 C09B Science teachers in dept discuss what was learned at workshop/conference	BY science teacher instrument
1	N1SHRSTWRK	N1 C09C Science teachers in this department share and discuss student work	BY science teacher instrument
1	N1SHRLESSONS	N1 C09D Science teachers in this dept discuss lessons that were not successful	BY science teacher instrument
1	N1SHRBELIEFS	N1 C09E Science teachers in this dept discuss beliefs about teaching/learning	BY science teacher instrument
1	N1SHRMTHDS	N1 C09F Science teachers in dept share research on effective teaching methods	BY science teacher instrument
1	N1SHRELL	N1 C09G Science teachers in dept share research on ELL instructional practices	BY science teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	N1SHRAPPRCH	N1 C09H Science teachers in dept explore approaches for underperforming students	BY science teacher instrument
1	N1SHRCONTENT	N1 C09I Science teachers in dept coordinate course content with other teachers	BY science teacher instrument
1	N1EFFECTIVE	N1 C09J Science teachers in dept are effective at teaching students in science	BY science teacher instrument
1	N1MENTOR	N1 C09K Science teachers in this dept provide support to new science teachers	BY science teacher instrument
1	N1CHAIR	N1 C09L Science teachers are supported/encouraged by science department's chair	BY science teacher instrument
1	N1ENGCOMP	N1 D01A Comparison of females' and males' abilities in English or language arts	BY science teacher instrument
1	N1MTHCOMP	N1 D01B Comparison of females' and males' abilities in math	BY science teacher instrument
1	N1SCICOMP	N1 D01C Comparison of females' and males' abilities in science	BY science teacher instrument
1	N1TARDY	N1 D02A Student tardiness is a problem at this school	BY science teacher instrument
1	N1STUABSENT	N1 D02B Student absenteeism is a problem at this school	BY science teacher instrument
1	N1CUT	N1 D02C Student class cutting is a problem at this school	BY science teacher instrument
1	N1TCHRABSENT	N1 D02D Teacher absenteeism is a problem at this school	BY science teacher instrument
1	N1DROPOUT	N1 D02E Students dropping out is a problem at this school	BY science teacher instrument
1	N1APATHY	N1 D02F Student apathy is a problem at this school	BY science teacher instrument
1	N1INVOLVEMNT	N1 D02G Lack of parental involvement is a problem at this school	BY science teacher instrument
1	N1UNPREPPROB	N1 D02H Students coming unprepared to learn is a problem at this school	BY science teacher instrument
1	N1HEALTH	N1 D02I Poor student health is a problem at this school	BY science teacher instrument
1	N1RESOURCES	N1 D02J Lack of teacher resources and materials is a problem at this school	BY science teacher instrument
1	N1ABLRANGE	N1 D03A Teaching is limited by different academic abilities in the same class	BY science teacher instrument
1	N1SESRANGE	N1 D03B Teaching is limited by students with wide range of SES backgrounds	BY science teacher instrument
1	N1LANGRANGE	N1 D03C Teaching is limited by students with wide range of language backgrounds	BY science teacher instrument
1	N1SPECNEED	N1 D03D Teaching is limited by students with special needs	BY science teacher instrument
1	N1UNINTEREST	N1 D03E Teaching is limited by uninterested students	BY science teacher instrument
1	N1MORALE	N1 D03F Teaching is limited by low morale among students	BY science teacher instrument
1	N1DISRUPT	N1 D03G Teaching is limited by disruptive students	BY science teacher instrument
1	N1PROFDEV	N1 D03H Teaching is limited by inadequate professional learning opportunities	BY science teacher instrument
1	N1ADMSUPPORT	N1 D03I Teaching is limited by inadequate administrative support	BY science teacher instrument
1	N1COMPUTER	N1 D03J Teaching is limited by shortage of computer hardware/software	BY science teacher instrument
1	N1TECHSUPPRT	N1 D03K Teaching is limited by shortage of support for using computers	BY science teacher instrument
1	N1BOOKS	N1 D03L Teaching is limited by shortage of textbooks for student use	BY science teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	N1STUEQUIP	N1 D03M Teaching is limited by shortage of instructional equipment for students	BY science teacher instrument
1	N1DEMOEQUIP	N1 D03N Teaching is limited by shortage of equipment for demonstrations	BY science teacher instrument
1	N1FACILITIES	N1 D03O Teaching is limited by inadequate physical facilities	BY science teacher instrument
1	N1RATIO	N1 D03P Teaching is limited by high student to teacher ratio	BY science teacher instrument
1	N1PLANNING	N1 D03Q Teaching is limited by lack of planning time	BY science teacher instrument
1	N1AUTONOMY	N1 D03R Teaching is limited by lack of autonomy in instructional decisions	BY science teacher instrument
1	N1FAMSUPPORT	N1 D03S Teaching is limited by lack of parent/family support	BY science teacher instrument
1	N1FAMILY	N1 D04A Amount a student can learn is primarily related to family background	BY science teacher instrument
1	N1DISCIPLINE	N1 D04B Students not disciplined at home not likely to accept school discipline	BY science teacher instrument
1	N1STUACHIEVE	N1 D04C Teachers are limited b/c home environment influences student achievement	BY science teacher instrument
1	N1PARENT	N1 D04D If parents would do more for children teacher could do more for students	BY science teacher instrument
1	N1RETAIN	N1 D04E Knows how to increase student retention of info from lesson to lesson	BY science teacher instrument
1	N1REDIRECT	N1 D04F Knows techniques to redirect disruptive students quickly	BY science teacher instrument
1	N1GETTHRU	N1 D04G Can get through to even the most difficult or unmotivated students	BY science teacher instrument
1	N1HOMEFX	N1 D04H Cannot do much b/c student motivation/performance depends on home	BY science teacher instrument
1	N1PRESSURES	N1 D05A School's principal deals w/ outside pressures interfering with teaching	BY science teacher instrument
1	N1POORJOBRES	N1 D05B School's principal does poor job of getting resources for this school	BY science teacher instrument
1	N1PSETSPRIO	N1 D05C School's principal sets priorities and sees that they are carried out	BY science teacher instrument
1	N1PSCHVISION	N1 D05D School's principal communicates kind of school that is wanted to staff	BY science teacher instrument
1	N1PCOMEXP	N1 D05E School's principal lets staff members know what is expected of them	BY science teacher instrument
1	N1PINNOVATE	N1 D05F School's principal is interested in innovation and new ideas	BY science teacher instrument
1	N1PCONSULTS	N1 D05G School's principal consults staff before making decisions affecting them	BY science teacher instrument
1	N1TSCHDISC	N1 D06A Teachers at this school help maintain discipline in the entire school	BY science teacher instrument
1	N1TIMPROVE	N1 D06B Teachers at this school take responsibility for improving the school	BY science teacher instrument
1	N1TSETSTDS	N1 D06C Teachers at this school set high standards for themselves	BY science teacher instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	N1TSELFDEV	N1 D06D Teachers at school feel responsible for developing student self-control	BY science teacher instrument
1	N1THELPBEST	N1 D06E Teachers at school feel responsible for helping each other do their best	BY science teacher instrument
1	N1TALLLEARN	N1 D06F Teachers at this school feel responsible that all students learn	BY science teacher instrument
1	N1TFAIL	N1 D06G Teachers at school feel responsible when students in this school fail	BY science teacher instrument
1	A1GRADEPREK	A1 A01A School includes pre-kindergarten	BY administrator instrument
1	A1GRADEK	A1 A01B School includes kindergarten	BY administrator instrument
1	A1GRADE1	A1 A01C School includes 1st grade	BY administrator instrument
1	A1GRADE2	A1 A01D School includes 2nd grade	BY administrator instrument
1	A1GRADE3	A1 A01E School includes 3rd grade	BY administrator instrument
1	A1GRADE4	A1 A01F School includes 4th grade	BY administrator instrument
1	A1GRADE5	A1 A01G School includes 5th grade	BY administrator instrument
1	A1GRADE6	A1 A01H School includes 6th grade	BY administrator instrument
1	A1GRADE7	A1 A01I School includes 7th grade	BY administrator instrument
1	A1GRADE8	A1 A01J School includes 8th grade	BY administrator instrument
1	A1GRADE9	A1 A01K School includes 9th grade	BY administrator instrument
1	A1GRADE10	A1 A01L School includes 10th grade	BY administrator instrument
1	A1GRADE11	A1 A01M School includes 11th grade	BY administrator instrument
1	A1GRADE12	A1 A01N School includes 12th grade	BY administrator instrument
1	A1GRADE13	A1 A01O School includes grades above 12th	BY administrator instrument
1	A1UNGRADED	A1 A01P School includes ungraded level(s)	BY administrator instrument
1	A1SCHCONTROL	A1 A02 School control	BY administrator instrument
1	A1RELIGIOUS	A1 A03 Whether school has a religious orientation or purpose	BY administrator instrument
1	A1RELIGTYPE	A1 A04 School's religious orientation	BY administrator instrument
1	A1SINGLESEX	A1 A05 Whether school is a single-sex school	BY administrator instrument
1	A1SCHTYPE	A1 A06 School type	BY administrator instrument
1	A1SCHSPFOCUS	A1 A07 Whether school's special focus is math or science	BY administrator instrument
1	A1CHOICEPROG	A1 A08 School participates in public school choice program	BY administrator instrument
1	A1CHOICEIN	A1 A09A School's students can enroll in another school within district	BY administrator instrument
1	A1CHOICEOUT	A1 A09B School's students can enroll in a school in another district at no cost	BY administrator instrument
1	A1CHOICESCH	A1 A09C Students from other districts can enroll in school at no tuition cost	BY administrator instrument
1	A1CHOICEPRIV	A1 A09D School's students can enroll in private school using state/district fund	BY administrator instrument
1	A1CHOICEOTHR	A1 A09E School participates in another public school choice program	BY administrator instrument
1	A1YRROUND	A1 A10 Whether school is a year round school	BY administrator instrument
1	A1CALENDAR	A1 A11 Academic calendar type	BY administrator instrument
1	A1SCHEDULE	A1 A12 Course schedule type	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A1TRADMINS	A1 A13 Length of traditional schedule courses	BY administrator instrument
1	A1ACADBLOCK	A1 A14A Whether academic courses are block scheduled	BY administrator instrument
1	A1VOCBLOCK	A1 A14B Whether vocational/technical courses are block scheduled	BY administrator instrument
1	A1OTHRBLOCK	A1 A14C Whether other courses are block scheduled	BY administrator instrument
1	A1ABLOCKMINS	A1 A15 Length of block-scheduled academic courses	BY administrator instrument
1	A1VBLOCKMINS	A1 A16 Length of block-scheduled vocational/technical courses	BY administrator instrument
1	A1OBLOCKMINS	A1 A17 Length of other block-scheduled courses	BY administrator instrument
1	A1CLASSHRS	A1 A18 Average instruction hours per day	BY administrator instrument
1	A1ADA	A1 A19 Average daily attendance percentage for high school students	BY administrator instrument
1	A1NOTIFY	A1 A20 Whether parents are notified when students are absent without an excuse	BY administrator instrument
1	A1TRANSFRALT	A1 A21 % of 08-09 students transferred out to an alternative program/school	BY administrator instrument
1	A1AYP	A1 A22 School is currently in need of improvement due to AYP requirements	BY administrator instrument
1	A1AYPYR	A1 A23 Year of AYP improvement as of 09-10 school year	BY administrator instrument
1	A1MADEAYP	A1 A24 Whether school made AYP at the end of the 2008-2009 school year	BY administrator instrument
1	A1MTHSCIFAIR	A1 A25A Holds math or science fairs/workshops/competitions	BY administrator instrument
1	A1MSSUMMER	A1 A25B Partners w/ college/university that offers math/science summer program	BY administrator instrument
1	A1MSAFTERSCH	A1 A25C Sponsors a math or science after-school program	BY administrator instrument
1	A1MSMENTOR	A1 A25D Pairs students with mentors in math or science	BY administrator instrument
1	A1MSSPEAKER	A1 A25E Brings in guest speakers to talk about math or science	BY administrator instrument
1	A1MSFLDTRIP	A1 A25F Takes students on math- or science-relevant field trips	BY administrator instrument
1	A1MSPRGMS	A1 A25G Tells students about math/science contests/websites/blogs/other programs	BY administrator instrument
1	A1MESA	A1 A25H Partners with MESA or a similar enrichment-model program	BY administrator instrument
1	A1MSPDLEARN	A1 A25I Requires teacher prof development in how students learn math/science	BY administrator instrument
1	A1MSPDINTRST	A1 A25J Requires teacher prof development in increasing interest in math/science	BY administrator instrument
1	A1MSOTHER	A1 A25K Raises students math/science interest/achievement in another way	BY administrator instrument
1	A1MSNONE	A1 A25L Doesn't do any of these to raise math/science interest/achievement	BY administrator instrument
1	A1G9SUMMER	A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders	BY administrator instrument
1	A1G9OVERAGE	A1 A26B Offers learning communities for over-age student lacking HS prerequisite	BY administrator instrument
1	A1G9COMMUNTY	A1 A26C Offers 9th grade learning communities separate from rest of school	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A1G9BLOCKSCH	A1 A26D Offers block scheduling to assist struggling 9th graders	BY administrator instrument
1	A1G9DOUBLE	A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders	BY administrator instrument
1	A1G9STUDY	A1 A26F Offers study skill seminar/class for struggling 9th graders	BY administrator instrument
1	A1G9TEACHER	A1 A26G Offers assistance for teachers working with struggling 9th graders	BY administrator instrument
1	A1G9TUTOR	A1 A26H Offers tutoring to assist struggling 9th graders	BY administrator instrument
1	A1G9OTHRPROG	A1 A26I Offers another program to assist struggling 9th graders	BY administrator instrument
1	A1G9NOPROG	A1 A26J School has no programs to assist struggling 9th graders	BY administrator instrument
1	A1G9ABSENTEE	A1 A27A Grade 9 academic assistance recommended based on absentee record	BY administrator instrument
1	A1G9GRADES	A1 A27B Grade 9 academic assistance recommended based on poor/failing grades	BY administrator instrument
1	A1G9BEHIND	A1 A27C Grade 9 acad assistance recommended based on being behind on credits	BY administrator instrument
1	A1G9BEHAVE	A1 A27D Grade 9 academic assistance recommended based on disciplinary problems	BY administrator instrument
1	A1G9TCHREF	A1 A27E Grade 9 academic assistance recommended based on teacher referral	BY administrator instrument
1	A1G9CNSLREF	A1 A27F Grade 9 academic assistance recommended based on counselor referral	BY administrator instrument
1	A1G9PRNTREF	A1 A27G Grade 9 academic assistance recommended based on parental request	BY administrator instrument
1	A1G9REQUEST	A1 A27H Grade 9 academic assistance recommended based on student request	BY administrator instrument
1	A1G9OTHER	A1 A27I Grade 9 academic assistance recommendations based on something else	BY administrator instrument
1	A1CAPACITY	A1 B01 Percent capacity to which school is filled	BY administrator instrument
1	A1OFFERALT	A1 B02A Alternative program offered on-site	BY administrator instrument
1	A1OFFERDOPRV	A1 B02B Dropout prevention program offered on-site	BY administrator instrument
1	A1OFFERAP	A1 B02C College Board Advanced Placement (AP) courses offered on-site	BY administrator instrument
1	A1OFFERNONE	A1 B02D None of these programs or courses are offered on-site	BY administrator instrument
1	A1FREELUNCH	A1 B03A % of student body receiving free or reduced-price lunch	BY administrator instrument
1	A1ELL	A1 B03B % of student body who are English language learners	BY administrator instrument
1	A1SPECIALED	A1 B03C % of student body receiving Special Education services for disabilities	BY administrator instrument
1	A1ALTPROG	A1 B03D % of student body enrolled in an alternative program	BY administrator instrument
1	A1DROPOUTPRV	A1 B03E % of student body enrolled in a dropout prevention program	BY administrator instrument
1	A1AP	A1 B03F % of student body enrolled in Advanced Placement courses	BY administrator instrument
1	A1HISPSTU	A1 B04A % of student body of Hispanic/Latino/Latina origin	BY administrator instrument
1	A1WHITESTU	A1 B04B % of student body that is White	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A1BLACKSTU	A1 B04C % of student body that is Black or African American	BY administrator instrument
1	A1ASIANPISTU	A1 B04D % of student body that is Asian or Pacific Islander	BY administrator instrument
1	A1AMINDIANST	A1 B04E % of student body that is American Indian or Alaska Native	BY administrator instrument
1	A1REPEATG9	A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade	BY administrator instrument
1	A1RETURN09	A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009	BY administrator instrument
1	A14YRDEGREE	A1 B07A % of 08-09 seniors who went to 4-year Bachelor's-granting institution	BY administrator instrument
1	A12YRDEGREE	A1 B07B % of 08-09 seniors who went to Associates-granting/technical institution	BY administrator instrument
1	A1WORK	A1 B07C % of 08-09 seniors who entered the workforce	BY administrator instrument
1	A1MILITARY	A1 B07D % of 08-09 seniors who joined military	BY administrator instrument
1	A1DIDOTHER	A1 B07E % of 08-09 seniors who did something else	BY administrator instrument
1	A1FTTCHRS	A1 C01A Total number of full-time teachers	BY administrator instrument
1	A1PTTCHRS	A1 C01B Total number of part-time teachers	BY administrator instrument
1	A1FTMTCHRS	A1 C02A Number of full-time high school math teachers	BY administrator instrument
1	A1PTMTCHRS	A1 C02B Number of part-time high school math teachers	BY administrator instrument
1	A1FTSTCHRS	A1 C02C Number of full-time high school science teachers	BY administrator instrument
1	A1PSCTCHRS	A1 C02D Number of part-time high school science teachers	BY administrator instrument
1	A1FTOTHTCHRS	A1 C02E Number of full-time high school teachers of all other subject areas	BY administrator instrument
1	A1PTOTHTCHRS	A1 C02F Number of part-time high school teachers of all other subject areas	BY administrator instrument
1	A1CERTFTMTCH	A1 C03A Number of certified full-time high school math teachers	BY administrator instrument
1	A1CERTPTMTCH	A1 C03B Number of certified part-time high school math teachers	BY administrator instrument
1	A1CERTFTSTCH	A1 C03C Number of certified full-time high school science teachers	BY administrator instrument
1	A1CERTPTSTCH	A1 C03D Number of certified part-time high school science teachers	BY administrator instrument
1	A1MSRECRUIT	A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009	BY administrator instrument
1	A1FILLMTH	A1 C05 Ease of filling high school mathematics teaching vacancies	BY administrator instrument
1	A1FILLSCI	A1 C06 Ease of filling high school science teaching vacancies	BY administrator instrument
1	A1MINCENTIVE	A1 C07 School/district offers incentives to attract FT HS math teachers	BY administrator instrument
1	A1SINCENTIVE	A1 C08 School/district offers incentives to attract FT HS science teachers	BY administrator instrument
1	A1MTNORETURN	A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010	BY administrator instrument
1	A1STNORETURN	A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010	BY administrator instrument
1	A1ABSENTTCHR	A1 C11 % of high school's teachers absent on an average day	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A1ONPREALG	A1 D01A School offers PreAlgebra on-site	BY administrator instrument
1	A1ONRMTH	A1 D01B School offers Review or Remedial Math on-site	BY administrator instrument
1	A1ONINTMTH1	A1 D01C School offers Integrated Math I on-site	BY administrator instrument
1	A1ONINTMTH2	A1 D01D School offers Integrated Math II or above on-site	BY administrator instrument
1	A1ONALGP1P2	A1 D01E School offers Algebra I, part 1 and part 2 on-site	BY administrator instrument
1	A1ONALG1	A1 D01F School offers Algebra I on-site	BY administrator instrument
1	A1ONALG2	A1 D01G School offers Algebra II on-site	BY administrator instrument
1	A1ONGEOM	A1 D01H School offers Geometry on-site	BY administrator instrument
1	A1ONTRIG	A1 D01I School offers Trigonometry on-site	BY administrator instrument
1	A1ONALG3	A1 D01J School offers Algebra III on-site	BY administrator instrument
1	A1ONANGEOM	A1 D01K School offers Analytic Geometry on-site	BY administrator instrument
1	A1ONCLC	A1 D01L School offers Calculus on-site	BY administrator instrument
1	A1ONCLCAPAB	A1 D01M School offers Calculus AP (AB) on-site	BY administrator instrument
1	A1ONCLCAPBC	A1 D01N School offers Calculus AP (BC) on-site	BY administrator instrument
1	A1ONCLCAPIB	A1 D01O School offers Calculus IB on-site	BY administrator instrument
1	A1ONCMPSCI	A1 D01P School offers Computer Science on-site	BY administrator instrument
1	A1ONCMPSCIA	A1 D01Q School offers Computer Science AP (A) on-site	BY administrator instrument
1	A1ONCMPSCIB	A1 D01R School offers Computer Science AP (AB) on-site	BY administrator instrument
1	A1ONSTATS	A1 D01S School offers Statistics or Probability on-site	BY administrator instrument
1	A1ONSTATSAP	A1 D01T School offers Statistics AP on-site	BY administrator instrument
1	A1OFFPREALG	A1 D02A School offers PreAlgebra through some other means	BY administrator instrument
1	A1OFFRMTH	A1 D02B School offers Review or Remedial Math through some other means	BY administrator instrument
1	A1OFFINTMTH1	A1 D02C School offers Integrated Math I through some other means	BY administrator instrument
1	A1OFFINTMTH2	A1 D02D School offers Integrated Math II or above through some other means	BY administrator instrument
1	A1OFFALGP1P2	A1 D02E School offers Algebra I, part 1 and part 2 through some other means	BY administrator instrument
1	A1OFFALG1	A1 D02F School offers Algebra I through some other means	BY administrator instrument
1	A1OFFALG2	A1 D02G School offers Algebra II through some other means	BY administrator instrument
1	A1OFFGEOM	A1 D02H School offers Geometry through some other means	BY administrator instrument
1	A1OFFTRIG	A1 D02J School offers Trigonometry through some other means	BY administrator instrument
1	A1OFFALG3	A1 D02K School offers Algebra III through some other means	BY administrator instrument
1	A1OFFANGEOM	A1 D02L School offers Analytic Geometry through some other means	BY administrator instrument
1	A1OFFCLC	A1 D02M School offers Calculus through some other means	BY administrator instrument
1	A1OFFCLCAPAB	A1 D02N School offers Calculus AP (AB) through some other means	BY administrator instrument
1	A1OFFCLCAPBC	A1 D02O School offers Calculus AP (BC) through some other means	BY administrator instrument
1	A1OFFCMPSCI	A1 D02Q School offers Computer Science through some other means	BY administrator instrument
1	A1OFFCLCAPIB	A1 D02P School offers Calculus IB through some other means	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A1OFFMPSCIA	A1 D02R School offers Computer Science AP (A) through some other means	BY administrator instrument
1	A1OFFCMPSCIB	A1 D02S School offers Computer Science AP (AB) through some other means	BY administrator instrument
1	A1OFFSTATS	A1 D02T School offers Statistics or Probability through some other means	BY administrator instrument
1	A1OFFSTATSAP	A1 D02U School offers Statistics AP through some other means	BY administrator instrument
1	A1NOMTHO	A1 D02V School doesn't offer any of these math courses through other means	BY administrator instrument
1	A1ONGENSCI	A1 D03A School offers General Science on-site	BY administrator instrument
1	A1ONPHYSCI	A1 D03B School offers Physical Science on-site	BY administrator instrument
1	A1ONERTHSCI	A1 D03C School offers Earth Science on-site	BY administrator instrument
1	A1ONENVSCI	A1 D03D School offers Environmental Science on-site	BY administrator instrument
1	A1ONTECH	A1 D03E School offers Principles of Technology on-site	BY administrator instrument
1	A1ONBIO1	A1 D03F School offers Biology I on-site	BY administrator instrument
1	A1ONLIFESCI	A1 D03G School offers Life Science on-site	BY administrator instrument
1	A1ONCHEM1	A1 D03H School offers Chemistry I on-site	BY administrator instrument
1	A1ONPHYS1	A1 D03I School offers Physics I on-site	BY administrator instrument
1	A1ONINTGSCI1	A1 D03J School offers Integrated Science I on-site	BY administrator instrument
1	A1ONINTGSCI2	A1 D03K School offers Integrated Science II or above on-site	BY administrator instrument
1	A1ONANATOMY	A1 D03L School offers Anatomy or Physiology on-site	BY administrator instrument
1	A1ONENVAP	A1 D03M School offers Environmental Science AP on-site	BY administrator instrument
1	A1ONADVBIO	A1 D03N School offers Advanced Biology, Biology II, AP, or IB on-site	BY administrator instrument
1	A1ONADVCHEM	A1 D03O School offers Advanced Chemistry, Chemistry II, AP, or IB on-site	BY administrator instrument
1	A1ONADVPHYS	A1 D03P School offers Advanced Physics, Physics II, AP, or IB on-site	BY administrator instrument
1	A1ONOTHBIO	A1 D03Q School offers an Other biological science on-site	BY administrator instrument
1	A1ONOTHPSCI	A1 D03R School offers an Other physical science on-site	BY administrator instrument
1	A1ONOTHESCI	A1 D03S School offers an Other earth or environmental sciences on-site	BY administrator instrument
1	A1OFFGENSCI	A1 D04A School offers General Science through some other means	BY administrator instrument
1	A1OFFPHYSCI	A1 D04B School offers Physical Science through some other means	BY administrator instrument
1	A1OFFERTHSCI	A1 D04C School offers Earth Science through some other means	BY administrator instrument
1	A1OFFTECH	A1 D04D School offers Principles of Technology through some other means	BY administrator instrument
1	A1OFFBIO1	A1 D04E School offers Biology I through some other means	BY administrator instrument
1	A1OFFLSCI	A1 D04F School offers Life Science through some other means	BY administrator instrument
1	A1OFFCHEM1	A1 D04G School offers Chemistry I through some other means	BY administrator instrument
1	A1OFFPHYS1	A1 D04H School offers Physics I through some other means	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A1OFFINTSCI1	A1 D04I School offers Integrated Science I through some other means	BY administrator instrument
1	A1OFFINTSCI2	A1 D04J School offers Integrated Science II or above through some other means	BY administrator instrument
1	A1OFFENVSCI	A1 D04K School offers Environmental Science through some other means	BY administrator instrument
1	A1OFFANATOMY	A1 D04L School offers Anatomy or Physiology through some other means	BY administrator instrument
1	A1OFFENVAP	A1 D04M School offers Environmental Science AP through some other means	BY administrator instrument
1	A1OFFADVBIO	A1 D04N School offers Advanced Biology/Bio II/AP/IB through some other means	BY administrator instrument
1	A1OFFADVCHEM	A1 D04O School offers Advanced Chemistry/Chem II/AP/IB thru some other means	BY administrator instrument
1	A1OFFADVPHYS	A1 D04P School offers Advanced Physics/Phys II/AP/IB through some other means	BY administrator instrument
1	A1OFFOTHPSCI	A1 D04Q School offers an Other physical science through some other means	BY administrator instrument
1	A1OFFOTHBIO	A1 D04R School offers an Other biological science through some other means	BY administrator instrument
1	A1OFFOTHESCI	A1 D04S School offers an Other earth or envir science through some other means	BY administrator instrument
1	A1NOSCIO	A1 D04T School doesn't offer any of these science courses through other means	BY administrator instrument
1	A1IB	A1 D05 School offers an International Baccalaureate (IB) program	BY administrator instrument
1	A1MTHREQS	A1 D06 School requires completion of specific math course(s) for graduation	BY administrator instrument
1	A1MTHSTREQ	A1 D07 Describe how math course(s) required for grad compare with state's reqs	BY administrator instrument
1	A1SCIREQS	A1 D08 School requires completion of specific sci course(s) for graduation	BY administrator instrument
1	A1SCISTREQ	A1 D09 Describe how science course(s) required for grad compare with state's req	BY administrator instrument
1	A1ALG1LEVELS	A1 D10 School offers Algebra I levels for students w/ different abilities	BY administrator instrument
1	A1SEX	A1 E01 Principal's sex	BY administrator instrument
1	A1HISP	A1 E02A Principal is of Hispanic/Latino/Latina origin	BY administrator instrument
1	A1WHITE	A1 E02B Principal is White	BY administrator instrument
1	A1BLACK	A1 E02C Principal is Black or African American	BY administrator instrument
1	A1ASIAN	A1 E02D Principal is Asian	BY administrator instrument
1	A1PACISLE	A1 E02E Principal is Native Hawaiian/Pacific Islander	BY administrator instrument
1	A1AMINDIAN	A1 E02F Principal is American Indian/Alaska Native	BY administrator instrument
1	A1HIDEG	A1 E03 Principal's highest degree earned	BY administrator instrument
1	A1HIMAJV	A1 E04A Principal's major for highest level of education-verbatim	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A1HIMAJ6	A1 E04C Principal's major for highest level of education 6-digit CIP code	BY administrator instrument
1	A1HIMAJ2	A1 E04B Principal's major for highest level of education 2-digit CIP code	BY administrator instrument
1	A1BAMAJV	A1 E05A Principal's major for Bachelor's degree-verbatim	BY administrator instrument
1	A1BAMAJ6	A1 E05C Principal's major for Bachelor's degree 6-digit CIP code	BY administrator instrument
1	A1BAMAJ2	A1 E05B Principal's major for Bachelor's degree 2-digit CIP code	BY administrator instrument
1	A1STARTDEG	A1 E06 Principal has started but not completed more advanced degree	BY administrator instrument
1	A1MANAGEMENT	A1 E07 Prior management experience outside of the field of education	BY administrator instrument
1	A1ALTPREP	A1 E08 Whether became a principal through alternative prep program	BY administrator instrument
1	A1CERTIFIED	A1 E09 Principal is certified as a principal in this state	BY administrator instrument
1	A1YRSADMIN	A1 E10 Years served as principal of any school	BY administrator instrument
1	A1YRSHSLSSCH	A1 E11 Years served as principal of this school	BY administrator instrument
1	A1TEACHING	A1 E12 Principal is currently teaching in this school	BY administrator instrument
1	A1YRSMSTCHR	A1 E13A Principal's years of middle school teaching experience	BY administrator instrument
1	A1YRSHSTCHR	A1 E13B Principal's years of secondary teaching experience	BY administrator instrument
1	A1MSSUBJECT	A1 E14 Main subject principal taught at middle school level	BY administrator instrument
1	A1HSSUBJECT	A1 E15 Main subject principal taught at high school level	BY administrator instrument
1	A1HRTEACHERS	A1 E16A Hours/week spent working with teachers on instructional issues	BY administrator instrument
1	A1HRINTMGMNT	A1 E16B Hours/week spent on internal school management	BY administrator instrument
1	A1HREXTMGMNT	A1 E16C Hours/week spent on external school management	BY administrator instrument
1	A1HRDISCIPLN	A1 E16D Hours/week spent on student discipline/attendance	BY administrator instrument
1	A1HRMONITOR	A1 E16E Hours/week spent monitoring hallways/campus/lunchroom	BY administrator instrument
1	A1HRTEACHING	A1 E16F Hours/week spent on principal's own teaching assignments	BY administrator instrument
1	A1HRPARENT	A1 E16G Hours/week spent talking and meeting with parents	BY administrator instrument
1	A1HRSTUDENT	A1 E16H Hours/week spent meeting with students	BY administrator instrument
1	A1HRPAPERWK	A1 E16I Hours/week spent on paperwork required by authorities	BY administrator instrument
1	A1HROTH	A1 E16J Hours/week spent on other activities	BY administrator instrument
1	A1TARDY	A1 E17A Student tardiness is a problem at this school	BY administrator instrument
1	A1STUABSENT	A1 E17B Student absenteeism is a problem at this school	BY administrator instrument
1	A1CUT	A1 E17C Student class cutting is a problem at this school	BY administrator instrument
1	A1TCHRABSENT	A1 E17D Teacher absenteeism is a problem at this school	BY administrator instrument
1	A1DROPOUT	A1 E17E Students dropping out is a problem at this school	BY administrator instrument
1	A1APATHY	A1 E17F Student apathy is a problem at this school	BY administrator instrument
1	A1PRNTINV	A1 E17G Lack of parental involvement is a problem at this school	BY administrator instrument
1	A1UNPREP	A1 E17H Students coming unprepared to learn is a problem at this school	BY administrator instrument
1	A1HEALTH	A1 E17I Poor student health is a problem at this school	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A1RESOURCES	A1 E17J Lack of teacher resources and materials is a problem at this school	BY administrator instrument
1	A1CONFLICT	A1 E18A Frequency of physical conflicts among students at this school	BY administrator instrument
1	A1ROBBERY	A1 E18B Frequency of robbery or theft at this school	BY administrator instrument
1	A1VANDALISM	A1 E18C Frequency of vandalism at this school	BY administrator instrument
1	A1DRUGUSE	A1 E18D Frequency of student illegal drug use at this school	BY administrator instrument
1	A1ALCOHOL	A1 E18E Frequency of students use of alcohol while at school	BY administrator instrument
1	A1DRUGSALE	A1 E18F Frequency of drug sales on the way to/from school or on school grounds	BY administrator instrument
1	A1WEAPONS	A1 E18G Frequency of student possession of weapons at this school	BY administrator instrument
1	A1PHYSABUSE	A1 E18H Frequency of physical abuse of teachers at this school	BY administrator instrument
1	A1TENSION	A1 E18I Frequency of student racial tensions at this school	BY administrator instrument
1	A1BULLY	A1 E18J Frequency of student bullying at this school	BY administrator instrument
1	A1VERBAL	A1 E18K Frequency of student verbal abuse of teachers at this school	BY administrator instrument
1	A1MISBEHAVE	A1 E18L Frequency of student in-class misbehavior at this school	BY administrator instrument
1	A1DISRESPECT	A1 E18M Frequency of student acts of disrespect for teachers at this school	BY administrator instrument
1	A1GANG	A1 E18N Frequency of student gang activities at this school	BY administrator instrument
1	A2SCHTYPE	A2 A01 School type	F1 administrator instrument
1	A2MAGNET	A2 A02 School has a schoolwide magnet program or program only for some students	F1 administrator instrument
1	A2STEMFOCUS	A2 A03 School's magnet program/special focus is STEM or something else	F1 administrator instrument
1	A2CHOICE	A2 A05 School participates in public school choice program	F1 administrator instrument
1	A2CHOICEIN	A2 A06A School's students can enroll in another school within district	F1 administrator instrument
1	A2CHOICEOUT	A2 A06B School's students can enroll in a school in another district at no cost	F1 administrator instrument
1	A2CHOICESCH	A2 A06C Students from other districts can enroll in school at no tuition cost	F1 administrator instrument
1	A2CHOICEPRIV	A2 A06D School's students can enroll in private school using state/district fund	F1 administrator instrument
1	A2YRROUND	A2 A07 Whether school is a year round school	F1 administrator instrument
1	A2CALENDAR	A2 A08 Academic calendar type	F1 administrator instrument
1	A2CLASSHRS	A2 A09A Average instruction hours per day	F1 administrator instrument
1	A2HRSINSMIN	A2 A09B WILL BE FOLDED INTO A2CLASSHRS - minutes of instruction per day	F1 administrator instrument
1	A2SCHEDULE	A2 A10 Course schedule type	F1 administrator instrument
1	A2CTESHSCH	A2 A11 % of HS students who attend shared-time area career-technical school	F1 administrator instrument
1	A2HSSIZE	A2 B01 High school enrollment	F1 administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A2CAPACITY	A2 B02 Percent capacity to which school is filled	F1 administrator instrument
1	A2FREELUNCH	A2 B03A % of HS students receiving free or reduced-price lunch	F1 administrator instrument
1	A2ELL	A2 B03B % of HS students who are limited English proficient	F1 administrator instrument
1	A2SPECIALED	A2 B03C % of HS students receiving special education services for disabilities	F1 administrator instrument
1	A2ADA9	A2 B04A Average daily attendance for 9th graders in terms of a percentage	F1 administrator instrument
1	A2ADA10	A2 B04B Average daily attendance for 10th graders in terms of a percentage	F1 administrator instrument
1	A2ADA11	A2 B04C Average daily attendance for 11th graders in terms of a percentage	F1 administrator instrument
1	A2ADA12	A2 B04D Average daily attendance for 12th graders in terms of a percentage	F1 administrator instrument
1	A2NOTIFY	A2 B05A Parents can be notified when HS students are absent without excuse	F1 administrator instrument
1	A2DETENTION	A2 B05B HS students can receive detentions when absent without excuse	F1 administrator instrument
1	A2INSUSPEND	A2 B05C Students can receive in-school suspensions when absent without excuse	F1 administrator instrument
1	A2OUTSUSPEND	A2 B05D Students can receive out-of-school suspension when absent without excuse	F1 administrator instrument
1	A2ABSENTFAIL	A2 B06 School has course failure policy tied to absenteeism	F1 administrator instrument
1	A2PROMCRED	A2 B07 HS students must earn certain number/type credits for academic promotion	F1 administrator instrument
1	A2REPEATG11	A2 B08 % of 2010-2011 11th graders not academically promoted to 12th grade	F1 administrator instrument
1	A2RECOVERY	A2 B09A Credit recovery program offered to struggling students	F1 administrator instrument
1	A2SUMRSCH	A2 B09B Summer supplemental instruction program offered to struggling students	F1 administrator instrument
1	A2LRNCMNITY	A2 B09C Learning community offered to over-age students not ready for promotion	F1 administrator instrument
1	A2CATCHUP	A2 B09D Catch-up courses offered to struggling students	F1 administrator instrument
1	A2DOUBLEDOSE	A2 B09E Double dosing of classes offered to struggling students	F1 administrator instrument
1	A2STUDYCLASS	A2 B09F Classes in study skills offered to struggling students	F1 administrator instrument
1	A2G11TEACHER	A2 B09G Professional dev offered to teachers working w/ struggling students	F1 administrator instrument
1	A2TUTORSTRG	A2 B09H Tutoring offered to struggling students	F1 administrator instrument
1	A2RECOVONSITE	A2 B10A Credit recovery program is offered on-site	F1 administrator instrument
1	A2RECOVONLINE	A2 B10B Credit recovery program is offered online	F1 administrator instrument
1	A2PCTRECOVERY	A2 B11 % of 11th/12th graders participated in credit recovery program	F1 administrator instrument
1	A2RETURN11	A2 B12 % of Sept 2010 11th graders returned in Sept 2011	F1 administrator instrument
1	A2TRANSFRALT	A2 B13 % of 2010-2011 students transferred out to an alternative program/school	F1 administrator instrument
1	A2DOPRVON	A2 B14A Dropout prevention program offered on-site	F1 administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A2DOPRVOFF	A2 B14B Dropout prevention program offered off-site	F1 administrator instrument
1	A2STUDYPRGON	A2 B14C Programs to develop study skills (AVID/GEAR UP) offered on-site	F1 administrator instrument
1	A2STUDYPRGOFF	A2 B14D Programs to develop study skills (AVID/GEAR UP) offered off-site	F1 administrator instrument
1	A2CHILDCAREON	A2 B14E Childcare services offered on-site	F1 administrator instrument
1	A2CHILDCAREOFF	A2 B14F Childcare services offered off-site	F1 administrator instrument
1	A2PCTDOPRVON	A2 B15A % of HS students enrolled in dropout prevention program on-site	F1 administrator instrument
1	A2PCTDOPRVOFF	A2 B15B % of HS students enrolled in dropout prevention program off-site	F1 administrator instrument
1	A2MTHSCIFAIR	A2 B16A Holds math or science fairs/workshops/competitions	F1 administrator instrument
1	A2MSSUMMER	A2 B16B Partners w/ college/university that offers math/science summer program	F1 administrator instrument
1	A2MSMENTOR	A2 B16C Pairs students with mentors in math or science	F1 administrator instrument
1	A2MSSPEAKER	A2 B16D Brings in guest speakers to talk about math or science	F1 administrator instrument
1	A2MSFLDTRIP	A2 B16E Takes students on math- or science-relevant field trips	F1 administrator instrument
1	A2MSPRGMS	A2 B16F Tells students about math/science contests/websites/blogs/other programs	F1 administrator instrument
1	A2MSPDLEARN	A2 B16G Requires teacher prof development in how students learn math/science	F1 administrator instrument
1	A2MSPDINTRST	A2 B16H Requires teacher prof development in increasing interest in math/science	F1 administrator instrument
1	A2ENGREQHS	A2 B17A Years of English coursework required for hs graduation 2012	F1 administrator instrument
1	A2MTHREQHS	A2 B17B Years of Mathematics coursework required for hs graduation 2012	F1 administrator instrument
1	A2SCIREQHS	A2 B17C Years of Science coursework required for hs graduation 2012	F1 administrator instrument
1	A2HISTREQHS	A2 B17D Years of History/Social Studies required for hs graduation 2012	F1 administrator instrument
1	A2LANGREQHS	A2 B17E Years of Foreign Language required for hs graduation 2012	F1 administrator instrument
1	A2ENGREQ4YR	A2 B18A English requirements compared to reqs for state 4 yr college	F1 administrator instrument
1	A2MTHREQ4YR	A2 B18B Math requirements compared to reqs for state 4 yr college	F1 administrator instrument
1	A2SCIREQ4YR	A2 B18C Science requirements compared to reqs for state 4 yr college	F1 administrator instrument
1	A2HISTREQ4YR	A2 B18D History/social Sci requirements compared to reqs for state 4 yr college	F1 administrator instrument
1	A2LANGREQ4YR	A2 B18E Foreign language requirements compared to reqs for state 4 yr college	F1 administrator instrument
1	A2HIGHERED	A2 B19A % of 2010-2011 seniors entered higher education programs	F1 administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A2WORK	A2 B19B % of 2010-2011 seniors entered labor market	F1 administrator instrument
1	A2MILITARY	A2 B19C % of 2010-2011 seniors joined military	F1 administrator instrument
1	A2FTTCHRS	A2 C01A Total number of full-time high school teachers	F1 administrator instrument
1	A2PTTCHRS	A2 C01B Total number of part-time high school teachers	F1 administrator instrument
1	A2FTMTCHRS	A2 C02A Number of full-time high school math teachers	F1 administrator instrument
1	A2PTMTCHRS	A2 C02B Number of part-time high school math teachers	F1 administrator instrument
1	A2FTSTCHRS	A2 C02C Number of full-time high school science teachers	F1 administrator instrument
1	A2PTSTCHRS	A2 C02D Number of part-time high school science teachers	F1 administrator instrument
1	A2FTOTHTCHRS	A2 C02E Number of full-time high school teachers of all other subject areas	F1 administrator instrument
1	A2PTOTHTCHRS	A2 C02F Number of part-time high school teachers of all other subject areas	F1 administrator instrument
1	A2PTALLTCHRS	A2 C02G Total number of part-time teachers - sum of math, science, other	F1 administrator instrument
1	A2FTALLTCHRS	A2 C02H Total number of full-time teachers - sum of math, science, other	F1 administrator instrument
1	A2PENSION	A2 C03 Number of teachers collecting pension/drawing from 401(k) or 403(b)	F1 administrator instrument
1	A2MTNORETURN	A2 C04 # of 2010-2011 FT math teachers who did not return in 2011-2012	F1 administrator instrument
1	A2STNORETURN	A2 C05 # of 2010-2011 FT science teachers who did not return in 2011-2012	F1 administrator instrument
1	A2ABSENTTCHR	A2 C06 % of high school's teachers absent on an average day	F1 administrator instrument
1	A2MSINDUCTION	A2 C07A Formal new teacher induction program for new hs math/science teachers	F1 administrator instrument
1	A2MSREDUCETCH	A2 C07B Reduced teaching schedule/# preparations for new hs math/science teacher	F1 administrator instrument
1	A2MSPLANNING	A2 C07C Planning time w/other math/science teachers for new hs math/sci teachers	F1 administrator instrument
1	A2MSRELEASE	A2 C07D Release for professional dev/observation for new math/science teachers	F1 administrator instrument
1	A2MSSEMINAR	A2 C07E Seminars/classes for beginning teachers for new hs math/science teachers	F1 administrator instrument
1	A2MSMENTORMS	A2 C07F Guidance from same subject mentor for new hs math/science teachers	F1 administrator instrument
1	A2MSMENTOROTH	A2 C07G Guidance from different subject mentor for new hs math/science teachers	F1 administrator instrument
1	A2MSPROFDEVMS	A2 C07H Subject-specific professional dev for new hs math/science teachers	F1 administrator instrument
1	A2MSPROFDEVOTH	A2 C07I Non-subject-specific professional dev for new hs math/science teachers	F1 administrator instrument
1	A2MSPLC	A2 C07J Teacher study group/PLC for new hs math/science teachers	F1 administrator instrument
1	A2GOAL1	A2 D01 School counseling program's most emphasized goal	F1 administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A2GOAL2	A2 D02 School counseling program's second most emphasized goal	F1 administrator instrument
1	A2GOAL3	A2 D03 School counseling program's third most emphasized goal	F1 administrator instrument
1	A2FILLMTH	A2 D04 Ease of filling high school mathematics teaching vacancies	F1 administrator instrument
1	A2FILLSCI	A2 D05 Ease of filling high school science teaching vacancies	F1 administrator instrument
1	A2MSINCENTIVE	A2 D06 School/district offers incentives to attract FT math/science hs teachers	F1 administrator instrument
1	A2TARDY	A2 D07A Student tardiness is a problem at this school	F1 administrator instrument
1	A2STUABSENT	A2 D07B Student absenteeism is a problem at this school	F1 administrator instrument
1	A2CUT	A2 D07C Student class cutting is a problem at this school	F1 administrator instrument
1	A2DROPOUT	A2 D07D Students dropping out is a problem at this school	F1 administrator instrument
1	A2APATHY	A2 D07E Student apathy is a problem at this school	F1 administrator instrument
1	A2PRNTINV	A2 D07F Lack of parental involvement is a problem at this school	F1 administrator instrument
1	A2UNPREP	A2 D07G Students coming unprepared to learn is a problem at this school	F1 administrator instrument
1	A2HEALTH	A2 D07H Poor student health is a problem at this school	F1 administrator instrument
1	A2RESOURCES	A2 D07I Lack of teacher resources and materials is a problem at this school	F1 administrator instrument
1	A2CONFLICT	A2 D08A Frequency of physical conflicts among students at this school	F1 administrator instrument
1	A2ROBBERY	A2 D08B Frequency of robbery or theft at this school	F1 administrator instrument
1	A2VANDALISM	A2 D08C Frequency of vandalism at this school	F1 administrator instrument
1	A2DRUGUSE	A2 D08D Frequency of student illegal drug use at this school	F1 administrator instrument
1	A2ALCOHOL	A2 D08E Frequency of students use of alcohol while at school	F1 administrator instrument
1	A2DRUGSALE	A2 D08F Frequency of drug sales on the way to/from school or on school grounds	F1 administrator instrument
1	A2WEAPONS	A2 D09A Frequency of student possession of weapons at this school	F1 administrator instrument
1	A2PHYSABUSE	A2 D09B Frequency of physical abuse of teachers at this school	F1 administrator instrument
1	A2TENSION	A2 D09C Frequency of student racial tensions at this school	F1 administrator instrument
1	A2CYBERBULLY	A2 D09D Frequency of student cyber-bullying at this school	F1 administrator instrument
1	A2OTHERBULLY	A2 D09E Frequency of other types of student bullying at this school	F1 administrator instrument
1	A2VERBAL	A2 D09F Frequency of student verbal abuse of teachers at this school	F1 administrator instrument
1	A2MISBEHAVE	A2 D09G Frequency of student in-class misbehavior at this school	F1 administrator instrument
1	A2DISRESPECT	A2 D09H Frequency of student acts of disrespect for teachers at this school	F1 administrator instrument
1	A2GANG	A2 D09I Frequency of student gang activities at this school	F1 administrator instrument
1	A2SEX	A2 D10 Principal's sex	F1 administrator instrument
1	A2HISP	A2 D11 Principal is of Hispanic/Latino/Latina origin	F1 administrator instrument
1	A2WHITE	A2 D12A Principal is White	F1 administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	A2BLACK	A2 D12B Principal is Black or African American	F1 administrator instrument
1	A2ASIAN	A2 D12C Principal is Asian	F1 administrator instrument
1	A2PACISLE	A2 D12D Principal is Native Hawaiian/Pacific Islander	F1 administrator instrument
1	A2AMINDIAN	A2 D12E Principal is American Indian/Alaska Native	F1 administrator instrument
1	A2HIDEG	A2 D13 Principal's highest degree earned	F1 administrator instrument
1	A2HIMAJV	A2 D14A Principal's major for highest level of education-verbatim	F1 administrator instrument
1	A2HIMAJ6	A2 D14B Principal's major for highest level of education 6-digit CIP code	F1 administrator instrument
1	A2HIMAJ2	A2 D14C Principal's major for highest level of education 2-digit CIP code	F1 administrator instrument
1	A2BAMAJV	A2 D15A Principal's major for Bachelor's degree-verbatim	F1 administrator instrument
1	A2BAMAJ6	A2 D15B Principal's major for Bachelor's degree 6-digit CIP code	F1 administrator instrument
1	A2BAMAJ2	A2 D15C Principal's major for Bachelor's degree 2-digit CIP code	F1 administrator instrument
1	A2MANAGEMENT	A2 D16 Prior management experience outside of the field of education	F1 administrator instrument
1	A2SCHLAW	A2 D17A Amount of training principal has received in school law	F1 administrator instrument
1	A2FISCAL	A2 D17B Amount of training principal has received in fiscal management	F1 administrator instrument
1	A2LTPLANS	A2 D17C Amount of training principal has received in long-range planning	F1 administrator instrument
1	A2PHYSPLANT	A2 D17D Amount of training principal has received in physical plant management	F1 administrator instrument
1	A2PERSMGMT	A2 D17E Amount of training principal has received in managing personnel	F1 administrator instrument
1	A2INSTLDRS	A2 D17F Amount of training principal has received in instructional leadership	F1 administrator instrument
1	A2DATADEC	A2 D17G Amount of training principal has received in data-driven decision making	F1 administrator instrument
1	A2ALTPREP	A2 D18 Whether became a principal through alternative prep program	F1 administrator instrument
1	A2CERTIFIED	A2 D19 Principal is certified as a principal in this state	F1 administrator instrument
1	A2YRSADMIN	A2 D20 Years served as principal of any school	F1 administrator instrument
1	A2YRSHSLSSCH	A2 D21 Years served as principal of this school	F1 administrator instrument
1	A2TEACHING	A2 D22 Principal is currently teaching in this school	F1 administrator instrument
1	A2YRSMSTCHR	A2 D23A Principal's years of middle school teaching experience	F1 administrator instrument
1	A2YRSHSTCHR	A2 D23B Principal's years of high school teaching experience	F1 administrator instrument
1	A2TCHSUBJ	A2 D24A Main subject principal taught	F1 administrator instrument
1	A2TCHSUBJO	A2 D24B Other subject taught	F1 administrator instrument
1	C1FTCNSL	C1 A01A Number of full-time high school counselors	BY counselor instrument
1	C1PTCNSL	C1 A01B Number of part-time high school counselors	BY counselor instrument
1	C1FTCERTCNSL	C1 A02A Number of certified full-time high school counselors	BY counselor instrument
1	C1PTCERTCNSL	C1 A02B Number of certified part-time high school counselors	BY counselor instrument
1	C1CASELOAD	C1 A03 Average caseload for school's counselors	BY counselor instrument
1	C1ASSIGNMENT	C1 A04 How counselors are assigned to students	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C1HRSSCHED	C1 A05A % hours counseling staff spent on high school course choice/scheduling	BY counselor instrument
1	C1HRSCOLLEGE	C1 A05B % hours counseling staff spent on college readiness/selection/apply	BY counselor instrument
1	C1HRSCAREER	C1 A05C % hours counseling staff spent on occupational choice/career planning	BY counselor instrument
1	C1HRSDEVELOP	C1 A05D % hours counseling staff spent on personal/academic/career development	BY counselor instrument
1	C1HRSJOBSKLL	C1 A05E % hours counseling staff spent on job placement/job skill development	BY counselor instrument
1	C1HRSPROBLEM	C1 A05F % hours counseling staff spent on school/personal problems	BY counselor instrument
1	C1HRSTESTING	C1 A05G % hours counseling staff spent on academic testing	BY counselor instrument
1	C1HRSNONCNSL	C1 A05H % hours counseling staff spent on non-counseling activities	BY counselor instrument
1	C1HRSOTHCNSL	C1 A05I % hours counseling staff spent on other counseling activities	BY counselor instrument
1	C1GOAL1	C1 A06 School counseling program's most emphasized goal	BY counselor instrument
1	C1GOAL2	C1 A07 School counseling program's second most emphasized goal	BY counselor instrument
1	C1GOAL3	C1 A08 School counseling program's third most emphasized goal	BY counselor instrument
1	C1DISCIPLINE	C1 A09 Who (besides teacher) primarily deals with discipline problems	BY counselor instrument
1	C1G9LOWEST	C1 A10 Whether school includes 8th grade	BY counselor instrument
1	C1TRANSCNSL	C1 A11A MS counselors meet with HS counselors to assist with student transition	BY counselor instrument
1	C1TRANSCRS	C1 A11B HS counselors meet with 8th graders to select 9th grade courses	BY counselor instrument
1	C1TRANPRNT	C1 A11C HS counselors present HS course/registration information to MS parents	BY counselor instrument
1	C1TRANPLCY	C1 A11D HS counselors use placement policy to place students in grade 9 courses	BY counselor instrument
1	C1TRANPRES	C1 A11E HS counselors present HS course/registration information to MS students	BY counselor instrument
1	C1TRANCOTH	C1 A11F HS counselors assist students with transition from MS to HS in other way	BY counselor instrument
1	C1TRANNOT	C1 A11G HS counselors do not assist students with transition from MS to HS	BY counselor instrument
1	C1TRANSTUDPR	C1 A12A HS students present information at MS to assist with student transition	BY counselor instrument
1	C1TRANSTFFPR	C1 A12B HS staff present information at MS to assist with student transition	BY counselor instrument
1	C1TRANVISIT	C1 A12C Before school year MS students are invited to HS social event	BY counselor instrument
1	C1TRANCLASS	C1 A12D MS students attend regular classes at HS	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C1TRANADMIN	C1 A12E MS and HS administrators meet together on articulation and programs	BY counselor instrument
1	C1TRANTCHRS	C1 A12F MS and HS teachers meet together on courses and requirements	BY counselor instrument
1	C1TRANBUDDY	C1 A12G Buddy or big brother/sister programs pair new students with older ones	BY counselor instrument
1	C1TRANLRNCOM	C1 A12H 9th graders are placed in small learning communities/9th Grade Academies	BY counselor instrument
1	C1TRANSUMMER	C1 A12I Parents/students visit the HS during summer before students enter HS	BY counselor instrument
1	C1TRANFALL	C1 A12J Parents visit HS for orientation in fall after children have entered	BY counselor instrument
1	C1TRANSOTH	C1 A12K School assists with transition from MS to HS in some other way	BY counselor instrument
1	C1TRANNONE	C1 A12L School offers no assistance to students transitioning from MS to HS	BY counselor instrument
1	C1PLAN	C1 A13 Students are required to have a career or education plan	BY counselor instrument
1	C1PLANPARENT	C1 A14 School shares students' career/education plans with their parents	BY counselor instrument
1	C1SIGNOFF	C1 A15 School requires parents to sign off on students' career/education plans	BY counselor instrument
1	C1TECHSUPPRT	C1 B16A School supports students with technology/software to support curriculum	BY counselor instrument
1	C1STAFFENRCH	C1 B16B School staff work with teachers to provide enrichment to students	BY counselor instrument
1	C1GIFTED	C1 B16C Gifted students receive pull-out instruction during regular school day	BY counselor instrument
1	C1ENRICHMENT	C1 B16D School supports high school students with enrichment experiences	BY counselor instrument
1	C1APCOURSE	C1 B16E School supports high school students with AP/college/university courses	BY counselor instrument
1	C1SCHOLARSHP	C1 B16F School supports HS students with scholarships for events/programs/class	BY counselor instrument
1	C1SUMMER	C1 B16G School supports high school students with summer activities or programs	BY counselor instrument
1	C1OTHSUPPORT	C1 B16H School supports high school students in other ways	BY counselor instrument
1	C1NOSUPPORT	C1 B16I School has no programs to support high school students	BY counselor instrument
1	C1GETAHEAD	C1 B17 School offers summer enrichment courses that allow students to get ahead	BY counselor instrument
1	C1STRUGGLE	C1 B18A School offers summer enrichment courses to struggling students	BY counselor instrument
1	C1AVERAGE	C1 B18B School offers summer enrichment courses to average students	BY counselor instrument
1	C1HIGH	C1 B18C School offers summer enrichment courses to high achieving students	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C1TUTOR	C1 B19A Tutoring during school day is available for students needing extra help	BY counselor instrument
1	C1STAFF	C1 B19B Staff work with teachers to provide extra help for students	BY counselor instrument
1	C1PULLOUT	C1 B19C Pull-out instruction during school day for students needing extra help	BY counselor instrument
1	C1CREDREC	C1 B19D Off-track/day/evening/summer school credit recovery program is available	BY counselor instrument
1	C1HOMEWORK	C1 B19E Homework assistance program is available for students needing extra help	BY counselor instrument
1	C1OUTSIDE	C1 B19F Support outside the school day for students needing extra help	BY counselor instrument
1	C1OTHRASSIST	C1 B19G School takes other steps to assist struggling high school students	BY counselor instrument
1	C1NOASSIST	C1 B19H School doesn't have any programs for students who need extra assistance	BY counselor instrument
1	C1PURSUE	C1 B20A School has program to encourage underrepresented student in math/science	BY counselor instrument
1	C1INFORM	C1 B20B School has program to inform parent about math/science higher ed/careers	BY counselor instrument
1	C1ENCCLG	C1 B20C School has program to encourage student not considering college to do so	BY counselor instrument
1	C1INDEPSTUDY	C1 B21A Courses not offered by school available through independent study	BY counselor instrument
1	C1ONLINE	C1 B21B Courses not offered by school available on-line	BY counselor instrument
1	C1OTHERHS	C1 B21C Courses not offered by school available at other district high school	BY counselor instrument
1	C1TECH	C1 B21D Courses not offered by school available at career/technical school	BY counselor instrument
1	C1COMCLG	C1 B21D Courses not offered by school available at community college	BY counselor instrument
1	C14YRCLG	C1 B21E Courses not offered by school available at 4-year college	BY counselor instrument
1	C1OTHERWAY	C1 B21F Courses not offered by school available in some other way	BY counselor instrument
1	C1NOWAY	C1 B21G School doesn't have any options for taking courses not offered by school	BY counselor instrument
1	C1MCOMPTST	C1 B22 School requires a mathematics competency test	BY counselor instrument
1	C1MRETAKE	C1 B23A If fails math competency test may/must retake the test	BY counselor instrument
1	C1MREMEDL	C1 B23B If fails math competency test may/must take remedial class	BY counselor instrument
1	C1MREPEAT	C1 B23C If fails math competency test may/must repeat class	BY counselor instrument
1	C1MTSTPREP	C1 B23D If fails math competency test may/must take test preparation class	BY counselor instrument
1	C1MTUTOR	C1 B23E If fails math competency test may/must receive tutoring	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C1MINDPRG	C1 B23F If fails math competency test may/must have individualized program	BY counselor instrument
1	C1MSUMSCH	C1 B23G If fails math competency test may/must attend summer school	BY counselor instrument
1	C1MALTSCH	C1 B23H If fails math competency test may/must be referred to alternative school	BY counselor instrument
1	C1DROPOUT	C1 B24 School has a formal dropout prevention program for high school students	BY counselor instrument
1	C1ABSENTEE	C1 B25A Recommended for dropout prevention program based on absentee record	BY counselor instrument
1	C1POORGRADES	C1 B25B Recommended for dropout prevention program based on poor/failing grades	BY counselor instrument
1	C1BEHIND	C1 B25C Recommended for dropout prevention program if behind on credits	BY counselor instrument
1	C1TCHREFER	C1 B25D Recommended for dropout prevention program based on teacher's referral	BY counselor instrument
1	C1CNSLREFER	C1 B25E Recommended for dropout prevention program based on counselor's referral	BY counselor instrument
1	C1PRNTREFER	C1 B25F Recommended for dropout prevention program based on parental request	BY counselor instrument
1	C1STUDREQ	C1 B25G Recommended for dropout prevention program based on student request	BY counselor instrument
1	C1DISCPROB	C1 B25H Recommended for dropout prevention program based on disciplinary problem	BY counselor instrument
1	C1DOPREVOTHR	C1 B25I Recommended for dropout prevention program based on another basis	BY counselor instrument
1	C1GEDPREP	C1 B26 School has formal GED test preparation program on-site	BY counselor instrument
1	C1CLGPREP	C1 B27A School has counselor designated for college readiness/selection/apply	BY counselor instrument
1	C1WORKFORCE	C1 B27B School has counselor designated for workforce preparation/placement	BY counselor instrument
1	C1CLGFAIR	C1 B28A School holds or participates in college fairs	BY counselor instrument
1	C1POSTSECREQ	C1 B28B School consults with postsecondary reps about requirement/qualifications	BY counselor instrument
1	C1VISITCLG	C1 B28C School organizes student visits to colleges	BY counselor instrument
1	C1UPBOUND	C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA	BY counselor instrument
1	C1INFOSESSN	C1 B28E School holds info session on transition to college for students/parents	BY counselor instrument
1	C1FINANCEAID	C1 B28F School assists students with finding financial aid for college	BY counselor instrument
1	C1DUALENROLL	C1 B28G School provides opportunities for dual/concurrent enrollment	BY counselor instrument
1	C1BEHAVIOR	C1 B28H School offers counseling curriculum for positive academic behaviors	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C1ASSISTOTH	C1 B28I School takes other steps to assist with HS to college transition	BY counselor instrument
1	C1NOSTEPS	C1 B28J School does not take any steps to assist with HS to college transition	BY counselor instrument
1	C1CTE	C1 B29 CTE or vocational-technical program offered	BY counselor instrument
1	C1CLUSTER	C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered	BY counselor instrument
1	C1INDVCRS	C1 B31 Student not enrolled in Career Clusters etc. may take course in program	BY counselor instrument
1	C1INTERN	C1 B32A School offers internships with local employers	BY counselor instrument
1	C1JOBFAIR	C1 B32B School offers job fairs	BY counselor instrument
1	C1JOBGUIDE	C1 B32C School offers career guides or skills assessments	BY counselor instrument
1	C1EMPLOYER	C1 B32D School offers school/classroom presentations by local employers	BY counselor instrument
1	C1AWARENESS	C1 B32E School offers career awareness activities	BY counselor instrument
1	C1DECISION	C1 B32F School offers courses in career decision making	BY counselor instrument
1	C1CAREERUNIT	C1 B32G School offers career information units in subject-matter courses	BY counselor instrument
1	C1WORKSTUDY	C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE	BY counselor instrument
1	C1CAREERDAY	C1 B32I School offers career days or nights	BY counselor instrument
1	C1ASSEMBLIES	C1 B32J School offers vocational oriented assemblies and speakers in classes	BY counselor instrument
1	C1VOCTECH	C1 B32K School offers vocational-technical courses not part of formal program	BY counselor instrument
1	C1JOBVISIT	C1 B32L School offers job site visits/field trips	BY counselor instrument
1	C1JOBSHADOW	C1 B32M School offers job shadowing	BY counselor instrument
1	C1JOBSIM	C1 B32N School offers simulations such as Singer or SRA Job experience kits	BY counselor instrument
1	C1JOBTEST	C1 B32O School offers tests for career planning purposes	BY counselor instrument
1	C1JOBSKILLS	C1 B32P School offers training in job seeking skills	BY counselor instrument
1	C1JOBINFOCMP	C1 B32Q School offers computerized career information resources	BY counselor instrument
1	C1JOBINFONON	C1 B32R School offers non-computerized career information resources	BY counselor instrument
1	C1HSTOWRKOTH	C1 B32S School assists students with transition from HS to work in other ways	BY counselor instrument
1	C1HSTOWORKNO	C1 B32T School doesn't assist students with transition from high school to work	BY counselor instrument
1	C1G9MSAME	C1 C01 All 9th graders are placed in the same math course	BY counselor instrument
1	C1G9MMSCNSL	C1 C02A Importance of MS counselor recommendation for 9th grade math placement	BY counselor instrument
1	C1G9MHSCNSL	C1 C02B Importance of HS counselor recommendation for 9th grade math placement	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C1G9MMSTCHR	C1 C02C Importance of MS teacher recommendation for 9th grade math placement	BY counselor instrument
1	C1G9MMSCOURS	C1 C02D Importance of courses taken in MS for 9th grade math placement	BY counselor instrument
1	C1G9MMSACHV	C1 C02E Importance of achievement in MS courses for 9th grade math placement	BY counselor instrument
1	C1G9MENDTST	C1 C02F Importance of end-of-year/course test for 9th grade math placement	BY counselor instrument
1	C1G9MPLACTST	C1 C02G Importance of placement tests for 9th grade math placement	BY counselor instrument
1	C1G9MSTNDTST	C1 C02H Importance of standardized tests for 9th grade math placement	BY counselor instrument
1	C1G9MPLAN	C1 C02I Importance of career/education plan for 9th grade math placement	BY counselor instrument
1	C1G9MSELECT	C1 C02J Importance of student/parent choice for 9th grade math placement	BY counselor instrument
1	C1UPPERMSAME	C1 C03 After grade 9 all students in same grade placed in same math course	BY counselor instrument
1	C1UPMGRADES	C1 C04A Importance of prior grades for 10th to 12th grade math placement	BY counselor instrument
1	C1UPMPLACTST	C1 C04B Importance of placement tests for 10th to 12th grade math placement	BY counselor instrument
1	C1UPMTCHR	C1 C04C Importance of teacher's recommendation for 10-12th grade math placement	BY counselor instrument
1	C1UPMSELECT	C1 C04D Importance of student/parent choice for 10th-12th grade math placement	BY counselor instrument
1	C1UPMPLAN	C1 C04E Importance of career/education plan for 10th-12th grade math placement	BY counselor instrument
1	C1UPMSCHED	C1 C04F Importance of master schedule for 10th to 12th grade math placement	BY counselor instrument
1	C1G9SSAME	C1 C05 All 9th graders are placed in the same science course	BY counselor instrument
1	C1G9SMSCNSL	C1 C06A Importance of MS counselor recommendation for grade 9 science placement	BY counselor instrument
1	C1G9SHSCNSL	C1 C06B Importance of HS counselor recommendation for grade 9 science placement	BY counselor instrument
1	C1G9SMSTCHR	C1 C06C Importance of MS teacher recommendation for 9th grade science placement	BY counselor instrument
1	C1G9SMSCOURS	C1 C06D Importance of courses taken in MS for 9th grade science placement	BY counselor instrument
1	C1G9SMSACHV	C1 C06E Importance of achievement in MS courses for 9th grade science placement	BY counselor instrument
1	C1G9SENDTST	C1 C06F Importance of end-of-year/course test for 9th grade science placement	BY counselor instrument
1	C1G9SPLACTST	C1 C06G Importance of placement tests for 9th grade science placement	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C1G9SSTNDTST	C1 C06H Importance of standardized tests for 9th grade science placement	BY counselor instrument
1	C1G9SPLAN	C1 C06I Importance of career/education plan for 9th grade science placement	BY counselor instrument
1	C1G9SSELECT	C1 C06J Importance of student/parent choice for 9th grade science placement	BY counselor instrument
1	C1UPPERSSAME	C1 C07 After grade 9 all students in same grade placed in same science course	BY counselor instrument
1	C1UPSGRADES	C1 C08A Importance of prior grades for 10th to 12th grade science placement	BY counselor instrument
1	C1UPSPLACTST	C1 C08B Importance of placement tests for 10th to 12th grade science placement	BY counselor instrument
1	C1UPSTCHR	C1 C08C Importance of teacher's recommendation for 10th-12th science placement	BY counselor instrument
1	C1UPSSELECT	C1 C08D Importance of student/parent choice for 10-12th grade science placement	BY counselor instrument
1	C1UPSPLAN	C1 C08E Importance of career/education plan for 10-12th grade science placement	BY counselor instrument
1	C1UPSSCHED	C1 C08F Importance of master schedule for 10th to 12th grade science placement	BY counselor instrument
1	C1TTEACHING	C1 D01A Teachers in this school set high standards for teaching	BY counselor instrument
1	C1TLEARNING	C1 D01B Teachers in this school set high standards for students' learning	BY counselor instrument
1	C1TBELIEVE	C1 D01C Teachers in this school believe all students can do well	BY counselor instrument
1	C1TGIVEUP	C1 D01D Teachers in this school have given up on some students	BY counselor instrument
1	C1TCARE	C1 D01E Teachers in this school care only about smart students	BY counselor instrument
1	C1TEXPECT	C1 D01F Teachers in this school expect very little from students	BY counselor instrument
1	C1TWORKHARD	C1 D01G Teachers in this school work hard to make sure all students learn	BY counselor instrument
1	C1CLEARNING	C1 D02A Counselors in this school set high standards for students' learning	BY counselor instrument
1	C1CBELIEVE	C1 D02B Counselors in this school believe all students can do well	BY counselor instrument
1	C1CGIVEUP	C1 D02C Counselors in this school have given up on some students	BY counselor instrument
1	C1CCARE	C1 D02D Counselors in this school care only about smart students	BY counselor instrument
1	C1CEXPECT	C1 D02E Counselors in this school expect very little from students	BY counselor instrument
1	C1CWORKHARD	C1 D02F Counselors in this school work hard to make sure all students learn	BY counselor instrument
1	C1PLEARNING	C1 D03A Principal in this school sets high standards for students' learning	BY counselor instrument
1	C1PBELIEVE	C1 D03B Principal in this school believes all students can do well	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C1PGIVEUP	C1 D03C Principal in this school has given up on some students	BY counselor instrument
1	C1PCARE	C1 D03D Principal in this school cares only about smart students	BY counselor instrument
1	C1PEXPECT	C1 D03E Principal in this school expects very little from students	BY counselor instrument
1	C1PWORKHARD	C1 D03F Principal in this school works hard to make sure all students learn	BY counselor instrument
1	C1YRSK12	C1 D04A Years as a school counselor for any grade K-12	BY counselor instrument
1	C1YRS912	C1 D04B Years as a school counselor for grades 9-12	BY counselor instrument
1	C1HIDEG	C1 D05 Counselor's highest degree earned	BY counselor instrument
1	C1HIMAJV	C1 D06A Counselor's major for highest level of education-verbatim	BY counselor instrument
1	C1HIMAJ6	C1 D06C Counselor's major for highest level of education 6-digit CIP code	BY counselor instrument
1	C1HIMAJ2	C1 D06B Counselor's major for highest level of education 2-digit CIP code	BY counselor instrument
1	C1BAMAJV	C1 D07A Counselor's major for Bachelor's degree-verbatim	BY counselor instrument
1	C1BAMAJ6	C1 D07C Counselor's major for Bachelor's degree 6-digit CIP code	BY counselor instrument
1	C1BAMAJ2	C1 D07B Counselor's major for Bachelor's degree 2-digit CIP code	BY counselor instrument
1	C1INCDEG	C1 D08 Counselor has started but not completed more advanced degree	BY counselor instrument
1	C1ENTRY	C1 D09 How counselor entered the school counseling profession	BY counselor instrument
1	C2FTCNSL	C2 A01A Number of full-time high school counselors	F1 counselor instrument
1	C2PTCNSL	C2 A01B Number of part-time high school counselors	F1 counselor instrument
1	C2CASELOAD	C2 A02 Average caseload for school's counselors	F1 counselor instrument
1	C2ASSIGNALL	C2 A03A Counselors are assigned to all students in the school	F1 counselor instrument
1	C2ASSIGNGRADE	C2 A03B Counselors are assigned to a grade level	F1 counselor instrument
1	C2ASSIGNCLASS	C2 A03C Counselors are assigned to a class	F1 counselor instrument
1	C2ASSIGNNAMES	C2 A03D Counselors are assigned to students by alphabetical order	F1 counselor instrument
1	C2ASSIGNLC	C2 A03E Counselors are assigned to small learning communities	F1 counselor instrument
1	C2HRSSCHED	C2 A04A % hours counseling staff spent on high school course choice/scheduling	F1 counselor instrument
1	C2HRSCOLLEGE	C2 A04B % hours counseling staff spent on college readiness/selection/apply	F1 counselor instrument
1	C2HRSPERSONAL	C2 A04C % hours counseling staff spent on personal development	F1 counselor instrument
1	C2HRSSOCIAL	C2 A04D % hours counseling staff spent on social development	F1 counselor instrument
1	C2HRSACADEMIC	C2 A04E % hours counseling staff spent on academic development	F1 counselor instrument
1	C2HRSCAREER	C2 A04F % hours counseling staff spent on occupational choice/career planning	F1 counselor instrument
1	C2HRSJOBSKLL	C2 A04G % hours counseling staff spent on job placement/job skill development	F1 counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C2HRSPROBLEM	C2 A04H % hours counseling staff spent on school/personal problems	F1 counselor instrument
1	C2HRSTESTING	C2 A04I % hours counseling staff spent on academic testing	F1 counselor instrument
1	C2HRSNONCNSL	C2 A04J % hours counseling staff spent on non-counseling activities	F1 counselor instrument
1	C2SELECTCLASS	C2 A05A School has counselor designated for selecting courses and programs	F1 counselor instrument
1	C2SELECTCLG	C2 A05B School has counselor designated for college selection	F1 counselor instrument
1	C2CLGAPP	C2 A05C School has counselor designated for college applications	F1 counselor instrument
1	C2PREPJOB	C2 A05D School has counselor designated for preparation for the workforce	F1 counselor instrument
1	C2GETJOB	C2 A05E School has counselor designated for placement into the workforce	F1 counselor instrument
1	C2PSPLAN	C2 B01 Students are required to have graduation/career/education plan	F1 counselor instrument
1	C2GRADPLAN	C2 B02A Plan includes graduation plan	F1 counselor instrument
1	C2CAREERPLAN	C2 B02B Plan includes career plan	F1 counselor instrument
1	C2EDPLAN	C2 B02C Plan includes education plan	F1 counselor instrument
1	C2CUSTOMPLAN	C2 B03 Level of customization of high school plans	F1 counselor instrument
1	C2PLANPARENT	C2 B04 Students' plans are shared with parents	F1 counselor instrument
1	C2REVIEWPLAN	C2 B05 How often students meet with adult in school to review/revise plan	F1 counselor instrument
1	C2DUALPROG	C2 B06 School offers dual or concurrent enrollment program	F1 counselor instrument
1	C2DUALCLGCRED	C2 B07A Students can earn college credit in dual enrollment program	F1 counselor instrument
1	C2DUALCERT	C2 B07B Students can complete certificate program in dual enrollment program	F1 counselor instrument
1	C2DUALAA	C2 B07C Students can complete Associate's degree in dual enrollment program	F1 counselor instrument
1	C2DUALCLGACC	C2 B07D Students accepted to partner college in dual enrollment program	F1 counselor instrument
1	C2DUALENRACA	C2 B08A Enrollment in dual enrollment courses with academic focus	F1 counselor instrument
1	C2DUALENRCTE	C2 B08B Enrollment in dual enrollment courses with career/tech/vocational focus	F1 counselor instrument
1	C2DUALGRAD	C2 B09 Number of graduates with dual enrollment designation on diploma	F1 counselor instrument
1	C2HACHTECH	C2 B10A School supports high achievers with technology/software for curriculum	F1 counselor instrument
1	C2HAGIFTED	C2 B10B Gifted students receive pull-out instruction during the school day	F1 counselor instrument
1	C2HACHENRICH	C2 B10C School supports high achievers with enrichment experiences	F1 counselor instrument
1	C2HAAPCRS	C2 B10D School supports high achievers with AP courses	F1 counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C2HAIBPRGM	C2 B10E School supports high achievers with IB program	F1 counselor instrument
1	C2HASCHSHP	C2 B10F School supports high achievers w/ scholarships for event/program/class	F1 counselor instrument
1	C2HAPERFREW	C2 B10G School supports high achievers with rewards tied to performance	F1 counselor instrument
1	C2HAMENTOR	C2 B10H School supports high achievers with adult mentor	F1 counselor instrument
1	C2HASUMMER	C2 B10I School supports high achievers with summer activities or programs	F1 counselor instrument
1	C2HAONLINE	C2 B10J School supports high achievers with access to online courses	F1 counselor instrument
1	C2HAAWRDS	C2 B10K School supports high achievers with recognitions/awards	F1 counselor instrument
1	C2GETAHEAD	C2 B11A Summer enrichment courses that allow students to progress academically	F1 counselor instrument
1	C2REMEDIATION	C2 B11B Summer remediation courses that support students who are struggling	F1 counselor instrument
1	C2HASUMEN	C2 B12A School offers summer enrichment courses to high achieving students	F1 counselor instrument
1	C2AVGSUMEN	C2 B12B School offers summer enrichment courses to average students	F1 counselor instrument
1	C2STRGSUMEN	C2 B12C School offers summer enrichment courses to struggling students	F1 counselor instrument
1	C2ENCSTEM	C2 B13A School has program to encourage underrepresented student in STEM	F1 counselor instrument
1	C2INFSTEM	C2 B13B School has program to inform parent about STEM higher ed/careers	F1 counselor instrument
1	C2ENCCLG	C2 B13C School has program to encourage student not considering college to do so	F1 counselor instrument
1	C2UPBOUND	C2 B13D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA	F1 counselor instrument
1	C2RESUME	C2 B13E School has program to share resume or transcripts with employers	F1 counselor instrument
1	C2GUARANTEE	C2 B13F School has program to guarantee student skills to employers	F1 counselor instrument
1	C2NOTOFFERED	C2 B14 Students able to take course for HS credit if not offered by school	F1 counselor instrument
1	C2INDSTD	C2 B15A % students taking independent study course	F1 counselor instrument
1	C2DISTANCE	C2 B15B % students taking online/distance learning course	F1 counselor instrument
1	C2OTHHS	C2 B15C % students taking course at another traditional high school in district	F1 counselor instrument
1	C2TECHSC	C2 B15D % students taking course at local career or technical school	F1 counselor instrument
1	C2COMCOL	C2 B15E % students taking courses at community college	F1 counselor instrument
1	C24YRCOL	C2 B15F % students taking course at 4-year college	F1 counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C2TUTORIN	C2 B16A Tutoring during school day by an adult for students needing extra help	F1 counselor instrument
1	C2TUTOROUT	C2 B16B Tutoring before- or after-school by an adult for students needing extra help	F1 counselor instrument
1	C2TUTORPEER	C2 B16C Peer tutoring is available to students needing extra help	F1 counselor instrument
1	C2STAFF	C2 B16D Staff work with teachers to provide extra help for students	F1 counselor instrument
1	C2PULLOUT	C2 B16E Pull-out instruction during school day for students needing extra help	F1 counselor instrument
1	C2HOMEWORK	C2 B16F Homework assistance program is available for students needing extra help	F1 counselor instrument
1	C2XTRAREWARD	C2 B16G Academic performance incentives for students needing help	F1 counselor instrument
1	C2XTRAMENTOR	C2 B16H School-arranged mentors for students needing extra help	F1 counselor instrument
1	C2HSBEP	C2 B16I Positive behavior interventions for students needing help	F1 counselor instrument
1	C2SUPPORTOUT	C2 B16J Support outside the school day for students needing extra help	F1 counselor instrument
1	C2DROPOUT	C2 B17 School has a formal dropout prevention program for high school students	F1 counselor instrument
1	C2ATRISKREQ	C2 B18 At-risk required to participate in dropout prevention program	F1 counselor instrument
1	C2DOOCCCOURSE	C2 B19A Dropout prevention program offers occupational focused courses	F1 counselor instrument
1	C2DOTUTOR	C2 B19B Dropout prevention program offers tutoring	F1 counselor instrument
1	C2DOINCENTIVE	C2 B19C Dropout prevention program offers incentives for attendance/performance	F1 counselor instrument
1	C2DOCHILDCARE	C2 B19D Dropout prevention program offers childcare for dropouts' children	F1 counselor instrument
1	C2DOGRADCNSL	C2 B19E Dropout prevention program offers graduation counseling	F1 counselor instrument
1	C2DOJOBCNSL	C2 B19F Dropout prevention program offers job counseling	F1 counselor instrument
1	C2GEDPREP	C2 B20 School has formal GED test preparation program on-site	F1 counselor instrument
1	C2CLGEXAMINFO	C2 B21A School provides information on date/location of college entrance exams	F1 counselor instrument
1	C2CLGEXAMREG	C2 B21B School provides assistance with college entrance exam registration	F1 counselor instrument
1	C2CLGEXAMFEE	C2 B21C School provides assistance with college entrance exam fees	F1 counselor instrument
1	C2CLGEXAMPREP	C2 B21D School provides assistance with college entrance exam preparation	F1 counselor instrument
1	C2PCTEXAMINFO	C2 B22A % 11/12 graders provided info on date/location of college entrance exams	F1 counselor instrument
1	C2PCTEXAMREG	C2 B22B % 11/12 graders provided assistance w/ college exam registration	F1 counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C2PCTEXAMFEE	C2 B22C % 11/12 graders provided assistance w/ college entrance exam fees	F1 counselor instrument
1	C2PCTEXAMPREP	C2 B22D % 11/12 graders provided assistance w/ college entrance exam preparation	F1 counselor instrument
1	C2CLGFAIR	C2 B23A School holds or participates in college fairs	F1 counselor instrument
1	C2INFOSESSN	C2 B23B School holds college information sessions	F1 counselor instrument
1	C2CLGAPPS	C2 B23C School helps with completing college applications	F1 counselor instrument
1	C2CLGINFO	C2 B23D School provides access to information on colleges	F1 counselor instrument
1	C2CLGSELECT	C2 B23E School helps with selecting colleges to apply to	F1 counselor instrument
1	C2PCTFAIR	C2 B24A % 11/12 graders attended college fairs	F1 counselor instrument
1	C2PCTSESSN	C2 B24B % 11/12 graders attended college information sessions	F1 counselor instrument
1	C2PCTAPPS	C2 B24C % 11/12 graders assisted w/ completing college applications	F1 counselor instrument
1	C2PCTINFO	C2 B24D % 11/12 graders provided w/ college information	F1 counselor instrument
1	C2PCTSELECT	C2 B24E % 11/12 graders helped w/ selecting colleges	F1 counselor instrument
1	C2AIDPROCESS	C2 B25A School holds meetings on FAFSA process	F1 counselor instrument
1	C2AIDFAFSA	C2 B25B School assists with completing FAFSA	F1 counselor instrument
1	C2AIDCOMPUTER	C2 B25C School provides computer access for completing FAFSA	F1 counselor instrument
1	C2AIDDEADLINE	C2 B25D School sends reminders of FAFSA deadlines	F1 counselor instrument
1	C2AIDOTHAPP	C2 B25E School assists with non-FAFSA financial aid applications	F1 counselor instrument
1	C2AIDSOURCE	C2 B25F School offers meetings on sources of financial aid	F1 counselor instrument
1	C2AIDCNSL	C2 B25G School offers individual counseling to identify financial aid	F1 counselor instrument
1	C2AIDFLYER	C2 B25H School provides flyers/pamphlets on financial aid	F1 counselor instrument
1	C2PCTPROCESS	C2 B26A % 11/12 graders attending meetings on FAFSA process	F1 counselor instrument
1	C2PCTFAFSA	C2 B26B % 11/12 graders provided computer access for completing FAFSA	F1 counselor instrument
1	C2PCTCOMPUTER	C2 B26C % 11/12 graders used computer access for completing FAFSA	F1 counselor instrument
1	C2PCTDEADLINE	C2 B26D % 11/12 graders sent reminders of FAFSA deadlines	F1 counselor instrument
1	C2PCTOTHAPP	C2 B26E % 11/12 graders assisted w/ non-FAFSA financial aid applications	F1 counselor instrument
1	C2PCTSOURCE	C2 B26F % 11/12 graders attended meetings on sources of financial aid	F1 counselor instrument
1	C2PCTCNSL	C2 B26G % 11/12 graders received individual counseling to identify financial aid	F1 counselor instrument
1	C2PCTFLYER	C2 B26H % 11/12 graders received flyers/pamphlets on financial aid	F1 counselor instrument
1	C2PERSISTYR1	C2 B27 % of high school's college enrollees persisted past 1st year	F1 counselor instrument
1	C2JOBCAREER	C2 B28A School provides information about careers	F1 counselor instrument
1	C2JOBAPTITUDE	C2 B28B School provides information about career aptitude	F1 counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C2JOBEXP	C2 B28C School provides work experience opportunities	F1 counselor instrument
1	C2JOBSEEK	C2 B28D School provides training in job seeking or interviewing skills	F1 counselor instrument
1	C2PCTCAREER	C2 B29A % 11/12 graders received information about careers	F1 counselor instrument
1	C2PCTAPTITUDE	C2 B29B % 11/12 graders received information about career aptitude	F1 counselor instrument
1	C2PCTEXP	C2 B29C % 11/12 graders received work experience opportunities	F1 counselor instrument
1	C2PCTSEEK	C2 B29D % 11/12 graders received training in job seeking or interviewing skills	F1 counselor instrument
1	C2EMPLINKS	C2 B30 School has linkages with local employers	F1 counselor instrument
1	C2UPMSAME	C2 C01 After grade 9 all students in same grade placed in same math course	F1 counselor instrument
1	C2UPMGRD	C2 C02A Importance of prior grades for 10th-12th grade math placement	F1 counselor instrument
1	C2UPMEOGEXAM	C2 C02B Importance of district/state end-of-yr exam for 10-12 math placement	F1 counselor instrument
1	C2UPMTEST	C2 C02C Importance of placement tests for 10-12th grade math placement	F1 counselor instrument
1	C2UPMPSAT	C2 C02D Importance of PSAT scores for 10-12th grade math placement	F1 counselor instrument
1	C2UPMTEACHER	C2 C02E Importance of teacher's recommendation for 10-12th math placement	F1 counselor instrument
1	C2UPMSTUPAR	C2 C02F Importance of student/parent choice for 10-12th grade math placement	F1 counselor instrument
1	C2UPMEDPLAN	C2 C02G Importance of career/education plan for 10-12th grade math placement	F1 counselor instrument
1	C2UPMSCHEDULE	C2 C02H Importance of master schedule for 10-12th grade math placement	F1 counselor instrument
1	C2UPMGRADREQ	C2 C02I Importance of graduation requirements for 10-12th math placement	F1 counselor instrument
1	C2UPMCLGREQ	C2 C02J Importance of college entry requirements for 10-12th math placement	F1 counselor instrument
1	C2UPSSAME	C2 C03 After grade 9 all students in same grade placed in same science course	F1 counselor instrument
1	C2UPSGRD	C2 C04A Importance of prior grades for 10th-12th grade science placement	F1 counselor instrument
1	C2UPSEOGEXAM	C2 C04B Importance of district/state end-of-yr exam for 10-12 science placement	F1 counselor instrument
1	C2UPSTEST	C2 C04C Importance of placement tests for 10-12th grade science placement	F1 counselor instrument
1	C2UPSPSAT	C2 C04D Importance of PSAT scores for 10-12th grade science placement	F1 counselor instrument
1	C2UPSTEACHER	C2 C04E Importance of teacher's recommendation for 10-12th science placement	F1 counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C2UPSSTUPAR	C2 C04F Importance of student/parent choice for 10-12th grade science placement	F1 counselor instrument
1	C2UPSEDPLAN	C2 C04G Importance of career/education plan for 10-12th grade science placement	F1 counselor instrument
1	C2UPSSCHEDULE	C2 C04H Importance of master schedule for 10-12th grade science placement	F1 counselor instrument
1	C2UPSGRADREQ	C2 C04I Importance of graduation requirements for 10-12th science placement	F1 counselor instrument
1	C2UPSCLGREQ	C2 C04J Importance of college entry requirements for 10-12th science placement	F1 counselor instrument
1	C2CALCONSITE	C2 C05A Calculus is offered on-site	F1 counselor instrument
1	C2CALCOFFSITE	C2 C05B Calculus is offered off-site	F1 counselor instrument
1	C2PHYSONSITE	C2 C05C Physics is offered on-site	F1 counselor instrument
1	C2PHYSOFFSITE	C2 C05D Physics is offered off-site	F1 counselor instrument
1	C2PCTCALC	C2 C06A % 12th graders who have taken calculus	F1 counselor instrument
1	C2PCTPHYS	C2 C06B % 12th graders who have taken physics	F1 counselor instrument
1	C2NUMAP	C2 C07 Number of AP courses offered	F1 counselor instrument
1	C2NUMAPSCI	C2 C08A Number of AP science courses offered	F1 counselor instrument
1	C2NUMAPMATH	C2 C08B Number of AP math courses offered	F1 counselor instrument
1	C2NUMAPCOMP	C2 C08C Number of AP computer science courses offered	F1 counselor instrument
1	C2PCTAP	C2 C09 % 12th graders who have taken in AP course(s)	F1 counselor instrument
1	C2NUMAPEXAM	C2 C10 Number of AP exams taken by 9th-12th graders	F1 counselor instrument
1	C2NUMAP3PLUS	C2 C11 Number of AP exam scores that were 3 or higher	F1 counselor instrument
1	C2PCTEQUITY	C2 C12A Equity and Excellence percentage	F1 counselor instrument
1	C2NOAPREPORT	C2 C12B School did not receive an AP grade report	F1 counselor instrument
1	C2NUMIB	C2 C13 Number of higher level IB courses offered	F1 counselor instrument
1	C2NUMIBSCI	C2 C14A Number of higher level IB science courses offered	F1 counselor instrument
1	C2NUMIBMATH	C2 C14B Number of higher level IB math courses offered	F1 counselor instrument
1	C2PCTIB	C2 C15 % 12th graders in IB program	F1 counselor instrument
1	C2NUMIBEXAM	C2 C16 Number of IB exams taken by 9th-12th graders	F1 counselor instrument
1	C2NUMIB4PLUS	C2 C17 Number of IB exam scores that were 4 or higher	F1 counselor instrument
1	C2NUMAPANDIB	C2 C18 Number of 9th-12th graders who have taken AP and IB exam	F1 counselor instrument
1	C2NUMGRADS	C2 C19 Number of seniors graduated, 2010-2011	F1 counselor instrument
1	C2AVGSATREAD	C2 C20A Average SAT critical reading score	F1 counselor instrument
1	C2AVGSATMATH	C2 C20B Average SAT mathematics score	F1 counselor instrument
1	C2AVGSATWRIT	C2 C20C Average SAT writing score	F1 counselor instrument
1	C2AVGSATNONE	C2 C20D No students took SAT	F1 counselor instrument
1	C2AVGACTENG	C2 C21A Average ACT English score	F1 counselor instrument
1	C2AVGACTMATH	C2 C21B Average ACT mathematics score	F1 counselor instrument
1	C2AVGACTREAD	C2 C21C Average ACT reading score	F1 counselor instrument
1	C2AVGACTSCI	C2 C21D Average ACT science score	F1 counselor instrument
1	C2AVGACTCOMP	C2 C21E Average ACT composite score	F1 counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	C2AVGACTNONE	C2 C21F No students took ACT	F1 counselor instrument
1	C2STUSURVEY	C2 D01A Uses student survey to determine what students do after HS	F1 counselor instrument
1	C2DATABASE	C2 D01B Uses state/national database to determine what students do after HS	F1 counselor instrument
1	C2FBREMEDIAL	C2 D02A Extent of feedback from colleges/schools on need for remediation	F1 counselor instrument
1	C2FB1STYR	C2 D02B Extent of feedback from colleges/schools on persistence past 1st year	F1 counselor instrument
1	C2FBGRAD	C2 D02C Extent of feedback from colleges/schools on persistence past graduation	F1 counselor instrument
1	X1TXMTH1	X1 Mathematics theta score - multiple imputation value 1 of 5	BY imputation variables
1	X1TXMTH2	X1 Mathematics theta score - multiple imputation value 2 of 5	BY imputation variables
1	X1TXMTH3	X1 Mathematics theta score - multiple imputation value 3 of 5	BY imputation variables
1	X1TXMTH4	X1 Mathematics theta score - multiple imputation value 4 of 5	BY imputation variables
1	X1TXMTH5	X1 Mathematics theta score - multiple imputation value 5 of 5	BY imputation variables
1	X1TXMSEM1	X1 Mathematics standard error of measurement - multiple imputation value 1 of 5	BY imputation variables
1	X1TXMSEM2	X1 Mathematics standard error of measurement - multiple imputation value 2 of 5	BY imputation variables
1	X1TXMSEM3	X1 Mathematics standard error of measurement - multiple imputation value 3 of 5	BY imputation variables
1	X1TXMSEM4	X1 Mathematics standard error of measurement - multiple imputation value 4 of 5	BY imputation variables
1	X1TXMSEM5	X1 Mathematics standard error of measurement - multiple imputation value 5 of 5	BY imputation variables
1	X1SES1	X1 Socio-economic status composite - multiple imputation value 1 of 5	BY imputation variables
1	X1SES2	X1 Socio-economic status composite - multiple imputation value 2 of 5	BY imputation variables
1	X1SES3	X1 Socio-economic status composite - multiple imputation value 3 of 5	BY imputation variables
1	X1SES4	X1 Socio-economic status composite - multiple imputation value 4 of 5	BY imputation variables
1	X1SES5	X1 Socio-economic status composite - multiple imputation value 5 of 5	BY imputation variables
1	X1SES1_U	X1 SES derived with locale (urbanicity) - multiple imputation value 1 of 5	BY imputation variables
1	X1SES2_U	X1 SES derived with locale (urbanicity) - multiple imputation value 2 of 5	BY imputation variables
1	X1SES3_U	X1 SES derived with locale (urbanicity) - multiple imputation value 3 of 5	BY imputation variables
1	X1SES4_U	X1 SES derived with locale (urbanicity) - multiple imputation value 4 of 5	BY imputation variables

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X1SES5_U	X1 SES derived with locale (urbanicity) - multiple imputation value 5 of 5	BY imputation variables
1	X1TXMATH_IM	X1 Imputation flag for X1TXM math scores	BY imputation variables
1	X1SEX_IM	X1 Imputation flag for X1SEX	BY imputation variables
1	X1RACE_IM	X1 Imputation flag for X1RACE	BY imputation variables
1	X1HISPAN_IM	X1 Imputation flag for X1HISPANIC	BY imputation variables
1	X1NATIVEL_IM	X1 Imputation flag for X1NATIVELANG	BY imputation variables
1	X1P1RELAT_IM	X1 Imputation flag for X1P1RELATION	BY imputation variables
1	X1P2RELAT_IM	X1 Imputation flag for X1P2RELATION	BY imputation variables
1	X1PAR1EDU_IM	X1 Imputation flag for X1PAR1EDU	BY imputation variables
1	X1PAR2EDU_IM	X1 Imputation flag for X1PAR2EDU	BY imputation variables
1	X1PAREDU_IM	X1 Imputation flag for X1PAREDU	BY imputation variables
1	X1PARPATT_IM	X1 Imputation flag for X1PARPATTERN	BY imputation variables
1	X1PAR1EMP_IM	X1 Imputation flag for X1PAR1EMP	BY imputation variables
1	X1PAR2EMP_IM	X1 Imputation flag for X1PAR2EMP	BY imputation variables
1	X1PAR1OCC_IM	X1 Imputation flag for X1PAR1OCC2	BY imputation variables
1	X1PAR2OCC_IM	X1 Imputation flag for X1PAR2OCC2	BY imputation variables
1	X1MOMREL_IM	X1 Imputation flag for X1MOMREL	BY imputation variables
1	X1MOMEDU_IM	X1 Imputation flag for X1MOMEDU	BY imputation variables
1	X1MOMEMP_IM	X1 Imputation flag for X1MOMEMP	BY imputation variables
1	X1MOMOCC_IM	X1 Imputation flag for X1MOMOCC2	BY imputation variables
1	X1DADREL_IM	X1 Imputation flag for X1DADREL	BY imputation variables
1	X1DADEDU_IM	X1 Imputation flag for X1DADEDU	BY imputation variables
1	X1DADEMP_IM	X1 Imputation flag for X1DADEMP	BY imputation variables
1	X1DADOCC_IM	X1 Imputation flag for X1DADOCC2	BY imputation variables
1	X1HHNUMB_IM	X1 Imputation flag for X1HHNUMBER	BY imputation variables
1	X1FAMINC_IM	X1 Imputation flag for X1FAMINCOME	BY imputation variables
1	X1POVERTY_IM	X1 Imputation flag for X1POVERTY/X1POVERTY130/X1POVERTY185	BY imputation variables
1	X1SES_IM	X1 Imputation flag for X1SES	BY imputation variables
1	X1STUEDEX_IM	X1 Imputation flag for X1STUEDEXPCT	BY imputation variables
1	X1PAREDEX_IM	X1 Imputation flag for X1PAREDEXPCT	BY imputation variables
1	X2TXMTH1	X2 Mathematics theta score - multiple imputation value 1 of 5	F1 imputation variables
1	X2TXMTH2	X2 Mathematics theta score - multiple imputation value 2 of 5	F1 imputation variables
1	X2TXMTH3	X2 Mathematics theta score - multiple imputation value 3 of 5	F1 imputation variables
1	X2TXMTH4	X2 Mathematics theta score - multiple imputation value 4 of 5	F1 imputation variables
1	X2TXMTH5	X2 Mathematics theta score - multiple imputation value 5 of 5	F1 imputation variables
1	X2TXMSEM1	X2 Mathematics standard error of measurement - multiple imputation value 1 of 5	F1 imputation variables
1	X2TXMSEM2	X2 Mathematics standard error of measurement - multiple imputation value 2 of 5	F1 imputation variables
1	X2TXMSEM3	X2 Mathematics standard error of measurement - multiple imputation value 3 of 5	F1 imputation variables

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X2TXMSEM4	X2 Mathematics standard error of measurement - multiple imputation value 4 of 5	F1 imputation variables
1	X2TXMSEM5	X2 Mathematics standard error of measurement - multiple imputation value 5 of 5	F1 imputation variables
1	X2SES1	X2 Socio-economic status composite - multiple imputation value 1 of 5	F1 imputation variables
1	X2SES2	X2 Socio-economic status composite - multiple imputation value 2 of 5	F1 imputation variables
1	X2SES3	X2 Socio-economic status composite - multiple imputation value 3 of 5	F1 imputation variables
1	X2SES4	X2 Socio-economic status composite - multiple imputation value 4 of 5	F1 imputation variables
1	X2SES5	X2 Socio-economic status composite - multiple imputation value 5 of 5	F1 imputation variables
1	X2SES1_U	X2 SES derived with locale (urbanicity) - multiple imputation value 1 of 5	F1 imputation variables
1	X2SES2_U	X2 SES derived with locale (urbanicity) - multiple imputation value 2 of 5	F1 imputation variables
1	X2SES3_U	X2 SES derived with locale (urbanicity) - multiple imputation value 3 of 5	F1 imputation variables
1	X2SES4_U	X2 SES derived with locale (urbanicity) - multiple imputation value 4 of 5	F1 imputation variables
1	X2SES5_U	X2 SES derived with locale (urbanicity) - multiple imputation value 5 of 5	F1 imputation variables
1	X2TXMATH_IM	X2 Imputation flag for X2TXM math scores	F1 imputation variables
1	X2SEX_IM	X2 Imputation flag for X2SEX	F1 imputation variables
1	X2RACE_IM	X2 Imputation flag for X2RACE	F1 imputation variables
1	X2HISPAN_IM	X2 Imputation flag for X2HISPANIC	F1 imputation variables
1	X2NATIVEL_IM	X2 Imputation flag for X2NATIVELANG	F1 imputation variables
1	X2P1RELAT_IM	X2 Imputation flag for X2P1RELATION	F1 imputation variables
1	X2P2RELAT_IM	X2 Imputation flag for X2P2RELATION	F1 imputation variables
1	X2PAR1EDU_IM	X2 Imputation flag for X2PAR1EDU	F1 imputation variables
1	X2PAR2EDU_IM	X2 Imputation flag for X2PAR2EDU	F1 imputation variables
1	X2PAREDU_IM	X2 Imputation flag for X2PAREDU	F1 imputation variables
1	X2PARPATT_IM	X2 Imputation flag for X2PARPATTERN	F1 imputation variables
1	X2PAR1EMP_IM	X2 Imputation flag for X2PAR1EMP	F1 imputation variables
1	X2PAR2EMP_IM	X2 Imputation flag for X2PAR2EMP	F1 imputation variables
1	X2PAR1OCC_IM	X2 Imputation flag for X2PAR1OCC2	F1 imputation variables
1	X2PAR2OCC_IM	X2 Imputation flag for X2PAR2OCC2	F1 imputation variables
1	X2MOMREL_IM	X2 Imputation flag for X2MOMREL	F1 imputation variables
1	X2MOMEDU_IM	X2 Imputation flag for X2MOMEDU	F1 imputation variables
1	X2MOMEMP_IM	X2 Imputation flag for X2MOMEMP	F1 imputation variables
1	X2MOMOCC_IM	X2 Imputation flag for X2MOMOCC2	F1 imputation variables
1	X2DADREL_IM	X2 Imputation flag for X2DADREL	F1 imputation variables

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	X2DADEDU_IM	X2 Imputation flag for X2DADEDU	F1 imputation variables
1	X2DADEMP_IM	X2 Imputation flag for X2DADEMP	F1 imputation variables
1	X2DADOCC_IM	X2 Imputation flag for X2DADOCC2	F1 imputation variables
1	X2HHNUMB_IM	X2 Imputation flag for X2HHNUMBER	F1 imputation variables
1	X2FAMINC_IM	X2 Imputation flag for X2FAMINCOME	F1 imputation variables
1	X2POVERTY_IM	X2 Imputation flag for X2POVERTY/X2POVERTY130/X2POVERTY185	F1 imputation variables
1	X2SES_IM	X2 Imputation flag for X2SES	F1 imputation variables
1	X2STUEDEX_IM	X2 Imputation flag for X2STUEDEXPT	F1 imputation variables
1	X2PAREDEX_IM	X2 Imputation flag for X2PAREDEXPCT	F1 imputation variables
1	W1STUDENT001	W1 BRR student analytic weight for replicate 1	BY student level BRR weights
1	W1STUDENT002	W1 BRR student analytic weight for replicate 2	BY student level BRR weights
1	W1STUDENT003	W1 BRR student analytic weight for replicate 3	BY student level BRR weights
1	W1STUDENT004	W1 BRR student analytic weight for replicate 4	BY student level BRR weights
1	W1STUDENT005	W1 BRR student analytic weight for replicate 5	BY student level BRR weights
1	W1STUDENT006	W1 BRR student analytic weight for replicate 6	BY student level BRR weights
1	W1STUDENT007	W1 BRR student analytic weight for replicate 7	BY student level BRR weights
1	W1STUDENT008	W1 BRR student analytic weight for replicate 8	BY student level BRR weights
1	W1STUDENT009	W1 BRR student analytic weight for replicate 9	BY student level BRR weights
1	W1STUDENT010	W1 BRR student analytic weight for replicate 10	BY student level BRR weights
1	W1STUDENT011	W1 BRR student analytic weight for replicate 11	BY student level BRR weights
1	W1STUDENT012	W1 BRR student analytic weight for replicate 12	BY student level BRR weights
1	W1STUDENT013	W1 BRR student analytic weight for replicate 13	BY student level BRR weights
1	W1STUDENT014	W1 BRR student analytic weight for replicate 14	BY student level BRR weights
1	W1STUDENT015	W1 BRR student analytic weight for replicate 15	BY student level BRR weights
1	W1STUDENT016	W1 BRR student analytic weight for replicate 16	BY student level BRR weights
1	W1STUDENT017	W1 BRR student analytic weight for replicate 17	BY student level BRR weights
1	W1STUDENT018	W1 BRR student analytic weight for replicate 18	BY student level BRR weights
1	W1STUDENT019	W1 BRR student analytic weight for replicate 19	BY student level BRR weights
1	W1STUDENT020	W1 BRR student analytic weight for replicate 20	BY student level BRR weights
1	W1STUDENT021	W1 BRR student analytic weight for replicate 21	BY student level BRR weights
1	W1STUDENT022	W1 BRR student analytic weight for replicate 22	BY student level BRR weights
1	W1STUDENT023	W1 BRR student analytic weight for replicate 23	BY student level BRR weights
1	W1STUDENT024	W1 BRR student analytic weight for replicate 24	BY student level BRR weights
1	W1STUDENT025	W1 BRR student analytic weight for replicate 25	BY student level BRR weights
1	W1STUDENT026	W1 BRR student analytic weight for replicate 26	BY student level BRR weights
1	W1STUDENT027	W1 BRR student analytic weight for replicate 27	BY student level BRR weights
1	W1STUDENT028	W1 BRR student analytic weight for replicate 28	BY student level BRR weights
1	W1STUDENT029	W1 BRR student analytic weight for replicate 29	BY student level BRR weights
1	W1STUDENT030	W1 BRR student analytic weight for replicate 30	BY student level BRR weights
1	W1STUDENT031	W1 BRR student analytic weight for replicate 31	BY student level BRR weights
1	W1STUDENT032	W1 BRR student analytic weight for replicate 32	BY student level BRR weights
1	W1STUDENT033	W1 BRR student analytic weight for replicate 33	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1STUDENT034	W1 BRR student analytic weight for replicate 34	BY student level BRR weights
1	W1STUDENT035	W1 BRR student analytic weight for replicate 35	BY student level BRR weights
1	W1STUDENT036	W1 BRR student analytic weight for replicate 36	BY student level BRR weights
1	W1STUDENT037	W1 BRR student analytic weight for replicate 37	BY student level BRR weights
1	W1STUDENT038	W1 BRR student analytic weight for replicate 38	BY student level BRR weights
1	W1STUDENT039	W1 BRR student analytic weight for replicate 39	BY student level BRR weights
1	W1STUDENT040	W1 BRR student analytic weight for replicate 40	BY student level BRR weights
1	W1STUDENT041	W1 BRR student analytic weight for replicate 41	BY student level BRR weights
1	W1STUDENT042	W1 BRR student analytic weight for replicate 42	BY student level BRR weights
1	W1STUDENT043	W1 BRR student analytic weight for replicate 43	BY student level BRR weights
1	W1STUDENT044	W1 BRR student analytic weight for replicate 44	BY student level BRR weights
1	W1STUDENT045	W1 BRR student analytic weight for replicate 45	BY student level BRR weights
1	W1STUDENT046	W1 BRR student analytic weight for replicate 46	BY student level BRR weights
1	W1STUDENT047	W1 BRR student analytic weight for replicate 47	BY student level BRR weights
1	W1STUDENT048	W1 BRR student analytic weight for replicate 48	BY student level BRR weights
1	W1STUDENT049	W1 BRR student analytic weight for replicate 49	BY student level BRR weights
1	W1STUDENT050	W1 BRR student analytic weight for replicate 50	BY student level BRR weights
1	W1STUDENT051	W1 BRR student analytic weight for replicate 51	BY student level BRR weights
1	W1STUDENT052	W1 BRR student analytic weight for replicate 52	BY student level BRR weights
1	W1STUDENT053	W1 BRR student analytic weight for replicate 53	BY student level BRR weights
1	W1STUDENT054	W1 BRR student analytic weight for replicate 54	BY student level BRR weights
1	W1STUDENT055	W1 BRR student analytic weight for replicate 55	BY student level BRR weights
1	W1STUDENT056	W1 BRR student analytic weight for replicate 56	BY student level BRR weights
1	W1STUDENT057	W1 BRR student analytic weight for replicate 57	BY student level BRR weights
1	W1STUDENT058	W1 BRR student analytic weight for replicate 58	BY student level BRR weights
1	W1STUDENT059	W1 BRR student analytic weight for replicate 59	BY student level BRR weights
1	W1STUDENT060	W1 BRR student analytic weight for replicate 60	BY student level BRR weights
1	W1STUDENT061	W1 BRR student analytic weight for replicate 61	BY student level BRR weights
1	W1STUDENT062	W1 BRR student analytic weight for replicate 62	BY student level BRR weights
1	W1STUDENT063	W1 BRR student analytic weight for replicate 63	BY student level BRR weights
1	W1STUDENT064	W1 BRR student analytic weight for replicate 64	BY student level BRR weights
1	W1STUDENT065	W1 BRR student analytic weight for replicate 65	BY student level BRR weights
1	W1STUDENT066	W1 BRR student analytic weight for replicate 66	BY student level BRR weights
1	W1STUDENT067	W1 BRR student analytic weight for replicate 67	BY student level BRR weights
1	W1STUDENT068	W1 BRR student analytic weight for replicate 68	BY student level BRR weights
1	W1STUDENT069	W1 BRR student analytic weight for replicate 69	BY student level BRR weights
1	W1STUDENT070	W1 BRR student analytic weight for replicate 70	BY student level BRR weights
1	W1STUDENT071	W1 BRR student analytic weight for replicate 71	BY student level BRR weights
1	W1STUDENT072	W1 BRR student analytic weight for replicate 72	BY student level BRR weights
1	W1STUDENT073	W1 BRR student analytic weight for replicate 73	BY student level BRR weights
1	W1STUDENT074	W1 BRR student analytic weight for replicate 74	BY student level BRR weights
1	W1STUDENT075	W1 BRR student analytic weight for replicate 75	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1STUDENT076	W1 BRR student analytic weight for replicate 76	BY student level BRR weights
1	W1STUDENT077	W1 BRR student analytic weight for replicate 77	BY student level BRR weights
1	W1STUDENT078	W1 BRR student analytic weight for replicate 78	BY student level BRR weights
1	W1STUDENT079	W1 BRR student analytic weight for replicate 79	BY student level BRR weights
1	W1STUDENT080	W1 BRR student analytic weight for replicate 80	BY student level BRR weights
1	W1STUDENT081	W1 BRR student analytic weight for replicate 81	BY student level BRR weights
1	W1STUDENT082	W1 BRR student analytic weight for replicate 82	BY student level BRR weights
1	W1STUDENT083	W1 BRR student analytic weight for replicate 83	BY student level BRR weights
1	W1STUDENT084	W1 BRR student analytic weight for replicate 84	BY student level BRR weights
1	W1STUDENT085	W1 BRR student analytic weight for replicate 85	BY student level BRR weights
1	W1STUDENT086	W1 BRR student analytic weight for replicate 86	BY student level BRR weights
1	W1STUDENT087	W1 BRR student analytic weight for replicate 87	BY student level BRR weights
1	W1STUDENT088	W1 BRR student analytic weight for replicate 88	BY student level BRR weights
1	W1STUDENT089	W1 BRR student analytic weight for replicate 89	BY student level BRR weights
1	W1STUDENT090	W1 BRR student analytic weight for replicate 90	BY student level BRR weights
1	W1STUDENT091	W1 BRR student analytic weight for replicate 91	BY student level BRR weights
1	W1STUDENT092	W1 BRR student analytic weight for replicate 92	BY student level BRR weights
1	W1STUDENT093	W1 BRR student analytic weight for replicate 93	BY student level BRR weights
1	W1STUDENT094	W1 BRR student analytic weight for replicate 94	BY student level BRR weights
1	W1STUDENT095	W1 BRR student analytic weight for replicate 95	BY student level BRR weights
1	W1STUDENT096	W1 BRR student analytic weight for replicate 96	BY student level BRR weights
1	W1STUDENT097	W1 BRR student analytic weight for replicate 97	BY student level BRR weights
1	W1STUDENT098	W1 BRR student analytic weight for replicate 98	BY student level BRR weights
1	W1STUDENT099	W1 BRR student analytic weight for replicate 99	BY student level BRR weights
1	W1STUDENT100	W1 BRR student analytic weight for replicate 100	BY student level BRR weights
1	W1STUDENT101	W1 BRR student analytic weight for replicate 101	BY student level BRR weights
1	W1STUDENT102	W1 BRR student analytic weight for replicate 102	BY student level BRR weights
1	W1STUDENT103	W1 BRR student analytic weight for replicate 103	BY student level BRR weights
1	W1STUDENT104	W1 BRR student analytic weight for replicate 104	BY student level BRR weights
1	W1STUDENT105	W1 BRR student analytic weight for replicate 105	BY student level BRR weights
1	W1STUDENT106	W1 BRR student analytic weight for replicate 106	BY student level BRR weights
1	W1STUDENT107	W1 BRR student analytic weight for replicate 107	BY student level BRR weights
1	W1STUDENT108	W1 BRR student analytic weight for replicate 108	BY student level BRR weights
1	W1STUDENT109	W1 BRR student analytic weight for replicate 109	BY student level BRR weights
1	W1STUDENT110	W1 BRR student analytic weight for replicate 110	BY student level BRR weights
1	W1STUDENT111	W1 BRR student analytic weight for replicate 111	BY student level BRR weights
1	W1STUDENT112	W1 BRR student analytic weight for replicate 112	BY student level BRR weights
1	W1STUDENT113	W1 BRR student analytic weight for replicate 113	BY student level BRR weights
1	W1STUDENT114	W1 BRR student analytic weight for replicate 114	BY student level BRR weights
1	W1STUDENT115	W1 BRR student analytic weight for replicate 115	BY student level BRR weights
1	W1STUDENT116	W1 BRR student analytic weight for replicate 116	BY student level BRR weights
1	W1STUDENT117	W1 BRR student analytic weight for replicate 117	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1STUDENT118	W1 BRR student analytic weight for replicate 118	BY student level BRR weights
1	W1STUDENT119	W1 BRR student analytic weight for replicate 119	BY student level BRR weights
1	W1STUDENT120	W1 BRR student analytic weight for replicate 120	BY student level BRR weights
1	W1STUDENT121	W1 BRR student analytic weight for replicate 121	BY student level BRR weights
1	W1STUDENT122	W1 BRR student analytic weight for replicate 122	BY student level BRR weights
1	W1STUDENT123	W1 BRR student analytic weight for replicate 123	BY student level BRR weights
1	W1STUDENT124	W1 BRR student analytic weight for replicate 124	BY student level BRR weights
1	W1STUDENT125	W1 BRR student analytic weight for replicate 125	BY student level BRR weights
1	W1STUDENT126	W1 BRR student analytic weight for replicate 126	BY student level BRR weights
1	W1STUDENT127	W1 BRR student analytic weight for replicate 127	BY student level BRR weights
1	W1STUDENT128	W1 BRR student analytic weight for replicate 128	BY student level BRR weights
1	W1STUDENT129	W1 BRR student analytic weight for replicate 129	BY student level BRR weights
1	W1STUDENT130	W1 BRR student analytic weight for replicate 130	BY student level BRR weights
1	W1STUDENT131	W1 BRR student analytic weight for replicate 131	BY student level BRR weights
1	W1STUDENT132	W1 BRR student analytic weight for replicate 132	BY student level BRR weights
1	W1STUDENT133	W1 BRR student analytic weight for replicate 133	BY student level BRR weights
1	W1STUDENT134	W1 BRR student analytic weight for replicate 134	BY student level BRR weights
1	W1STUDENT135	W1 BRR student analytic weight for replicate 135	BY student level BRR weights
1	W1STUDENT136	W1 BRR student analytic weight for replicate 136	BY student level BRR weights
1	W1STUDENT137	W1 BRR student analytic weight for replicate 137	BY student level BRR weights
1	W1STUDENT138	W1 BRR student analytic weight for replicate 138	BY student level BRR weights
1	W1STUDENT139	W1 BRR student analytic weight for replicate 139	BY student level BRR weights
1	W1STUDENT140	W1 BRR student analytic weight for replicate 140	BY student level BRR weights
1	W1STUDENT141	W1 BRR student analytic weight for replicate 141	BY student level BRR weights
1	W1STUDENT142	W1 BRR student analytic weight for replicate 142	BY student level BRR weights
1	W1STUDENT143	W1 BRR student analytic weight for replicate 143	BY student level BRR weights
1	W1STUDENT144	W1 BRR student analytic weight for replicate 144	BY student level BRR weights
1	W1STUDENT145	W1 BRR student analytic weight for replicate 145	BY student level BRR weights
1	W1STUDENT146	W1 BRR student analytic weight for replicate 146	BY student level BRR weights
1	W1STUDENT147	W1 BRR student analytic weight for replicate 147	BY student level BRR weights
1	W1STUDENT148	W1 BRR student analytic weight for replicate 148	BY student level BRR weights
1	W1STUDENT149	W1 BRR student analytic weight for replicate 149	BY student level BRR weights
1	W1STUDENT150	W1 BRR student analytic weight for replicate 150	BY student level BRR weights
1	W1STUDENT151	W1 BRR student analytic weight for replicate 151	BY student level BRR weights
1	W1STUDENT152	W1 BRR student analytic weight for replicate 152	BY student level BRR weights
1	W1STUDENT153	W1 BRR student analytic weight for replicate 153	BY student level BRR weights
1	W1STUDENT154	W1 BRR student analytic weight for replicate 154	BY student level BRR weights
1	W1STUDENT155	W1 BRR student analytic weight for replicate 155	BY student level BRR weights
1	W1STUDENT156	W1 BRR student analytic weight for replicate 156	BY student level BRR weights
1	W1STUDENT157	W1 BRR student analytic weight for replicate 157	BY student level BRR weights
1	W1STUDENT158	W1 BRR student analytic weight for replicate 158	BY student level BRR weights
1	W1STUDENT159	W1 BRR student analytic weight for replicate 159	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1STUDENT160	W1 BRR student analytic weight for replicate 160	BY student level BRR weights
1	W1STUDENT161	W1 BRR student analytic weight for replicate 161	BY student level BRR weights
1	W1STUDENT162	W1 BRR student analytic weight for replicate 162	BY student level BRR weights
1	W1STUDENT163	W1 BRR student analytic weight for replicate 163	BY student level BRR weights
1	W1STUDENT164	W1 BRR student analytic weight for replicate 164	BY student level BRR weights
1	W1STUDENT165	W1 BRR student analytic weight for replicate 165	BY student level BRR weights
1	W1STUDENT166	W1 BRR student analytic weight for replicate 166	BY student level BRR weights
1	W1STUDENT167	W1 BRR student analytic weight for replicate 167	BY student level BRR weights
1	W1STUDENT168	W1 BRR student analytic weight for replicate 168	BY student level BRR weights
1	W1STUDENT169	W1 BRR student analytic weight for replicate 169	BY student level BRR weights
1	W1STUDENT170	W1 BRR student analytic weight for replicate 170	BY student level BRR weights
1	W1STUDENT171	W1 BRR student analytic weight for replicate 171	BY student level BRR weights
1	W1STUDENT172	W1 BRR student analytic weight for replicate 172	BY student level BRR weights
1	W1STUDENT173	W1 BRR student analytic weight for replicate 173	BY student level BRR weights
1	W1STUDENT174	W1 BRR student analytic weight for replicate 174	BY student level BRR weights
1	W1STUDENT175	W1 BRR student analytic weight for replicate 175	BY student level BRR weights
1	W1STUDENT176	W1 BRR student analytic weight for replicate 176	BY student level BRR weights
1	W1STUDENT177	W1 BRR student analytic weight for replicate 177	BY student level BRR weights
1	W1STUDENT178	W1 BRR student analytic weight for replicate 178	BY student level BRR weights
1	W1STUDENT179	W1 BRR student analytic weight for replicate 179	BY student level BRR weights
1	W1STUDENT180	W1 BRR student analytic weight for replicate 180	BY student level BRR weights
1	W1STUDENT181	W1 BRR student analytic weight for replicate 181	BY student level BRR weights
1	W1STUDENT182	W1 BRR student analytic weight for replicate 182	BY student level BRR weights
1	W1STUDENT183	W1 BRR student analytic weight for replicate 183	BY student level BRR weights
1	W1STUDENT184	W1 BRR student analytic weight for replicate 184	BY student level BRR weights
1	W1STUDENT185	W1 BRR student analytic weight for replicate 185	BY student level BRR weights
1	W1STUDENT186	W1 BRR student analytic weight for replicate 186	BY student level BRR weights
1	W1STUDENT187	W1 BRR student analytic weight for replicate 187	BY student level BRR weights
1	W1STUDENT188	W1 BRR student analytic weight for replicate 188	BY student level BRR weights
1	W1STUDENT189	W1 BRR student analytic weight for replicate 189	BY student level BRR weights
1	W1STUDENT190	W1 BRR student analytic weight for replicate 190	BY student level BRR weights
1	W1STUDENT191	W1 BRR student analytic weight for replicate 191	BY student level BRR weights
1	W1STUDENT192	W1 BRR student analytic weight for replicate 192	BY student level BRR weights
1	W1STUDENT193	W1 BRR student analytic weight for replicate 193	BY student level BRR weights
1	W1STUDENT194	W1 BRR student analytic weight for replicate 194	BY student level BRR weights
1	W1STUDENT195	W1 BRR student analytic weight for replicate 195	BY student level BRR weights
1	W1STUDENT196	W1 BRR student analytic weight for replicate 196	BY student level BRR weights
1	W1STUDENT197	W1 BRR student analytic weight for replicate 197	BY student level BRR weights
1	W1STUDENT198	W1 BRR student analytic weight for replicate 198	BY student level BRR weights
1	W1STUDENT199	W1 BRR student analytic weight for replicate 199	BY student level BRR weights
1	W1STUDENT200	W1 BRR student analytic weight for replicate 200	BY student level BRR weights
1	W1PARENT001	W1 BRR student home analytic weight for replicate 1	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1PARENT002	W1 BRR student home analytic weight for replicate 2	BY student level BRR weights
1	W1PARENT003	W1 BRR student home analytic weight for replicate 3	BY student level BRR weights
1	W1PARENT004	W1 BRR student home analytic weight for replicate 4	BY student level BRR weights
1	W1PARENT005	W1 BRR student home analytic weight for replicate 5	BY student level BRR weights
1	W1PARENT006	W1 BRR student home analytic weight for replicate 6	BY student level BRR weights
1	W1PARENT007	W1 BRR student home analytic weight for replicate 7	BY student level BRR weights
1	W1PARENT008	W1 BRR student home analytic weight for replicate 8	BY student level BRR weights
1	W1PARENT009	W1 BRR student home analytic weight for replicate 9	BY student level BRR weights
1	W1PARENT010	W1 BRR student home analytic weight for replicate 10	BY student level BRR weights
1	W1PARENT011	W1 BRR student home analytic weight for replicate 11	BY student level BRR weights
1	W1PARENT012	W1 BRR student home analytic weight for replicate 12	BY student level BRR weights
1	W1PARENT013	W1 BRR student home analytic weight for replicate 13	BY student level BRR weights
1	W1PARENT014	W1 BRR student home analytic weight for replicate 14	BY student level BRR weights
1	W1PARENT015	W1 BRR student home analytic weight for replicate 15	BY student level BRR weights
1	W1PARENT016	W1 BRR student home analytic weight for replicate 16	BY student level BRR weights
1	W1PARENT017	W1 BRR student home analytic weight for replicate 17	BY student level BRR weights
1	W1PARENT018	W1 BRR student home analytic weight for replicate 18	BY student level BRR weights
1	W1PARENT019	W1 BRR student home analytic weight for replicate 19	BY student level BRR weights
1	W1PARENT020	W1 BRR student home analytic weight for replicate 20	BY student level BRR weights
1	W1PARENT021	W1 BRR student home analytic weight for replicate 21	BY student level BRR weights
1	W1PARENT022	W1 BRR student home analytic weight for replicate 22	BY student level BRR weights
1	W1PARENT023	W1 BRR student home analytic weight for replicate 23	BY student level BRR weights
1	W1PARENT024	W1 BRR student home analytic weight for replicate 24	BY student level BRR weights
1	W1PARENT025	W1 BRR student home analytic weight for replicate 25	BY student level BRR weights
1	W1PARENT026	W1 BRR student home analytic weight for replicate 26	BY student level BRR weights
1	W1PARENT027	W1 BRR student home analytic weight for replicate 27	BY student level BRR weights
1	W1PARENT028	W1 BRR student home analytic weight for replicate 28	BY student level BRR weights
1	W1PARENT029	W1 BRR student home analytic weight for replicate 29	BY student level BRR weights
1	W1PARENT030	W1 BRR student home analytic weight for replicate 30	BY student level BRR weights
1	W1PARENT031	W1 BRR student home analytic weight for replicate 31	BY student level BRR weights
1	W1PARENT032	W1 BRR student home analytic weight for replicate 32	BY student level BRR weights
1	W1PARENT033	W1 BRR student home analytic weight for replicate 33	BY student level BRR weights
1	W1PARENT034	W1 BRR student home analytic weight for replicate 34	BY student level BRR weights
1	W1PARENT035	W1 BRR student home analytic weight for replicate 35	BY student level BRR weights
1	W1PARENT036	W1 BRR student home analytic weight for replicate 36	BY student level BRR weights
1	W1PARENT037	W1 BRR student home analytic weight for replicate 37	BY student level BRR weights
1	W1PARENT038	W1 BRR student home analytic weight for replicate 38	BY student level BRR weights
1	W1PARENT039	W1 BRR student home analytic weight for replicate 39	BY student level BRR weights
1	W1PARENT040	W1 BRR student home analytic weight for replicate 40	BY student level BRR weights
1	W1PARENT041	W1 BRR student home analytic weight for replicate 41	BY student level BRR weights
1	W1PARENT042	W1 BRR student home analytic weight for replicate 42	BY student level BRR weights
1	W1PARENT043	W1 BRR student home analytic weight for replicate 43	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1PARENT044	W1 BRR student home analytic weight for replicate 44	BY student level BRR weights
1	W1PARENT045	W1 BRR student home analytic weight for replicate 45	BY student level BRR weights
1	W1PARENT046	W1 BRR student home analytic weight for replicate 46	BY student level BRR weights
1	W1PARENT047	W1 BRR student home analytic weight for replicate 47	BY student level BRR weights
1	W1PARENT048	W1 BRR student home analytic weight for replicate 48	BY student level BRR weights
1	W1PARENT049	W1 BRR student home analytic weight for replicate 49	BY student level BRR weights
1	W1PARENT050	W1 BRR student home analytic weight for replicate 50	BY student level BRR weights
1	W1PARENT051	W1 BRR student home analytic weight for replicate 51	BY student level BRR weights
1	W1PARENT052	W1 BRR student home analytic weight for replicate 52	BY student level BRR weights
1	W1PARENT053	W1 BRR student home analytic weight for replicate 53	BY student level BRR weights
1	W1PARENT054	W1 BRR student home analytic weight for replicate 54	BY student level BRR weights
1	W1PARENT055	W1 BRR student home analytic weight for replicate 55	BY student level BRR weights
1	W1PARENT056	W1 BRR student home analytic weight for replicate 56	BY student level BRR weights
1	W1PARENT057	W1 BRR student home analytic weight for replicate 57	BY student level BRR weights
1	W1PARENT058	W1 BRR student home analytic weight for replicate 58	BY student level BRR weights
1	W1PARENT059	W1 BRR student home analytic weight for replicate 59	BY student level BRR weights
1	W1PARENT060	W1 BRR student home analytic weight for replicate 60	BY student level BRR weights
1	W1PARENT061	W1 BRR student home analytic weight for replicate 61	BY student level BRR weights
1	W1PARENT062	W1 BRR student home analytic weight for replicate 62	BY student level BRR weights
1	W1PARENT063	W1 BRR student home analytic weight for replicate 63	BY student level BRR weights
1	W1PARENT064	W1 BRR student home analytic weight for replicate 64	BY student level BRR weights
1	W1PARENT065	W1 BRR student home analytic weight for replicate 65	BY student level BRR weights
1	W1PARENT066	W1 BRR student home analytic weight for replicate 66	BY student level BRR weights
1	W1PARENT067	W1 BRR student home analytic weight for replicate 67	BY student level BRR weights
1	W1PARENT068	W1 BRR student home analytic weight for replicate 68	BY student level BRR weights
1	W1PARENT069	W1 BRR student home analytic weight for replicate 69	BY student level BRR weights
1	W1PARENT070	W1 BRR student home analytic weight for replicate 70	BY student level BRR weights
1	W1PARENT071	W1 BRR student home analytic weight for replicate 71	BY student level BRR weights
1	W1PARENT072	W1 BRR student home analytic weight for replicate 72	BY student level BRR weights
1	W1PARENT073	W1 BRR student home analytic weight for replicate 73	BY student level BRR weights
1	W1PARENT074	W1 BRR student home analytic weight for replicate 74	BY student level BRR weights
1	W1PARENT075	W1 BRR student home analytic weight for replicate 75	BY student level BRR weights
1	W1PARENT076	W1 BRR student home analytic weight for replicate 76	BY student level BRR weights
1	W1PARENT077	W1 BRR student home analytic weight for replicate 77	BY student level BRR weights
1	W1PARENT078	W1 BRR student home analytic weight for replicate 78	BY student level BRR weights
1	W1PARENT079	W1 BRR student home analytic weight for replicate 79	BY student level BRR weights
1	W1PARENT080	W1 BRR student home analytic weight for replicate 80	BY student level BRR weights
1	W1PARENT081	W1 BRR student home analytic weight for replicate 81	BY student level BRR weights
1	W1PARENT082	W1 BRR student home analytic weight for replicate 82	BY student level BRR weights
1	W1PARENT083	W1 BRR student home analytic weight for replicate 83	BY student level BRR weights
1	W1PARENT084	W1 BRR student home analytic weight for replicate 84	BY student level BRR weights
1	W1PARENT085	W1 BRR student home analytic weight for replicate 85	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1PARENT086	W1 BRR student home analytic weight for replicate 86	BY student level BRR weights
1	W1PARENT087	W1 BRR student home analytic weight for replicate 87	BY student level BRR weights
1	W1PARENT088	W1 BRR student home analytic weight for replicate 88	BY student level BRR weights
1	W1PARENT089	W1 BRR student home analytic weight for replicate 89	BY student level BRR weights
1	W1PARENT090	W1 BRR student home analytic weight for replicate 90	BY student level BRR weights
1	W1PARENT091	W1 BRR student home analytic weight for replicate 91	BY student level BRR weights
1	W1PARENT092	W1 BRR student home analytic weight for replicate 92	BY student level BRR weights
1	W1PARENT093	W1 BRR student home analytic weight for replicate 93	BY student level BRR weights
1	W1PARENT094	W1 BRR student home analytic weight for replicate 94	BY student level BRR weights
1	W1PARENT095	W1 BRR student home analytic weight for replicate 95	BY student level BRR weights
1	W1PARENT096	W1 BRR student home analytic weight for replicate 96	BY student level BRR weights
1	W1PARENT097	W1 BRR student home analytic weight for replicate 97	BY student level BRR weights
1	W1PARENT098	W1 BRR student home analytic weight for replicate 98	BY student level BRR weights
1	W1PARENT099	W1 BRR student home analytic weight for replicate 99	BY student level BRR weights
1	W1PARENT100	W1 BRR student home analytic weight for replicate 100	BY student level BRR weights
1	W1PARENT101	W1 BRR student home analytic weight for replicate 101	BY student level BRR weights
1	W1PARENT102	W1 BRR student home analytic weight for replicate 102	BY student level BRR weights
1	W1PARENT103	W1 BRR student home analytic weight for replicate 103	BY student level BRR weights
1	W1PARENT104	W1 BRR student home analytic weight for replicate 104	BY student level BRR weights
1	W1PARENT105	W1 BRR student home analytic weight for replicate 105	BY student level BRR weights
1	W1PARENT106	W1 BRR student home analytic weight for replicate 106	BY student level BRR weights
1	W1PARENT107	W1 BRR student home analytic weight for replicate 107	BY student level BRR weights
1	W1PARENT108	W1 BRR student home analytic weight for replicate 108	BY student level BRR weights
1	W1PARENT109	W1 BRR student home analytic weight for replicate 109	BY student level BRR weights
1	W1PARENT110	W1 BRR student home analytic weight for replicate 110	BY student level BRR weights
1	W1PARENT111	W1 BRR student home analytic weight for replicate 111	BY student level BRR weights
1	W1PARENT112	W1 BRR student home analytic weight for replicate 112	BY student level BRR weights
1	W1PARENT113	W1 BRR student home analytic weight for replicate 113	BY student level BRR weights
1	W1PARENT114	W1 BRR student home analytic weight for replicate 114	BY student level BRR weights
1	W1PARENT115	W1 BRR student home analytic weight for replicate 115	BY student level BRR weights
1	W1PARENT116	W1 BRR student home analytic weight for replicate 116	BY student level BRR weights
1	W1PARENT117	W1 BRR student home analytic weight for replicate 117	BY student level BRR weights
1	W1PARENT118	W1 BRR student home analytic weight for replicate 118	BY student level BRR weights
1	W1PARENT119	W1 BRR student home analytic weight for replicate 119	BY student level BRR weights
1	W1PARENT120	W1 BRR student home analytic weight for replicate 120	BY student level BRR weights
1	W1PARENT121	W1 BRR student home analytic weight for replicate 121	BY student level BRR weights
1	W1PARENT122	W1 BRR student home analytic weight for replicate 122	BY student level BRR weights
1	W1PARENT123	W1 BRR student home analytic weight for replicate 123	BY student level BRR weights
1	W1PARENT124	W1 BRR student home analytic weight for replicate 124	BY student level BRR weights
1	W1PARENT125	W1 BRR student home analytic weight for replicate 125	BY student level BRR weights
1	W1PARENT126	W1 BRR student home analytic weight for replicate 126	BY student level BRR weights
1	W1PARENT127	W1 BRR student home analytic weight for replicate 127	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1PARENT128	W1 BRR student home analytic weight for replicate 128	BY student level BRR weights
1	W1PARENT129	W1 BRR student home analytic weight for replicate 129	BY student level BRR weights
1	W1PARENT130	W1 BRR student home analytic weight for replicate 130	BY student level BRR weights
1	W1PARENT131	W1 BRR student home analytic weight for replicate 131	BY student level BRR weights
1	W1PARENT132	W1 BRR student home analytic weight for replicate 132	BY student level BRR weights
1	W1PARENT133	W1 BRR student home analytic weight for replicate 133	BY student level BRR weights
1	W1PARENT134	W1 BRR student home analytic weight for replicate 134	BY student level BRR weights
1	W1PARENT135	W1 BRR student home analytic weight for replicate 135	BY student level BRR weights
1	W1PARENT136	W1 BRR student home analytic weight for replicate 136	BY student level BRR weights
1	W1PARENT137	W1 BRR student home analytic weight for replicate 137	BY student level BRR weights
1	W1PARENT138	W1 BRR student home analytic weight for replicate 138	BY student level BRR weights
1	W1PARENT139	W1 BRR student home analytic weight for replicate 139	BY student level BRR weights
1	W1PARENT140	W1 BRR student home analytic weight for replicate 140	BY student level BRR weights
1	W1PARENT141	W1 BRR student home analytic weight for replicate 141	BY student level BRR weights
1	W1PARENT142	W1 BRR student home analytic weight for replicate 142	BY student level BRR weights
1	W1PARENT143	W1 BRR student home analytic weight for replicate 143	BY student level BRR weights
1	W1PARENT144	W1 BRR student home analytic weight for replicate 144	BY student level BRR weights
1	W1PARENT145	W1 BRR student home analytic weight for replicate 145	BY student level BRR weights
1	W1PARENT146	W1 BRR student home analytic weight for replicate 146	BY student level BRR weights
1	W1PARENT147	W1 BRR student home analytic weight for replicate 147	BY student level BRR weights
1	W1PARENT148	W1 BRR student home analytic weight for replicate 148	BY student level BRR weights
1	W1PARENT149	W1 BRR student home analytic weight for replicate 149	BY student level BRR weights
1	W1PARENT150	W1 BRR student home analytic weight for replicate 150	BY student level BRR weights
1	W1PARENT151	W1 BRR student home analytic weight for replicate 151	BY student level BRR weights
1	W1PARENT152	W1 BRR student home analytic weight for replicate 152	BY student level BRR weights
1	W1PARENT153	W1 BRR student home analytic weight for replicate 153	BY student level BRR weights
1	W1PARENT154	W1 BRR student home analytic weight for replicate 154	BY student level BRR weights
1	W1PARENT155	W1 BRR student home analytic weight for replicate 155	BY student level BRR weights
1	W1PARENT156	W1 BRR student home analytic weight for replicate 156	BY student level BRR weights
1	W1PARENT157	W1 BRR student home analytic weight for replicate 157	BY student level BRR weights
1	W1PARENT158	W1 BRR student home analytic weight for replicate 158	BY student level BRR weights
1	W1PARENT159	W1 BRR student home analytic weight for replicate 159	BY student level BRR weights
1	W1PARENT160	W1 BRR student home analytic weight for replicate 160	BY student level BRR weights
1	W1PARENT161	W1 BRR student home analytic weight for replicate 161	BY student level BRR weights
1	W1PARENT162	W1 BRR student home analytic weight for replicate 162	BY student level BRR weights
1	W1PARENT163	W1 BRR student home analytic weight for replicate 163	BY student level BRR weights
1	W1PARENT164	W1 BRR student home analytic weight for replicate 164	BY student level BRR weights
1	W1PARENT165	W1 BRR student home analytic weight for replicate 165	BY student level BRR weights
1	W1PARENT166	W1 BRR student home analytic weight for replicate 166	BY student level BRR weights
1	W1PARENT167	W1 BRR student home analytic weight for replicate 167	BY student level BRR weights
1	W1PARENT168	W1 BRR student home analytic weight for replicate 168	BY student level BRR weights
1	W1PARENT169	W1 BRR student home analytic weight for replicate 169	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1PARENT170	W1 BRR student home analytic weight for replicate 170	BY student level BRR weights
1	W1PARENT171	W1 BRR student home analytic weight for replicate 171	BY student level BRR weights
1	W1PARENT172	W1 BRR student home analytic weight for replicate 172	BY student level BRR weights
1	W1PARENT173	W1 BRR student home analytic weight for replicate 173	BY student level BRR weights
1	W1PARENT174	W1 BRR student home analytic weight for replicate 174	BY student level BRR weights
1	W1PARENT175	W1 BRR student home analytic weight for replicate 175	BY student level BRR weights
1	W1PARENT176	W1 BRR student home analytic weight for replicate 176	BY student level BRR weights
1	W1PARENT177	W1 BRR student home analytic weight for replicate 177	BY student level BRR weights
1	W1PARENT178	W1 BRR student home analytic weight for replicate 178	BY student level BRR weights
1	W1PARENT179	W1 BRR student home analytic weight for replicate 179	BY student level BRR weights
1	W1PARENT180	W1 BRR student home analytic weight for replicate 180	BY student level BRR weights
1	W1PARENT181	W1 BRR student home analytic weight for replicate 181	BY student level BRR weights
1	W1PARENT182	W1 BRR student home analytic weight for replicate 182	BY student level BRR weights
1	W1PARENT183	W1 BRR student home analytic weight for replicate 183	BY student level BRR weights
1	W1PARENT184	W1 BRR student home analytic weight for replicate 184	BY student level BRR weights
1	W1PARENT185	W1 BRR student home analytic weight for replicate 185	BY student level BRR weights
1	W1PARENT186	W1 BRR student home analytic weight for replicate 186	BY student level BRR weights
1	W1PARENT187	W1 BRR student home analytic weight for replicate 187	BY student level BRR weights
1	W1PARENT188	W1 BRR student home analytic weight for replicate 188	BY student level BRR weights
1	W1PARENT189	W1 BRR student home analytic weight for replicate 189	BY student level BRR weights
1	W1PARENT190	W1 BRR student home analytic weight for replicate 190	BY student level BRR weights
1	W1PARENT191	W1 BRR student home analytic weight for replicate 191	BY student level BRR weights
1	W1PARENT192	W1 BRR student home analytic weight for replicate 192	BY student level BRR weights
1	W1PARENT193	W1 BRR student home analytic weight for replicate 193	BY student level BRR weights
1	W1PARENT194	W1 BRR student home analytic weight for replicate 194	BY student level BRR weights
1	W1PARENT195	W1 BRR student home analytic weight for replicate 195	BY student level BRR weights
1	W1PARENT196	W1 BRR student home analytic weight for replicate 196	BY student level BRR weights
1	W1PARENT197	W1 BRR student home analytic weight for replicate 197	BY student level BRR weights
1	W1PARENT198	W1 BRR student home analytic weight for replicate 198	BY student level BRR weights
1	W1PARENT199	W1 BRR student home analytic weight for replicate 199	BY student level BRR weights
1	W1PARENT200	W1 BRR student home analytic weight for replicate 200	BY student level BRR weights
1	W1MATHTCH001	W1 BRR math-course enrollee analytic weight for replicate 1	BY student level BRR weights
1	W1MATHTCH002	W1 BRR math-course enrollee analytic weight for replicate 2	BY student level BRR weights
1	W1MATHTCH003	W1 BRR math-course enrollee analytic weight for replicate 3	BY student level BRR weights
1	W1MATHTCH004	W1 BRR math-course enrollee analytic weight for replicate 4	BY student level BRR weights
1	W1MATHTCH005	W1 BRR math-course enrollee analytic weight for replicate 5	BY student level BRR weights
1	W1MATHTCH006	W1 BRR math-course enrollee analytic weight for replicate 6	BY student level BRR weights
1	W1MATHTCH007	W1 BRR math-course enrollee analytic weight for replicate 7	BY student level BRR weights
1	W1MATHTCH008	W1 BRR math-course enrollee analytic weight for replicate 8	BY student level BRR weights
1	W1MATHTCH009	W1 BRR math-course enrollee analytic weight for replicate 9	BY student level BRR weights
1	W1MATHTCH010	W1 BRR math-course enrollee analytic weight for replicate 10	BY student level BRR weights
1	W1MATHTCH011	W1 BRR math-course enrollee analytic weight for replicate 11	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1MATHTCH012	W1 BRR math-course enrollee analytic weight for replicate 12	BY student level BRR weights
1	W1MATHTCH013	W1 BRR math-course enrollee analytic weight for replicate 13	BY student level BRR weights
1	W1MATHTCH014	W1 BRR math-course enrollee analytic weight for replicate 14	BY student level BRR weights
1	W1MATHTCH015	W1 BRR math-course enrollee analytic weight for replicate 15	BY student level BRR weights
1	W1MATHTCH016	W1 BRR math-course enrollee analytic weight for replicate 16	BY student level BRR weights
1	W1MATHTCH017	W1 BRR math-course enrollee analytic weight for replicate 17	BY student level BRR weights
1	W1MATHTCH018	W1 BRR math-course enrollee analytic weight for replicate 18	BY student level BRR weights
1	W1MATHTCH019	W1 BRR math-course enrollee analytic weight for replicate 19	BY student level BRR weights
1	W1MATHTCH020	W1 BRR math-course enrollee analytic weight for replicate 20	BY student level BRR weights
1	W1MATHTCH021	W1 BRR math-course enrollee analytic weight for replicate 21	BY student level BRR weights
1	W1MATHTCH022	W1 BRR math-course enrollee analytic weight for replicate 22	BY student level BRR weights
1	W1MATHTCH023	W1 BRR math-course enrollee analytic weight for replicate 23	BY student level BRR weights
1	W1MATHTCH024	W1 BRR math-course enrollee analytic weight for replicate 24	BY student level BRR weights
1	W1MATHTCH025	W1 BRR math-course enrollee analytic weight for replicate 25	BY student level BRR weights
1	W1MATHTCH026	W1 BRR math-course enrollee analytic weight for replicate 26	BY student level BRR weights
1	W1MATHTCH027	W1 BRR math-course enrollee analytic weight for replicate 27	BY student level BRR weights
1	W1MATHTCH028	W1 BRR math-course enrollee analytic weight for replicate 28	BY student level BRR weights
1	W1MATHTCH029	W1 BRR math-course enrollee analytic weight for replicate 29	BY student level BRR weights
1	W1MATHTCH030	W1 BRR math-course enrollee analytic weight for replicate 30	BY student level BRR weights
1	W1MATHTCH031	W1 BRR math-course enrollee analytic weight for replicate 31	BY student level BRR weights
1	W1MATHTCH032	W1 BRR math-course enrollee analytic weight for replicate 32	BY student level BRR weights
1	W1MATHTCH033	W1 BRR math-course enrollee analytic weight for replicate 33	BY student level BRR weights
1	W1MATHTCH034	W1 BRR math-course enrollee analytic weight for replicate 34	BY student level BRR weights
1	W1MATHTCH035	W1 BRR math-course enrollee analytic weight for replicate 35	BY student level BRR weights
1	W1MATHTCH036	W1 BRR math-course enrollee analytic weight for replicate 36	BY student level BRR weights
1	W1MATHTCH037	W1 BRR math-course enrollee analytic weight for replicate 37	BY student level BRR weights
1	W1MATHTCH038	W1 BRR math-course enrollee analytic weight for replicate 38	BY student level BRR weights
1	W1MATHTCH039	W1 BRR math-course enrollee analytic weight for replicate 39	BY student level BRR weights
1	W1MATHTCH040	W1 BRR math-course enrollee analytic weight for replicate 40	BY student level BRR weights
1	W1MATHTCH041	W1 BRR math-course enrollee analytic weight for replicate 41	BY student level BRR weights
1	W1MATHTCH042	W1 BRR math-course enrollee analytic weight for replicate 42	BY student level BRR weights
1	W1MATHTCH043	W1 BRR math-course enrollee analytic weight for replicate 43	BY student level BRR weights
1	W1MATHTCH044	W1 BRR math-course enrollee analytic weight for replicate 44	BY student level BRR weights
1	W1MATHTCH045	W1 BRR math-course enrollee analytic weight for replicate 45	BY student level BRR weights
1	W1MATHTCH046	W1 BRR math-course enrollee analytic weight for replicate 46	BY student level BRR weights
1	W1MATHTCH047	W1 BRR math-course enrollee analytic weight for replicate 47	BY student level BRR weights
1	W1MATHTCH048	W1 BRR math-course enrollee analytic weight for replicate 48	BY student level BRR weights
1	W1MATHTCH049	W1 BRR math-course enrollee analytic weight for replicate 49	BY student level BRR weights
1	W1MATHTCH050	W1 BRR math-course enrollee analytic weight for replicate 50	BY student level BRR weights
1	W1MATHTCH051	W1 BRR math-course enrollee analytic weight for replicate 51	BY student level BRR weights
1	W1MATHTCH052	W1 BRR math-course enrollee analytic weight for replicate 52	BY student level BRR weights
1	W1MATHTCH053	W1 BRR math-course enrollee analytic weight for replicate 53	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1MATHTCH054	W1 BRR math-course enrollee analytic weight for replicate 54	BY student level BRR weights
1	W1MATHTCH055	W1 BRR math-course enrollee analytic weight for replicate 55	BY student level BRR weights
1	W1MATHTCH056	W1 BRR math-course enrollee analytic weight for replicate 56	BY student level BRR weights
1	W1MATHTCH057	W1 BRR math-course enrollee analytic weight for replicate 57	BY student level BRR weights
1	W1MATHTCH058	W1 BRR math-course enrollee analytic weight for replicate 58	BY student level BRR weights
1	W1MATHTCH059	W1 BRR math-course enrollee analytic weight for replicate 59	BY student level BRR weights
1	W1MATHTCH060	W1 BRR math-course enrollee analytic weight for replicate 60	BY student level BRR weights
1	W1MATHTCH061	W1 BRR math-course enrollee analytic weight for replicate 61	BY student level BRR weights
1	W1MATHTCH062	W1 BRR math-course enrollee analytic weight for replicate 62	BY student level BRR weights
1	W1MATHTCH063	W1 BRR math-course enrollee analytic weight for replicate 63	BY student level BRR weights
1	W1MATHTCH064	W1 BRR math-course enrollee analytic weight for replicate 64	BY student level BRR weights
1	W1MATHTCH065	W1 BRR math-course enrollee analytic weight for replicate 65	BY student level BRR weights
1	W1MATHTCH066	W1 BRR math-course enrollee analytic weight for replicate 66	BY student level BRR weights
1	W1MATHTCH067	W1 BRR math-course enrollee analytic weight for replicate 67	BY student level BRR weights
1	W1MATHTCH068	W1 BRR math-course enrollee analytic weight for replicate 68	BY student level BRR weights
1	W1MATHTCH069	W1 BRR math-course enrollee analytic weight for replicate 69	BY student level BRR weights
1	W1MATHTCH070	W1 BRR math-course enrollee analytic weight for replicate 70	BY student level BRR weights
1	W1MATHTCH071	W1 BRR math-course enrollee analytic weight for replicate 71	BY student level BRR weights
1	W1MATHTCH072	W1 BRR math-course enrollee analytic weight for replicate 72	BY student level BRR weights
1	W1MATHTCH073	W1 BRR math-course enrollee analytic weight for replicate 73	BY student level BRR weights
1	W1MATHTCH074	W1 BRR math-course enrollee analytic weight for replicate 74	BY student level BRR weights
1	W1MATHTCH075	W1 BRR math-course enrollee analytic weight for replicate 75	BY student level BRR weights
1	W1MATHTCH076	W1 BRR math-course enrollee analytic weight for replicate 76	BY student level BRR weights
1	W1MATHTCH077	W1 BRR math-course enrollee analytic weight for replicate 77	BY student level BRR weights
1	W1MATHTCH078	W1 BRR math-course enrollee analytic weight for replicate 78	BY student level BRR weights
1	W1MATHTCH079	W1 BRR math-course enrollee analytic weight for replicate 79	BY student level BRR weights
1	W1MATHTCH080	W1 BRR math-course enrollee analytic weight for replicate 80	BY student level BRR weights
1	W1MATHTCH081	W1 BRR math-course enrollee analytic weight for replicate 81	BY student level BRR weights
1	W1MATHTCH082	W1 BRR math-course enrollee analytic weight for replicate 82	BY student level BRR weights
1	W1MATHTCH083	W1 BRR math-course enrollee analytic weight for replicate 83	BY student level BRR weights
1	W1MATHTCH084	W1 BRR math-course enrollee analytic weight for replicate 84	BY student level BRR weights
1	W1MATHTCH085	W1 BRR math-course enrollee analytic weight for replicate 85	BY student level BRR weights
1	W1MATHTCH086	W1 BRR math-course enrollee analytic weight for replicate 86	BY student level BRR weights
1	W1MATHTCH087	W1 BRR math-course enrollee analytic weight for replicate 87	BY student level BRR weights
1	W1MATHTCH088	W1 BRR math-course enrollee analytic weight for replicate 88	BY student level BRR weights
1	W1MATHTCH089	W1 BRR math-course enrollee analytic weight for replicate 89	BY student level BRR weights
1	W1MATHTCH090	W1 BRR math-course enrollee analytic weight for replicate 90	BY student level BRR weights
1	W1MATHTCH091	W1 BRR math-course enrollee analytic weight for replicate 91	BY student level BRR weights
1	W1MATHTCH092	W1 BRR math-course enrollee analytic weight for replicate 92	BY student level BRR weights
1	W1MATHTCH093	W1 BRR math-course enrollee analytic weight for replicate 93	BY student level BRR weights
1	W1MATHTCH094	W1 BRR math-course enrollee analytic weight for replicate 94	BY student level BRR weights
1	W1MATHTCH095	W1 BRR math-course enrollee analytic weight for replicate 95	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1MATHTCH096	W1 BRR math-course enrollee analytic weight for replicate 96	BY student level BRR weights
1	W1MATHTCH097	W1 BRR math-course enrollee analytic weight for replicate 97	BY student level BRR weights
1	W1MATHTCH098	W1 BRR math-course enrollee analytic weight for replicate 98	BY student level BRR weights
1	W1MATHTCH099	W1 BRR math-course enrollee analytic weight for replicate 99	BY student level BRR weights
1	W1MATHTCH100	W1 BRR math-course enrollee analytic weight for replicate 100	BY student level BRR weights
1	W1MATHTCH101	W1 BRR math-course enrollee analytic weight for replicate 101	BY student level BRR weights
1	W1MATHTCH102	W1 BRR math-course enrollee analytic weight for replicate 102	BY student level BRR weights
1	W1MATHTCH103	W1 BRR math-course enrollee analytic weight for replicate 103	BY student level BRR weights
1	W1MATHTCH104	W1 BRR math-course enrollee analytic weight for replicate 104	BY student level BRR weights
1	W1MATHTCH105	W1 BRR math-course enrollee analytic weight for replicate 105	BY student level BRR weights
1	W1MATHTCH106	W1 BRR math-course enrollee analytic weight for replicate 106	BY student level BRR weights
1	W1MATHTCH107	W1 BRR math-course enrollee analytic weight for replicate 107	BY student level BRR weights
1	W1MATHTCH108	W1 BRR math-course enrollee analytic weight for replicate 108	BY student level BRR weights
1	W1MATHTCH109	W1 BRR math-course enrollee analytic weight for replicate 109	BY student level BRR weights
1	W1MATHTCH110	W1 BRR math-course enrollee analytic weight for replicate 110	BY student level BRR weights
1	W1MATHTCH111	W1 BRR math-course enrollee analytic weight for replicate 111	BY student level BRR weights
1	W1MATHTCH112	W1 BRR math-course enrollee analytic weight for replicate 112	BY student level BRR weights
1	W1MATHTCH113	W1 BRR math-course enrollee analytic weight for replicate 113	BY student level BRR weights
1	W1MATHTCH114	W1 BRR math-course enrollee analytic weight for replicate 114	BY student level BRR weights
1	W1MATHTCH115	W1 BRR math-course enrollee analytic weight for replicate 115	BY student level BRR weights
1	W1MATHTCH116	W1 BRR math-course enrollee analytic weight for replicate 116	BY student level BRR weights
1	W1MATHTCH117	W1 BRR math-course enrollee analytic weight for replicate 117	BY student level BRR weights
1	W1MATHTCH118	W1 BRR math-course enrollee analytic weight for replicate 118	BY student level BRR weights
1	W1MATHTCH119	W1 BRR math-course enrollee analytic weight for replicate 119	BY student level BRR weights
1	W1MATHTCH120	W1 BRR math-course enrollee analytic weight for replicate 120	BY student level BRR weights
1	W1MATHTCH121	W1 BRR math-course enrollee analytic weight for replicate 121	BY student level BRR weights
1	W1MATHTCH122	W1 BRR math-course enrollee analytic weight for replicate 122	BY student level BRR weights
1	W1MATHTCH123	W1 BRR math-course enrollee analytic weight for replicate 123	BY student level BRR weights
1	W1MATHTCH124	W1 BRR math-course enrollee analytic weight for replicate 124	BY student level BRR weights
1	W1MATHTCH125	W1 BRR math-course enrollee analytic weight for replicate 125	BY student level BRR weights
1	W1MATHTCH126	W1 BRR math-course enrollee analytic weight for replicate 126	BY student level BRR weights
1	W1MATHTCH127	W1 BRR math-course enrollee analytic weight for replicate 127	BY student level BRR weights
1	W1MATHTCH128	W1 BRR math-course enrollee analytic weight for replicate 128	BY student level BRR weights
1	W1MATHTCH129	W1 BRR math-course enrollee analytic weight for replicate 129	BY student level BRR weights
1	W1MATHTCH130	W1 BRR math-course enrollee analytic weight for replicate 130	BY student level BRR weights
1	W1MATHTCH131	W1 BRR math-course enrollee analytic weight for replicate 131	BY student level BRR weights
1	W1MATHTCH132	W1 BRR math-course enrollee analytic weight for replicate 132	BY student level BRR weights
1	W1MATHTCH133	W1 BRR math-course enrollee analytic weight for replicate 133	BY student level BRR weights
1	W1MATHTCH134	W1 BRR math-course enrollee analytic weight for replicate 134	BY student level BRR weights
1	W1MATHTCH135	W1 BRR math-course enrollee analytic weight for replicate 135	BY student level BRR weights
1	W1MATHTCH136	W1 BRR math-course enrollee analytic weight for replicate 136	BY student level BRR weights
1	W1MATHTCH137	W1 BRR math-course enrollee analytic weight for replicate 137	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1MATHTCH138	W1 BRR math-course enrollee analytic weight for replicate 138	BY student level BRR weights
1	W1MATHTCH139	W1 BRR math-course enrollee analytic weight for replicate 139	BY student level BRR weights
1	W1MATHTCH140	W1 BRR math-course enrollee analytic weight for replicate 140	BY student level BRR weights
1	W1MATHTCH141	W1 BRR math-course enrollee analytic weight for replicate 141	BY student level BRR weights
1	W1MATHTCH142	W1 BRR math-course enrollee analytic weight for replicate 142	BY student level BRR weights
1	W1MATHTCH143	W1 BRR math-course enrollee analytic weight for replicate 143	BY student level BRR weights
1	W1MATHTCH144	W1 BRR math-course enrollee analytic weight for replicate 144	BY student level BRR weights
1	W1MATHTCH145	W1 BRR math-course enrollee analytic weight for replicate 145	BY student level BRR weights
1	W1MATHTCH146	W1 BRR math-course enrollee analytic weight for replicate 146	BY student level BRR weights
1	W1MATHTCH147	W1 BRR math-course enrollee analytic weight for replicate 147	BY student level BRR weights
1	W1MATHTCH148	W1 BRR math-course enrollee analytic weight for replicate 148	BY student level BRR weights
1	W1MATHTCH149	W1 BRR math-course enrollee analytic weight for replicate 149	BY student level BRR weights
1	W1MATHTCH150	W1 BRR math-course enrollee analytic weight for replicate 150	BY student level BRR weights
1	W1MATHTCH151	W1 BRR math-course enrollee analytic weight for replicate 151	BY student level BRR weights
1	W1MATHTCH152	W1 BRR math-course enrollee analytic weight for replicate 152	BY student level BRR weights
1	W1MATHTCH153	W1 BRR math-course enrollee analytic weight for replicate 153	BY student level BRR weights
1	W1MATHTCH154	W1 BRR math-course enrollee analytic weight for replicate 154	BY student level BRR weights
1	W1MATHTCH155	W1 BRR math-course enrollee analytic weight for replicate 155	BY student level BRR weights
1	W1MATHTCH156	W1 BRR math-course enrollee analytic weight for replicate 156	BY student level BRR weights
1	W1MATHTCH157	W1 BRR math-course enrollee analytic weight for replicate 157	BY student level BRR weights
1	W1MATHTCH158	W1 BRR math-course enrollee analytic weight for replicate 158	BY student level BRR weights
1	W1MATHTCH159	W1 BRR math-course enrollee analytic weight for replicate 159	BY student level BRR weights
1	W1MATHTCH160	W1 BRR math-course enrollee analytic weight for replicate 160	BY student level BRR weights
1	W1MATHTCH161	W1 BRR math-course enrollee analytic weight for replicate 161	BY student level BRR weights
1	W1MATHTCH162	W1 BRR math-course enrollee analytic weight for replicate 162	BY student level BRR weights
1	W1MATHTCH163	W1 BRR math-course enrollee analytic weight for replicate 163	BY student level BRR weights
1	W1MATHTCH164	W1 BRR math-course enrollee analytic weight for replicate 164	BY student level BRR weights
1	W1MATHTCH165	W1 BRR math-course enrollee analytic weight for replicate 165	BY student level BRR weights
1	W1MATHTCH166	W1 BRR math-course enrollee analytic weight for replicate 166	BY student level BRR weights
1	W1MATHTCH167	W1 BRR math-course enrollee analytic weight for replicate 167	BY student level BRR weights
1	W1MATHTCH168	W1 BRR math-course enrollee analytic weight for replicate 168	BY student level BRR weights
1	W1MATHTCH169	W1 BRR math-course enrollee analytic weight for replicate 169	BY student level BRR weights
1	W1MATHTCH170	W1 BRR math-course enrollee analytic weight for replicate 170	BY student level BRR weights
1	W1MATHTCH171	W1 BRR math-course enrollee analytic weight for replicate 171	BY student level BRR weights
1	W1MATHTCH172	W1 BRR math-course enrollee analytic weight for replicate 172	BY student level BRR weights
1	W1MATHTCH173	W1 BRR math-course enrollee analytic weight for replicate 173	BY student level BRR weights
1	W1MATHTCH174	W1 BRR math-course enrollee analytic weight for replicate 174	BY student level BRR weights
1	W1MATHTCH175	W1 BRR math-course enrollee analytic weight for replicate 175	BY student level BRR weights
1	W1MATHTCH176	W1 BRR math-course enrollee analytic weight for replicate 176	BY student level BRR weights
1	W1MATHTCH177	W1 BRR math-course enrollee analytic weight for replicate 177	BY student level BRR weights
1	W1MATHTCH178	W1 BRR math-course enrollee analytic weight for replicate 178	BY student level BRR weights
1	W1MATHTCH179	W1 BRR math-course enrollee analytic weight for replicate 179	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1MATHTCH180	W1 BRR math-course enrollee analytic weight for replicate 180	BY student level BRR weights
1	W1MATHTCH181	W1 BRR math-course enrollee analytic weight for replicate 181	BY student level BRR weights
1	W1MATHTCH182	W1 BRR math-course enrollee analytic weight for replicate 182	BY student level BRR weights
1	W1MATHTCH183	W1 BRR math-course enrollee analytic weight for replicate 183	BY student level BRR weights
1	W1MATHTCH184	W1 BRR math-course enrollee analytic weight for replicate 184	BY student level BRR weights
1	W1MATHTCH185	W1 BRR math-course enrollee analytic weight for replicate 185	BY student level BRR weights
1	W1MATHTCH186	W1 BRR math-course enrollee analytic weight for replicate 186	BY student level BRR weights
1	W1MATHTCH187	W1 BRR math-course enrollee analytic weight for replicate 187	BY student level BRR weights
1	W1MATHTCH188	W1 BRR math-course enrollee analytic weight for replicate 188	BY student level BRR weights
1	W1MATHTCH189	W1 BRR math-course enrollee analytic weight for replicate 189	BY student level BRR weights
1	W1MATHTCH190	W1 BRR math-course enrollee analytic weight for replicate 190	BY student level BRR weights
1	W1MATHTCH191	W1 BRR math-course enrollee analytic weight for replicate 191	BY student level BRR weights
1	W1MATHTCH192	W1 BRR math-course enrollee analytic weight for replicate 192	BY student level BRR weights
1	W1MATHTCH193	W1 BRR math-course enrollee analytic weight for replicate 193	BY student level BRR weights
1	W1MATHTCH194	W1 BRR math-course enrollee analytic weight for replicate 194	BY student level BRR weights
1	W1MATHTCH195	W1 BRR math-course enrollee analytic weight for replicate 195	BY student level BRR weights
1	W1MATHTCH196	W1 BRR math-course enrollee analytic weight for replicate 196	BY student level BRR weights
1	W1MATHTCH197	W1 BRR math-course enrollee analytic weight for replicate 197	BY student level BRR weights
1	W1MATHTCH198	W1 BRR math-course enrollee analytic weight for replicate 198	BY student level BRR weights
1	W1MATHTCH199	W1 BRR math-course enrollee analytic weight for replicate 199	BY student level BRR weights
1	W1MATHTCH200	W1 BRR math-course enrollee analytic weight for replicate 200	BY student level BRR weights
1	W1SCITCH001	W1 BRR science-course enrollee analytic weight for replicate 1	BY student level BRR weights
1	W1SCITCH002	W1 BRR science-course enrollee analytic weight for replicate 2	BY student level BRR weights
1	W1SCITCH003	W1 BRR science-course enrollee analytic weight for replicate 3	BY student level BRR weights
1	W1SCITCH004	W1 BRR science-course enrollee analytic weight for replicate 4	BY student level BRR weights
1	W1SCITCH005	W1 BRR science-course enrollee analytic weight for replicate 5	BY student level BRR weights
1	W1SCITCH006	W1 BRR science-course enrollee analytic weight for replicate 6	BY student level BRR weights
1	W1SCITCH007	W1 BRR science-course enrollee analytic weight for replicate 7	BY student level BRR weights
1	W1SCITCH008	W1 BRR science-course enrollee analytic weight for replicate 8	BY student level BRR weights
1	W1SCITCH009	W1 BRR science-course enrollee analytic weight for replicate 9	BY student level BRR weights
1	W1SCITCH010	W1 BRR science-course enrollee analytic weight for replicate 10	BY student level BRR weights
1	W1SCITCH011	W1 BRR science-course enrollee analytic weight for replicate 11	BY student level BRR weights
1	W1SCITCH012	W1 BRR science-course enrollee analytic weight for replicate 12	BY student level BRR weights
1	W1SCITCH013	W1 BRR science-course enrollee analytic weight for replicate 13	BY student level BRR weights
1	W1SCITCH014	W1 BRR science-course enrollee analytic weight for replicate 14	BY student level BRR weights
1	W1SCITCH015	W1 BRR science-course enrollee analytic weight for replicate 15	BY student level BRR weights
1	W1SCITCH016	W1 BRR science-course enrollee analytic weight for replicate 16	BY student level BRR weights
1	W1SCITCH017	W1 BRR science-course enrollee analytic weight for replicate 17	BY student level BRR weights
1	W1SCITCH018	W1 BRR science-course enrollee analytic weight for replicate 18	BY student level BRR weights
1	W1SCITCH019	W1 BRR science-course enrollee analytic weight for replicate 19	BY student level BRR weights
1	W1SCITCH020	W1 BRR science-course enrollee analytic weight for replicate 20	BY student level BRR weights
1	W1SCITCH021	W1 BRR science-course enrollee analytic weight for replicate 21	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1SCITCH022	W1 BRR science-course enrollee analytic weight for replicate 22	BY student level BRR weights
1	W1SCITCH023	W1 BRR science-course enrollee analytic weight for replicate 23	BY student level BRR weights
1	W1SCITCH024	W1 BRR science-course enrollee analytic weight for replicate 24	BY student level BRR weights
1	W1SCITCH025	W1 BRR science-course enrollee analytic weight for replicate 25	BY student level BRR weights
1	W1SCITCH026	W1 BRR science-course enrollee analytic weight for replicate 26	BY student level BRR weights
1	W1SCITCH027	W1 BRR science-course enrollee analytic weight for replicate 27	BY student level BRR weights
1	W1SCITCH028	W1 BRR science-course enrollee analytic weight for replicate 28	BY student level BRR weights
1	W1SCITCH029	W1 BRR science-course enrollee analytic weight for replicate 29	BY student level BRR weights
1	W1SCITCH030	W1 BRR science-course enrollee analytic weight for replicate 30	BY student level BRR weights
1	W1SCITCH031	W1 BRR science-course enrollee analytic weight for replicate 31	BY student level BRR weights
1	W1SCITCH032	W1 BRR science-course enrollee analytic weight for replicate 32	BY student level BRR weights
1	W1SCITCH033	W1 BRR science-course enrollee analytic weight for replicate 33	BY student level BRR weights
1	W1SCITCH034	W1 BRR science-course enrollee analytic weight for replicate 34	BY student level BRR weights
1	W1SCITCH035	W1 BRR science-course enrollee analytic weight for replicate 35	BY student level BRR weights
1	W1SCITCH036	W1 BRR science-course enrollee analytic weight for replicate 36	BY student level BRR weights
1	W1SCITCH037	W1 BRR science-course enrollee analytic weight for replicate 37	BY student level BRR weights
1	W1SCITCH038	W1 BRR science-course enrollee analytic weight for replicate 38	BY student level BRR weights
1	W1SCITCH039	W1 BRR science-course enrollee analytic weight for replicate 39	BY student level BRR weights
1	W1SCITCH040	W1 BRR science-course enrollee analytic weight for replicate 40	BY student level BRR weights
1	W1SCITCH041	W1 BRR science-course enrollee analytic weight for replicate 41	BY student level BRR weights
1	W1SCITCH042	W1 BRR science-course enrollee analytic weight for replicate 42	BY student level BRR weights
1	W1SCITCH043	W1 BRR science-course enrollee analytic weight for replicate 43	BY student level BRR weights
1	W1SCITCH044	W1 BRR science-course enrollee analytic weight for replicate 44	BY student level BRR weights
1	W1SCITCH045	W1 BRR science-course enrollee analytic weight for replicate 45	BY student level BRR weights
1	W1SCITCH046	W1 BRR science-course enrollee analytic weight for replicate 46	BY student level BRR weights
1	W1SCITCH047	W1 BRR science-course enrollee analytic weight for replicate 47	BY student level BRR weights
1	W1SCITCH048	W1 BRR science-course enrollee analytic weight for replicate 48	BY student level BRR weights
1	W1SCITCH049	W1 BRR science-course enrollee analytic weight for replicate 49	BY student level BRR weights
1	W1SCITCH050	W1 BRR science-course enrollee analytic weight for replicate 50	BY student level BRR weights
1	W1SCITCH051	W1 BRR science-course enrollee analytic weight for replicate 51	BY student level BRR weights
1	W1SCITCH052	W1 BRR science-course enrollee analytic weight for replicate 52	BY student level BRR weights
1	W1SCITCH053	W1 BRR science-course enrollee analytic weight for replicate 53	BY student level BRR weights
1	W1SCITCH054	W1 BRR science-course enrollee analytic weight for replicate 54	BY student level BRR weights
1	W1SCITCH055	W1 BRR science-course enrollee analytic weight for replicate 55	BY student level BRR weights
1	W1SCITCH056	W1 BRR science-course enrollee analytic weight for replicate 56	BY student level BRR weights
1	W1SCITCH057	W1 BRR science-course enrollee analytic weight for replicate 57	BY student level BRR weights
1	W1SCITCH058	W1 BRR science-course enrollee analytic weight for replicate 58	BY student level BRR weights
1	W1SCITCH059	W1 BRR science-course enrollee analytic weight for replicate 59	BY student level BRR weights
1	W1SCITCH060	W1 BRR science-course enrollee analytic weight for replicate 60	BY student level BRR weights
1	W1SCITCH061	W1 BRR science-course enrollee analytic weight for replicate 61	BY student level BRR weights
1	W1SCITCH062	W1 BRR science-course enrollee analytic weight for replicate 62	BY student level BRR weights
1	W1SCITCH063	W1 BRR science-course enrollee analytic weight for replicate 63	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1SCITCH064	W1 BRR science-course enrollee analytic weight for replicate 64	BY student level BRR weights
1	W1SCITCH065	W1 BRR science-course enrollee analytic weight for replicate 65	BY student level BRR weights
1	W1SCITCH066	W1 BRR science-course enrollee analytic weight for replicate 66	BY student level BRR weights
1	W1SCITCH067	W1 BRR science-course enrollee analytic weight for replicate 67	BY student level BRR weights
1	W1SCITCH068	W1 BRR science-course enrollee analytic weight for replicate 68	BY student level BRR weights
1	W1SCITCH069	W1 BRR science-course enrollee analytic weight for replicate 69	BY student level BRR weights
1	W1SCITCH070	W1 BRR science-course enrollee analytic weight for replicate 70	BY student level BRR weights
1	W1SCITCH071	W1 BRR science-course enrollee analytic weight for replicate 71	BY student level BRR weights
1	W1SCITCH072	W1 BRR science-course enrollee analytic weight for replicate 72	BY student level BRR weights
1	W1SCITCH073	W1 BRR science-course enrollee analytic weight for replicate 73	BY student level BRR weights
1	W1SCITCH074	W1 BRR science-course enrollee analytic weight for replicate 74	BY student level BRR weights
1	W1SCITCH075	W1 BRR science-course enrollee analytic weight for replicate 75	BY student level BRR weights
1	W1SCITCH076	W1 BRR science-course enrollee analytic weight for replicate 76	BY student level BRR weights
1	W1SCITCH077	W1 BRR science-course enrollee analytic weight for replicate 77	BY student level BRR weights
1	W1SCITCH078	W1 BRR science-course enrollee analytic weight for replicate 78	BY student level BRR weights
1	W1SCITCH079	W1 BRR science-course enrollee analytic weight for replicate 79	BY student level BRR weights
1	W1SCITCH080	W1 BRR science-course enrollee analytic weight for replicate 80	BY student level BRR weights
1	W1SCITCH081	W1 BRR science-course enrollee analytic weight for replicate 81	BY student level BRR weights
1	W1SCITCH082	W1 BRR science-course enrollee analytic weight for replicate 82	BY student level BRR weights
1	W1SCITCH083	W1 BRR science-course enrollee analytic weight for replicate 83	BY student level BRR weights
1	W1SCITCH084	W1 BRR science-course enrollee analytic weight for replicate 84	BY student level BRR weights
1	W1SCITCH085	W1 BRR science-course enrollee analytic weight for replicate 85	BY student level BRR weights
1	W1SCITCH086	W1 BRR science-course enrollee analytic weight for replicate 86	BY student level BRR weights
1	W1SCITCH087	W1 BRR science-course enrollee analytic weight for replicate 87	BY student level BRR weights
1	W1SCITCH088	W1 BRR science-course enrollee analytic weight for replicate 88	BY student level BRR weights
1	W1SCITCH089	W1 BRR science-course enrollee analytic weight for replicate 89	BY student level BRR weights
1	W1SCITCH090	W1 BRR science-course enrollee analytic weight for replicate 90	BY student level BRR weights
1	W1SCITCH091	W1 BRR science-course enrollee analytic weight for replicate 91	BY student level BRR weights
1	W1SCITCH092	W1 BRR science-course enrollee analytic weight for replicate 92	BY student level BRR weights
1	W1SCITCH093	W1 BRR science-course enrollee analytic weight for replicate 93	BY student level BRR weights
1	W1SCITCH094	W1 BRR science-course enrollee analytic weight for replicate 94	BY student level BRR weights
1	W1SCITCH095	W1 BRR science-course enrollee analytic weight for replicate 95	BY student level BRR weights
1	W1SCITCH096	W1 BRR science-course enrollee analytic weight for replicate 96	BY student level BRR weights
1	W1SCITCH097	W1 BRR science-course enrollee analytic weight for replicate 97	BY student level BRR weights
1	W1SCITCH098	W1 BRR science-course enrollee analytic weight for replicate 98	BY student level BRR weights
1	W1SCITCH099	W1 BRR science-course enrollee analytic weight for replicate 99	BY student level BRR weights
1	W1SCITCH100	W1 BRR science-course enrollee analytic weight for replicate 100	BY student level BRR weights
1	W1SCITCH101	W1 BRR science-course enrollee analytic weight for replicate 101	BY student level BRR weights
1	W1SCITCH102	W1 BRR science-course enrollee analytic weight for replicate 102	BY student level BRR weights
1	W1SCITCH103	W1 BRR science-course enrollee analytic weight for replicate 103	BY student level BRR weights
1	W1SCITCH104	W1 BRR science-course enrollee analytic weight for replicate 104	BY student level BRR weights
1	W1SCITCH105	W1 BRR science-course enrollee analytic weight for replicate 105	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1SCITCH106	W1 BRR science-course enrollee analytic weight for replicate 106	BY student level BRR weights
1	W1SCITCH107	W1 BRR science-course enrollee analytic weight for replicate 107	BY student level BRR weights
1	W1SCITCH108	W1 BRR science-course enrollee analytic weight for replicate 108	BY student level BRR weights
1	W1SCITCH109	W1 BRR science-course enrollee analytic weight for replicate 109	BY student level BRR weights
1	W1SCITCH110	W1 BRR science-course enrollee analytic weight for replicate 110	BY student level BRR weights
1	W1SCITCH111	W1 BRR science-course enrollee analytic weight for replicate 111	BY student level BRR weights
1	W1SCITCH112	W1 BRR science-course enrollee analytic weight for replicate 112	BY student level BRR weights
1	W1SCITCH113	W1 BRR science-course enrollee analytic weight for replicate 113	BY student level BRR weights
1	W1SCITCH114	W1 BRR science-course enrollee analytic weight for replicate 114	BY student level BRR weights
1	W1SCITCH115	W1 BRR science-course enrollee analytic weight for replicate 115	BY student level BRR weights
1	W1SCITCH116	W1 BRR science-course enrollee analytic weight for replicate 116	BY student level BRR weights
1	W1SCITCH117	W1 BRR science-course enrollee analytic weight for replicate 117	BY student level BRR weights
1	W1SCITCH118	W1 BRR science-course enrollee analytic weight for replicate 118	BY student level BRR weights
1	W1SCITCH119	W1 BRR science-course enrollee analytic weight for replicate 119	BY student level BRR weights
1	W1SCITCH120	W1 BRR science-course enrollee analytic weight for replicate 120	BY student level BRR weights
1	W1SCITCH121	W1 BRR science-course enrollee analytic weight for replicate 121	BY student level BRR weights
1	W1SCITCH122	W1 BRR science-course enrollee analytic weight for replicate 122	BY student level BRR weights
1	W1SCITCH123	W1 BRR science-course enrollee analytic weight for replicate 123	BY student level BRR weights
1	W1SCITCH124	W1 BRR science-course enrollee analytic weight for replicate 124	BY student level BRR weights
1	W1SCITCH125	W1 BRR science-course enrollee analytic weight for replicate 125	BY student level BRR weights
1	W1SCITCH126	W1 BRR science-course enrollee analytic weight for replicate 126	BY student level BRR weights
1	W1SCITCH127	W1 BRR science-course enrollee analytic weight for replicate 127	BY student level BRR weights
1	W1SCITCH128	W1 BRR science-course enrollee analytic weight for replicate 128	BY student level BRR weights
1	W1SCITCH129	W1 BRR science-course enrollee analytic weight for replicate 129	BY student level BRR weights
1	W1SCITCH130	W1 BRR science-course enrollee analytic weight for replicate 130	BY student level BRR weights
1	W1SCITCH131	W1 BRR science-course enrollee analytic weight for replicate 131	BY student level BRR weights
1	W1SCITCH132	W1 BRR science-course enrollee analytic weight for replicate 132	BY student level BRR weights
1	W1SCITCH133	W1 BRR science-course enrollee analytic weight for replicate 133	BY student level BRR weights
1	W1SCITCH134	W1 BRR science-course enrollee analytic weight for replicate 134	BY student level BRR weights
1	W1SCITCH135	W1 BRR science-course enrollee analytic weight for replicate 135	BY student level BRR weights
1	W1SCITCH136	W1 BRR science-course enrollee analytic weight for replicate 136	BY student level BRR weights
1	W1SCITCH137	W1 BRR science-course enrollee analytic weight for replicate 137	BY student level BRR weights
1	W1SCITCH138	W1 BRR science-course enrollee analytic weight for replicate 138	BY student level BRR weights
1	W1SCITCH139	W1 BRR science-course enrollee analytic weight for replicate 139	BY student level BRR weights
1	W1SCITCH140	W1 BRR science-course enrollee analytic weight for replicate 140	BY student level BRR weights
1	W1SCITCH141	W1 BRR science-course enrollee analytic weight for replicate 141	BY student level BRR weights
1	W1SCITCH142	W1 BRR science-course enrollee analytic weight for replicate 142	BY student level BRR weights
1	W1SCITCH143	W1 BRR science-course enrollee analytic weight for replicate 143	BY student level BRR weights
1	W1SCITCH144	W1 BRR science-course enrollee analytic weight for replicate 144	BY student level BRR weights
1	W1SCITCH145	W1 BRR science-course enrollee analytic weight for replicate 145	BY student level BRR weights
1	W1SCITCH146	W1 BRR science-course enrollee analytic weight for replicate 146	BY student level BRR weights
1	W1SCITCH147	W1 BRR science-course enrollee analytic weight for replicate 147	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1SCITCH148	W1 BRR science-course enrollee analytic weight for replicate 148	BY student level BRR weights
1	W1SCITCH149	W1 BRR science-course enrollee analytic weight for replicate 149	BY student level BRR weights
1	W1SCITCH150	W1 BRR science-course enrollee analytic weight for replicate 150	BY student level BRR weights
1	W1SCITCH151	W1 BRR science-course enrollee analytic weight for replicate 151	BY student level BRR weights
1	W1SCITCH152	W1 BRR science-course enrollee analytic weight for replicate 152	BY student level BRR weights
1	W1SCITCH153	W1 BRR science-course enrollee analytic weight for replicate 153	BY student level BRR weights
1	W1SCITCH154	W1 BRR science-course enrollee analytic weight for replicate 154	BY student level BRR weights
1	W1SCITCH155	W1 BRR science-course enrollee analytic weight for replicate 155	BY student level BRR weights
1	W1SCITCH156	W1 BRR science-course enrollee analytic weight for replicate 156	BY student level BRR weights
1	W1SCITCH157	W1 BRR science-course enrollee analytic weight for replicate 157	BY student level BRR weights
1	W1SCITCH158	W1 BRR science-course enrollee analytic weight for replicate 158	BY student level BRR weights
1	W1SCITCH159	W1 BRR science-course enrollee analytic weight for replicate 159	BY student level BRR weights
1	W1SCITCH160	W1 BRR science-course enrollee analytic weight for replicate 160	BY student level BRR weights
1	W1SCITCH161	W1 BRR science-course enrollee analytic weight for replicate 161	BY student level BRR weights
1	W1SCITCH162	W1 BRR science-course enrollee analytic weight for replicate 162	BY student level BRR weights
1	W1SCITCH163	W1 BRR science-course enrollee analytic weight for replicate 163	BY student level BRR weights
1	W1SCITCH164	W1 BRR science-course enrollee analytic weight for replicate 164	BY student level BRR weights
1	W1SCITCH165	W1 BRR science-course enrollee analytic weight for replicate 165	BY student level BRR weights
1	W1SCITCH166	W1 BRR science-course enrollee analytic weight for replicate 166	BY student level BRR weights
1	W1SCITCH167	W1 BRR science-course enrollee analytic weight for replicate 167	BY student level BRR weights
1	W1SCITCH168	W1 BRR science-course enrollee analytic weight for replicate 168	BY student level BRR weights
1	W1SCITCH169	W1 BRR science-course enrollee analytic weight for replicate 169	BY student level BRR weights
1	W1SCITCH170	W1 BRR science-course enrollee analytic weight for replicate 170	BY student level BRR weights
1	W1SCITCH171	W1 BRR science-course enrollee analytic weight for replicate 171	BY student level BRR weights
1	W1SCITCH172	W1 BRR science-course enrollee analytic weight for replicate 172	BY student level BRR weights
1	W1SCITCH173	W1 BRR science-course enrollee analytic weight for replicate 173	BY student level BRR weights
1	W1SCITCH174	W1 BRR science-course enrollee analytic weight for replicate 174	BY student level BRR weights
1	W1SCITCH175	W1 BRR science-course enrollee analytic weight for replicate 175	BY student level BRR weights
1	W1SCITCH176	W1 BRR science-course enrollee analytic weight for replicate 176	BY student level BRR weights
1	W1SCITCH177	W1 BRR science-course enrollee analytic weight for replicate 177	BY student level BRR weights
1	W1SCITCH178	W1 BRR science-course enrollee analytic weight for replicate 178	BY student level BRR weights
1	W1SCITCH179	W1 BRR science-course enrollee analytic weight for replicate 179	BY student level BRR weights
1	W1SCITCH180	W1 BRR science-course enrollee analytic weight for replicate 180	BY student level BRR weights
1	W1SCITCH181	W1 BRR science-course enrollee analytic weight for replicate 181	BY student level BRR weights
1	W1SCITCH182	W1 BRR science-course enrollee analytic weight for replicate 182	BY student level BRR weights
1	W1SCITCH183	W1 BRR science-course enrollee analytic weight for replicate 183	BY student level BRR weights
1	W1SCITCH184	W1 BRR science-course enrollee analytic weight for replicate 184	BY student level BRR weights
1	W1SCITCH185	W1 BRR science-course enrollee analytic weight for replicate 185	BY student level BRR weights
1	W1SCITCH186	W1 BRR science-course enrollee analytic weight for replicate 186	BY student level BRR weights
1	W1SCITCH187	W1 BRR science-course enrollee analytic weight for replicate 187	BY student level BRR weights
1	W1SCITCH188	W1 BRR science-course enrollee analytic weight for replicate 188	BY student level BRR weights
1	W1SCITCH189	W1 BRR science-course enrollee analytic weight for replicate 189	BY student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W1SCITCH190	W1 BRR science-course enrollee analytic weight for replicate 190	BY student level BRR weights
1	W1SCITCH191	W1 BRR science-course enrollee analytic weight for replicate 191	BY student level BRR weights
1	W1SCITCH192	W1 BRR science-course enrollee analytic weight for replicate 192	BY student level BRR weights
1	W1SCITCH193	W1 BRR science-course enrollee analytic weight for replicate 193	BY student level BRR weights
1	W1SCITCH194	W1 BRR science-course enrollee analytic weight for replicate 194	BY student level BRR weights
1	W1SCITCH195	W1 BRR science-course enrollee analytic weight for replicate 195	BY student level BRR weights
1	W1SCITCH196	W1 BRR science-course enrollee analytic weight for replicate 196	BY student level BRR weights
1	W1SCITCH197	W1 BRR science-course enrollee analytic weight for replicate 197	BY student level BRR weights
1	W1SCITCH198	W1 BRR science-course enrollee analytic weight for replicate 198	BY student level BRR weights
1	W1SCITCH199	W1 BRR science-course enrollee analytic weight for replicate 199	BY student level BRR weights
1	W1SCITCH200	W1 BRR science-course enrollee analytic weight for replicate 200	BY student level BRR weights
1	W2STUDENT001	W2 BRR student analytic weight for replicate 1	F1 student level BRR weights
1	W2STUDENT002	W2 BRR student analytic weight for replicate 2	F1 student level BRR weights
1	W2STUDENT003	W2 BRR student analytic weight for replicate 3	F1 student level BRR weights
1	W2STUDENT004	W2 BRR student analytic weight for replicate 4	F1 student level BRR weights
1	W2STUDENT005	W2 BRR student analytic weight for replicate 5	F1 student level BRR weights
1	W2STUDENT006	W2 BRR student analytic weight for replicate 6	F1 student level BRR weights
1	W2STUDENT007	W2 BRR student analytic weight for replicate 7	F1 student level BRR weights
1	W2STUDENT008	W2 BRR student analytic weight for replicate 8	F1 student level BRR weights
1	W2STUDENT009	W2 BRR student analytic weight for replicate 9	F1 student level BRR weights
1	W2STUDENT010	W2 BRR student analytic weight for replicate 10	F1 student level BRR weights
1	W2STUDENT011	W2 BRR student analytic weight for replicate 11	F1 student level BRR weights
1	W2STUDENT012	W2 BRR student analytic weight for replicate 12	F1 student level BRR weights
1	W2STUDENT013	W2 BRR student analytic weight for replicate 13	F1 student level BRR weights
1	W2STUDENT014	W2 BRR student analytic weight for replicate 14	F1 student level BRR weights
1	W2STUDENT015	W2 BRR student analytic weight for replicate 15	F1 student level BRR weights
1	W2STUDENT016	W2 BRR student analytic weight for replicate 16	F1 student level BRR weights
1	W2STUDENT017	W2 BRR student analytic weight for replicate 17	F1 student level BRR weights
1	W2STUDENT018	W2 BRR student analytic weight for replicate 18	F1 student level BRR weights
1	W2STUDENT019	W2 BRR student analytic weight for replicate 19	F1 student level BRR weights
1	W2STUDENT020	W2 BRR student analytic weight for replicate 20	F1 student level BRR weights
1	W2STUDENT021	W2 BRR student analytic weight for replicate 21	F1 student level BRR weights
1	W2STUDENT022	W2 BRR student analytic weight for replicate 22	F1 student level BRR weights
1	W2STUDENT023	W2 BRR student analytic weight for replicate 23	F1 student level BRR weights
1	W2STUDENT024	W2 BRR student analytic weight for replicate 24	F1 student level BRR weights
1	W2STUDENT025	W2 BRR student analytic weight for replicate 25	F1 student level BRR weights
1	W2STUDENT026	W2 BRR student analytic weight for replicate 26	F1 student level BRR weights
1	W2STUDENT027	W2 BRR student analytic weight for replicate 27	F1 student level BRR weights
1	W2STUDENT028	W2 BRR student analytic weight for replicate 28	F1 student level BRR weights
1	W2STUDENT029	W2 BRR student analytic weight for replicate 29	F1 student level BRR weights
1	W2STUDENT030	W2 BRR student analytic weight for replicate 30	F1 student level BRR weights
1	W2STUDENT031	W2 BRR student analytic weight for replicate 31	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2STUDENT032	W2 BRR student analytic weight for replicate 32	F1 student level BRR weights
1	W2STUDENT033	W2 BRR student analytic weight for replicate 33	F1 student level BRR weights
1	W2STUDENT034	W2 BRR student analytic weight for replicate 34	F1 student level BRR weights
1	W2STUDENT035	W2 BRR student analytic weight for replicate 35	F1 student level BRR weights
1	W2STUDENT036	W2 BRR student analytic weight for replicate 36	F1 student level BRR weights
1	W2STUDENT037	W2 BRR student analytic weight for replicate 37	F1 student level BRR weights
1	W2STUDENT038	W2 BRR student analytic weight for replicate 38	F1 student level BRR weights
1	W2STUDENT039	W2 BRR student analytic weight for replicate 39	F1 student level BRR weights
1	W2STUDENT040	W2 BRR student analytic weight for replicate 40	F1 student level BRR weights
1	W2STUDENT041	W2 BRR student analytic weight for replicate 41	F1 student level BRR weights
1	W2STUDENT042	W2 BRR student analytic weight for replicate 42	F1 student level BRR weights
1	W2STUDENT043	W2 BRR student analytic weight for replicate 43	F1 student level BRR weights
1	W2STUDENT044	W2 BRR student analytic weight for replicate 44	F1 student level BRR weights
1	W2STUDENT045	W2 BRR student analytic weight for replicate 45	F1 student level BRR weights
1	W2STUDENT046	W2 BRR student analytic weight for replicate 46	F1 student level BRR weights
1	W2STUDENT047	W2 BRR student analytic weight for replicate 47	F1 student level BRR weights
1	W2STUDENT048	W2 BRR student analytic weight for replicate 48	F1 student level BRR weights
1	W2STUDENT049	W2 BRR student analytic weight for replicate 49	F1 student level BRR weights
1	W2STUDENT050	W2 BRR student analytic weight for replicate 50	F1 student level BRR weights
1	W2STUDENT051	W2 BRR student analytic weight for replicate 51	F1 student level BRR weights
1	W2STUDENT052	W2 BRR student analytic weight for replicate 52	F1 student level BRR weights
1	W2STUDENT053	W2 BRR student analytic weight for replicate 53	F1 student level BRR weights
1	W2STUDENT054	W2 BRR student analytic weight for replicate 54	F1 student level BRR weights
1	W2STUDENT055	W2 BRR student analytic weight for replicate 55	F1 student level BRR weights
1	W2STUDENT056	W2 BRR student analytic weight for replicate 56	F1 student level BRR weights
1	W2STUDENT057	W2 BRR student analytic weight for replicate 57	F1 student level BRR weights
1	W2STUDENT058	W2 BRR student analytic weight for replicate 58	F1 student level BRR weights
1	W2STUDENT059	W2 BRR student analytic weight for replicate 59	F1 student level BRR weights
1	W2STUDENT060	W2 BRR student analytic weight for replicate 60	F1 student level BRR weights
1	W2STUDENT061	W2 BRR student analytic weight for replicate 61	F1 student level BRR weights
1	W2STUDENT062	W2 BRR student analytic weight for replicate 62	F1 student level BRR weights
1	W2STUDENT063	W2 BRR student analytic weight for replicate 63	F1 student level BRR weights
1	W2STUDENT064	W2 BRR student analytic weight for replicate 64	F1 student level BRR weights
1	W2STUDENT065	W2 BRR student analytic weight for replicate 65	F1 student level BRR weights
1	W2STUDENT066	W2 BRR student analytic weight for replicate 66	F1 student level BRR weights
1	W2STUDENT067	W2 BRR student analytic weight for replicate 67	F1 student level BRR weights
1	W2STUDENT068	W2 BRR student analytic weight for replicate 68	F1 student level BRR weights
1	W2STUDENT069	W2 BRR student analytic weight for replicate 69	F1 student level BRR weights
1	W2STUDENT070	W2 BRR student analytic weight for replicate 70	F1 student level BRR weights
1	W2STUDENT071	W2 BRR student analytic weight for replicate 71	F1 student level BRR weights
1	W2STUDENT072	W2 BRR student analytic weight for replicate 72	F1 student level BRR weights
1	W2STUDENT073	W2 BRR student analytic weight for replicate 73	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2STUDENT074	W2 BRR student analytic weight for replicate 74	F1 student level BRR weights
1	W2STUDENT075	W2 BRR student analytic weight for replicate 75	F1 student level BRR weights
1	W2STUDENT076	W2 BRR student analytic weight for replicate 76	F1 student level BRR weights
1	W2STUDENT077	W2 BRR student analytic weight for replicate 77	F1 student level BRR weights
1	W2STUDENT078	W2 BRR student analytic weight for replicate 78	F1 student level BRR weights
1	W2STUDENT079	W2 BRR student analytic weight for replicate 79	F1 student level BRR weights
1	W2STUDENT080	W2 BRR student analytic weight for replicate 80	F1 student level BRR weights
1	W2STUDENT081	W2 BRR student analytic weight for replicate 81	F1 student level BRR weights
1	W2STUDENT082	W2 BRR student analytic weight for replicate 82	F1 student level BRR weights
1	W2STUDENT083	W2 BRR student analytic weight for replicate 83	F1 student level BRR weights
1	W2STUDENT084	W2 BRR student analytic weight for replicate 84	F1 student level BRR weights
1	W2STUDENT085	W2 BRR student analytic weight for replicate 85	F1 student level BRR weights
1	W2STUDENT086	W2 BRR student analytic weight for replicate 86	F1 student level BRR weights
1	W2STUDENT087	W2 BRR student analytic weight for replicate 87	F1 student level BRR weights
1	W2STUDENT088	W2 BRR student analytic weight for replicate 88	F1 student level BRR weights
1	W2STUDENT089	W2 BRR student analytic weight for replicate 89	F1 student level BRR weights
1	W2STUDENT090	W2 BRR student analytic weight for replicate 90	F1 student level BRR weights
1	W2STUDENT091	W2 BRR student analytic weight for replicate 91	F1 student level BRR weights
1	W2STUDENT092	W2 BRR student analytic weight for replicate 92	F1 student level BRR weights
1	W2STUDENT093	W2 BRR student analytic weight for replicate 93	F1 student level BRR weights
1	W2STUDENT094	W2 BRR student analytic weight for replicate 94	F1 student level BRR weights
1	W2STUDENT095	W2 BRR student analytic weight for replicate 95	F1 student level BRR weights
1	W2STUDENT096	W2 BRR student analytic weight for replicate 96	F1 student level BRR weights
1	W2STUDENT097	W2 BRR student analytic weight for replicate 97	F1 student level BRR weights
1	W2STUDENT098	W2 BRR student analytic weight for replicate 98	F1 student level BRR weights
1	W2STUDENT099	W2 BRR student analytic weight for replicate 99	F1 student level BRR weights
1	W2STUDENT100	W2 BRR student analytic weight for replicate 100	F1 student level BRR weights
1	W2STUDENT101	W2 BRR student analytic weight for replicate 101	F1 student level BRR weights
1	W2STUDENT102	W2 BRR student analytic weight for replicate 102	F1 student level BRR weights
1	W2STUDENT103	W2 BRR student analytic weight for replicate 103	F1 student level BRR weights
1	W2STUDENT104	W2 BRR student analytic weight for replicate 104	F1 student level BRR weights
1	W2STUDENT105	W2 BRR student analytic weight for replicate 105	F1 student level BRR weights
1	W2STUDENT106	W2 BRR student analytic weight for replicate 106	F1 student level BRR weights
1	W2STUDENT107	W2 BRR student analytic weight for replicate 107	F1 student level BRR weights
1	W2STUDENT108	W2 BRR student analytic weight for replicate 108	F1 student level BRR weights
1	W2STUDENT109	W2 BRR student analytic weight for replicate 109	F1 student level BRR weights
1	W2STUDENT110	W2 BRR student analytic weight for replicate 110	F1 student level BRR weights
1	W2STUDENT111	W2 BRR student analytic weight for replicate 111	F1 student level BRR weights
1	W2STUDENT112	W2 BRR student analytic weight for replicate 112	F1 student level BRR weights
1	W2STUDENT113	W2 BRR student analytic weight for replicate 113	F1 student level BRR weights
1	W2STUDENT114	W2 BRR student analytic weight for replicate 114	F1 student level BRR weights
1	W2STUDENT115	W2 BRR student analytic weight for replicate 115	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2STUDENT116	W2 BRR student analytic weight for replicate 116	F1 student level BRR weights
1	W2STUDENT117	W2 BRR student analytic weight for replicate 117	F1 student level BRR weights
1	W2STUDENT118	W2 BRR student analytic weight for replicate 118	F1 student level BRR weights
1	W2STUDENT119	W2 BRR student analytic weight for replicate 119	F1 student level BRR weights
1	W2STUDENT120	W2 BRR student analytic weight for replicate 120	F1 student level BRR weights
1	W2STUDENT121	W2 BRR student analytic weight for replicate 121	F1 student level BRR weights
1	W2STUDENT122	W2 BRR student analytic weight for replicate 122	F1 student level BRR weights
1	W2STUDENT123	W2 BRR student analytic weight for replicate 123	F1 student level BRR weights
1	W2STUDENT124	W2 BRR student analytic weight for replicate 124	F1 student level BRR weights
1	W2STUDENT125	W2 BRR student analytic weight for replicate 125	F1 student level BRR weights
1	W2STUDENT126	W2 BRR student analytic weight for replicate 126	F1 student level BRR weights
1	W2STUDENT127	W2 BRR student analytic weight for replicate 127	F1 student level BRR weights
1	W2STUDENT128	W2 BRR student analytic weight for replicate 128	F1 student level BRR weights
1	W2STUDENT129	W2 BRR student analytic weight for replicate 129	F1 student level BRR weights
1	W2STUDENT130	W2 BRR student analytic weight for replicate 130	F1 student level BRR weights
1	W2STUDENT131	W2 BRR student analytic weight for replicate 131	F1 student level BRR weights
1	W2STUDENT132	W2 BRR student analytic weight for replicate 132	F1 student level BRR weights
1	W2STUDENT133	W2 BRR student analytic weight for replicate 133	F1 student level BRR weights
1	W2STUDENT134	W2 BRR student analytic weight for replicate 134	F1 student level BRR weights
1	W2STUDENT135	W2 BRR student analytic weight for replicate 135	F1 student level BRR weights
1	W2STUDENT136	W2 BRR student analytic weight for replicate 136	F1 student level BRR weights
1	W2STUDENT137	W2 BRR student analytic weight for replicate 137	F1 student level BRR weights
1	W2STUDENT138	W2 BRR student analytic weight for replicate 138	F1 student level BRR weights
1	W2STUDENT139	W2 BRR student analytic weight for replicate 139	F1 student level BRR weights
1	W2STUDENT140	W2 BRR student analytic weight for replicate 140	F1 student level BRR weights
1	W2STUDENT141	W2 BRR student analytic weight for replicate 141	F1 student level BRR weights
1	W2STUDENT142	W2 BRR student analytic weight for replicate 142	F1 student level BRR weights
1	W2STUDENT143	W2 BRR student analytic weight for replicate 143	F1 student level BRR weights
1	W2STUDENT144	W2 BRR student analytic weight for replicate 144	F1 student level BRR weights
1	W2STUDENT145	W2 BRR student analytic weight for replicate 145	F1 student level BRR weights
1	W2STUDENT146	W2 BRR student analytic weight for replicate 146	F1 student level BRR weights
1	W2STUDENT147	W2 BRR student analytic weight for replicate 147	F1 student level BRR weights
1	W2STUDENT148	W2 BRR student analytic weight for replicate 148	F1 student level BRR weights
1	W2STUDENT149	W2 BRR student analytic weight for replicate 149	F1 student level BRR weights
1	W2STUDENT150	W2 BRR student analytic weight for replicate 150	F1 student level BRR weights
1	W2STUDENT151	W2 BRR student analytic weight for replicate 151	F1 student level BRR weights
1	W2STUDENT152	W2 BRR student analytic weight for replicate 152	F1 student level BRR weights
1	W2STUDENT153	W2 BRR student analytic weight for replicate 153	F1 student level BRR weights
1	W2STUDENT154	W2 BRR student analytic weight for replicate 154	F1 student level BRR weights
1	W2STUDENT155	W2 BRR student analytic weight for replicate 155	F1 student level BRR weights
1	W2STUDENT156	W2 BRR student analytic weight for replicate 156	F1 student level BRR weights
1	W2STUDENT157	W2 BRR student analytic weight for replicate 157	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2STUDENT158	W2 BRR student analytic weight for replicate 158	F1 student level BRR weights
1	W2STUDENT159	W2 BRR student analytic weight for replicate 159	F1 student level BRR weights
1	W2STUDENT160	W2 BRR student analytic weight for replicate 160	F1 student level BRR weights
1	W2STUDENT161	W2 BRR student analytic weight for replicate 161	F1 student level BRR weights
1	W2STUDENT162	W2 BRR student analytic weight for replicate 162	F1 student level BRR weights
1	W2STUDENT163	W2 BRR student analytic weight for replicate 163	F1 student level BRR weights
1	W2STUDENT164	W2 BRR student analytic weight for replicate 164	F1 student level BRR weights
1	W2STUDENT165	W2 BRR student analytic weight for replicate 165	F1 student level BRR weights
1	W2STUDENT166	W2 BRR student analytic weight for replicate 166	F1 student level BRR weights
1	W2STUDENT167	W2 BRR student analytic weight for replicate 167	F1 student level BRR weights
1	W2STUDENT168	W2 BRR student analytic weight for replicate 168	F1 student level BRR weights
1	W2STUDENT169	W2 BRR student analytic weight for replicate 169	F1 student level BRR weights
1	W2STUDENT170	W2 BRR student analytic weight for replicate 170	F1 student level BRR weights
1	W2STUDENT171	W2 BRR student analytic weight for replicate 171	F1 student level BRR weights
1	W2STUDENT172	W2 BRR student analytic weight for replicate 172	F1 student level BRR weights
1	W2STUDENT173	W2 BRR student analytic weight for replicate 173	F1 student level BRR weights
1	W2STUDENT174	W2 BRR student analytic weight for replicate 174	F1 student level BRR weights
1	W2STUDENT175	W2 BRR student analytic weight for replicate 175	F1 student level BRR weights
1	W2STUDENT176	W2 BRR student analytic weight for replicate 176	F1 student level BRR weights
1	W2STUDENT177	W2 BRR student analytic weight for replicate 177	F1 student level BRR weights
1	W2STUDENT178	W2 BRR student analytic weight for replicate 178	F1 student level BRR weights
1	W2STUDENT179	W2 BRR student analytic weight for replicate 179	F1 student level BRR weights
1	W2STUDENT180	W2 BRR student analytic weight for replicate 180	F1 student level BRR weights
1	W2STUDENT181	W2 BRR student analytic weight for replicate 181	F1 student level BRR weights
1	W2STUDENT182	W2 BRR student analytic weight for replicate 182	F1 student level BRR weights
1	W2STUDENT183	W2 BRR student analytic weight for replicate 183	F1 student level BRR weights
1	W2STUDENT184	W2 BRR student analytic weight for replicate 184	F1 student level BRR weights
1	W2STUDENT185	W2 BRR student analytic weight for replicate 185	F1 student level BRR weights
1	W2STUDENT186	W2 BRR student analytic weight for replicate 186	F1 student level BRR weights
1	W2STUDENT187	W2 BRR student analytic weight for replicate 187	F1 student level BRR weights
1	W2STUDENT188	W2 BRR student analytic weight for replicate 188	F1 student level BRR weights
1	W2STUDENT189	W2 BRR student analytic weight for replicate 189	F1 student level BRR weights
1	W2STUDENT190	W2 BRR student analytic weight for replicate 190	F1 student level BRR weights
1	W2STUDENT191	W2 BRR student analytic weight for replicate 191	F1 student level BRR weights
1	W2STUDENT192	W2 BRR student analytic weight for replicate 192	F1 student level BRR weights
1	W2STUDENT193	W2 BRR student analytic weight for replicate 193	F1 student level BRR weights
1	W2STUDENT194	W2 BRR student analytic weight for replicate 194	F1 student level BRR weights
1	W2STUDENT195	W2 BRR student analytic weight for replicate 195	F1 student level BRR weights
1	W2STUDENT196	W2 BRR student analytic weight for replicate 196	F1 student level BRR weights
1	W2STUDENT197	W2 BRR student analytic weight for replicate 197	F1 student level BRR weights
1	W2STUDENT198	W2 BRR student analytic weight for replicate 198	F1 student level BRR weights
1	W2STUDENT199	W2 BRR student analytic weight for replicate 199	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2STUDENT200	W2 BRR student analytic weight for replicate 200	F1 student level BRR weights
1	W2W1STU001	W2 BRR student longitudinal weight for replicate 1	F1 student level BRR weights
1	W2W1STU002	W2 BRR student longitudinal weight for replicate 2	F1 student level BRR weights
1	W2W1STU003	W2 BRR student longitudinal weight for replicate 3	F1 student level BRR weights
1	W2W1STU004	W2 BRR student longitudinal weight for replicate 4	F1 student level BRR weights
1	W2W1STU005	W2 BRR student longitudinal weight for replicate 5	F1 student level BRR weights
1	W2W1STU006	W2 BRR student longitudinal weight for replicate 6	F1 student level BRR weights
1	W2W1STU007	W2 BRR student longitudinal weight for replicate 7	F1 student level BRR weights
1	W2W1STU008	W2 BRR student longitudinal weight for replicate 8	F1 student level BRR weights
1	W2W1STU009	W2 BRR student longitudinal weight for replicate 9	F1 student level BRR weights
1	W2W1STU010	W2 BRR student longitudinal weight for replicate 10	F1 student level BRR weights
1	W2W1STU011	W2 BRR student longitudinal weight for replicate 11	F1 student level BRR weights
1	W2W1STU012	W2 BRR student longitudinal weight for replicate 12	F1 student level BRR weights
1	W2W1STU013	W2 BRR student longitudinal weight for replicate 13	F1 student level BRR weights
1	W2W1STU014	W2 BRR student longitudinal weight for replicate 14	F1 student level BRR weights
1	W2W1STU015	W2 BRR student longitudinal weight for replicate 15	F1 student level BRR weights
1	W2W1STU016	W2 BRR student longitudinal weight for replicate 16	F1 student level BRR weights
1	W2W1STU017	W2 BRR student longitudinal weight for replicate 17	F1 student level BRR weights
1	W2W1STU018	W2 BRR student longitudinal weight for replicate 18	F1 student level BRR weights
1	W2W1STU019	W2 BRR student longitudinal weight for replicate 19	F1 student level BRR weights
1	W2W1STU020	W2 BRR student longitudinal weight for replicate 20	F1 student level BRR weights
1	W2W1STU021	W2 BRR student longitudinal weight for replicate 21	F1 student level BRR weights
1	W2W1STU022	W2 BRR student longitudinal weight for replicate 22	F1 student level BRR weights
1	W2W1STU023	W2 BRR student longitudinal weight for replicate 23	F1 student level BRR weights
1	W2W1STU024	W2 BRR student longitudinal weight for replicate 24	F1 student level BRR weights
1	W2W1STU025	W2 BRR student longitudinal weight for replicate 25	F1 student level BRR weights
1	W2W1STU026	W2 BRR student longitudinal weight for replicate 26	F1 student level BRR weights
1	W2W1STU027	W2 BRR student longitudinal weight for replicate 27	F1 student level BRR weights
1	W2W1STU028	W2 BRR student longitudinal weight for replicate 28	F1 student level BRR weights
1	W2W1STU029	W2 BRR student longitudinal weight for replicate 29	F1 student level BRR weights
1	W2W1STU030	W2 BRR student longitudinal weight for replicate 30	F1 student level BRR weights
1	W2W1STU031	W2 BRR student longitudinal weight for replicate 31	F1 student level BRR weights
1	W2W1STU032	W2 BRR student longitudinal weight for replicate 32	F1 student level BRR weights
1	W2W1STU033	W2 BRR student longitudinal weight for replicate 33	F1 student level BRR weights
1	W2W1STU034	W2 BRR student longitudinal weight for replicate 34	F1 student level BRR weights
1	W2W1STU035	W2 BRR student longitudinal weight for replicate 35	F1 student level BRR weights
1	W2W1STU036	W2 BRR student longitudinal weight for replicate 36	F1 student level BRR weights
1	W2W1STU037	W2 BRR student longitudinal weight for replicate 37	F1 student level BRR weights
1	W2W1STU038	W2 BRR student longitudinal weight for replicate 38	F1 student level BRR weights
1	W2W1STU039	W2 BRR student longitudinal weight for replicate 39	F1 student level BRR weights
1	W2W1STU040	W2 BRR student longitudinal weight for replicate 40	F1 student level BRR weights
1	W2W1STU041	W2 BRR student longitudinal weight for replicate 41	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2W1STU042	W2 BRR student longitudinal weight for replicate 42	F1 student level BRR weights
1	W2W1STU043	W2 BRR student longitudinal weight for replicate 43	F1 student level BRR weights
1	W2W1STU044	W2 BRR student longitudinal weight for replicate 44	F1 student level BRR weights
1	W2W1STU045	W2 BRR student longitudinal weight for replicate 45	F1 student level BRR weights
1	W2W1STU046	W2 BRR student longitudinal weight for replicate 46	F1 student level BRR weights
1	W2W1STU047	W2 BRR student longitudinal weight for replicate 47	F1 student level BRR weights
1	W2W1STU048	W2 BRR student longitudinal weight for replicate 48	F1 student level BRR weights
1	W2W1STU049	W2 BRR student longitudinal weight for replicate 49	F1 student level BRR weights
1	W2W1STU050	W2 BRR student longitudinal weight for replicate 50	F1 student level BRR weights
1	W2W1STU051	W2 BRR student longitudinal weight for replicate 51	F1 student level BRR weights
1	W2W1STU052	W2 BRR student longitudinal weight for replicate 52	F1 student level BRR weights
1	W2W1STU053	W2 BRR student longitudinal weight for replicate 53	F1 student level BRR weights
1	W2W1STU054	W2 BRR student longitudinal weight for replicate 54	F1 student level BRR weights
1	W2W1STU055	W2 BRR student longitudinal weight for replicate 55	F1 student level BRR weights
1	W2W1STU056	W2 BRR student longitudinal weight for replicate 56	F1 student level BRR weights
1	W2W1STU057	W2 BRR student longitudinal weight for replicate 57	F1 student level BRR weights
1	W2W1STU058	W2 BRR student longitudinal weight for replicate 58	F1 student level BRR weights
1	W2W1STU059	W2 BRR student longitudinal weight for replicate 59	F1 student level BRR weights
1	W2W1STU060	W2 BRR student longitudinal weight for replicate 60	F1 student level BRR weights
1	W2W1STU061	W2 BRR student longitudinal weight for replicate 61	F1 student level BRR weights
1	W2W1STU062	W2 BRR student longitudinal weight for replicate 62	F1 student level BRR weights
1	W2W1STU063	W2 BRR student longitudinal weight for replicate 63	F1 student level BRR weights
1	W2W1STU064	W2 BRR student longitudinal weight for replicate 64	F1 student level BRR weights
1	W2W1STU065	W2 BRR student longitudinal weight for replicate 65	F1 student level BRR weights
1	W2W1STU066	W2 BRR student longitudinal weight for replicate 66	F1 student level BRR weights
1	W2W1STU067	W2 BRR student longitudinal weight for replicate 67	F1 student level BRR weights
1	W2W1STU068	W2 BRR student longitudinal weight for replicate 68	F1 student level BRR weights
1	W2W1STU069	W2 BRR student longitudinal weight for replicate 69	F1 student level BRR weights
1	W2W1STU070	W2 BRR student longitudinal weight for replicate 70	F1 student level BRR weights
1	W2W1STU071	W2 BRR student longitudinal weight for replicate 71	F1 student level BRR weights
1	W2W1STU072	W2 BRR student longitudinal weight for replicate 72	F1 student level BRR weights
1	W2W1STU073	W2 BRR student longitudinal weight for replicate 73	F1 student level BRR weights
1	W2W1STU074	W2 BRR student longitudinal weight for replicate 74	F1 student level BRR weights
1	W2W1STU075	W2 BRR student longitudinal weight for replicate 75	F1 student level BRR weights
1	W2W1STU076	W2 BRR student longitudinal weight for replicate 76	F1 student level BRR weights
1	W2W1STU077	W2 BRR student longitudinal weight for replicate 77	F1 student level BRR weights
1	W2W1STU078	W2 BRR student longitudinal weight for replicate 78	F1 student level BRR weights
1	W2W1STU079	W2 BRR student longitudinal weight for replicate 79	F1 student level BRR weights
1	W2W1STU080	W2 BRR student longitudinal weight for replicate 80	F1 student level BRR weights
1	W2W1STU081	W2 BRR student longitudinal weight for replicate 81	F1 student level BRR weights
1	W2W1STU082	W2 BRR student longitudinal weight for replicate 82	F1 student level BRR weights
1	W2W1STU083	W2 BRR student longitudinal weight for replicate 83	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2W1STU084	W2 BRR student longitudinal weight for replicate 84	F1 student level BRR weights
1	W2W1STU085	W2 BRR student longitudinal weight for replicate 85	F1 student level BRR weights
1	W2W1STU086	W2 BRR student longitudinal weight for replicate 86	F1 student level BRR weights
1	W2W1STU087	W2 BRR student longitudinal weight for replicate 87	F1 student level BRR weights
1	W2W1STU088	W2 BRR student longitudinal weight for replicate 88	F1 student level BRR weights
1	W2W1STU089	W2 BRR student longitudinal weight for replicate 89	F1 student level BRR weights
1	W2W1STU090	W2 BRR student longitudinal weight for replicate 90	F1 student level BRR weights
1	W2W1STU091	W2 BRR student longitudinal weight for replicate 91	F1 student level BRR weights
1	W2W1STU092	W2 BRR student longitudinal weight for replicate 92	F1 student level BRR weights
1	W2W1STU093	W2 BRR student longitudinal weight for replicate 93	F1 student level BRR weights
1	W2W1STU094	W2 BRR student longitudinal weight for replicate 94	F1 student level BRR weights
1	W2W1STU095	W2 BRR student longitudinal weight for replicate 95	F1 student level BRR weights
1	W2W1STU096	W2 BRR student longitudinal weight for replicate 96	F1 student level BRR weights
1	W2W1STU097	W2 BRR student longitudinal weight for replicate 97	F1 student level BRR weights
1	W2W1STU098	W2 BRR student longitudinal weight for replicate 98	F1 student level BRR weights
1	W2W1STU099	W2 BRR student longitudinal weight for replicate 99	F1 student level BRR weights
1	W2W1STU100	W2 BRR student longitudinal weight for replicate 100	F1 student level BRR weights
1	W2W1STU101	W2 BRR student longitudinal weight for replicate 101	F1 student level BRR weights
1	W2W1STU102	W2 BRR student longitudinal weight for replicate 102	F1 student level BRR weights
1	W2W1STU103	W2 BRR student longitudinal weight for replicate 103	F1 student level BRR weights
1	W2W1STU104	W2 BRR student longitudinal weight for replicate 104	F1 student level BRR weights
1	W2W1STU105	W2 BRR student longitudinal weight for replicate 105	F1 student level BRR weights
1	W2W1STU106	W2 BRR student longitudinal weight for replicate 106	F1 student level BRR weights
1	W2W1STU107	W2 BRR student longitudinal weight for replicate 107	F1 student level BRR weights
1	W2W1STU108	W2 BRR student longitudinal weight for replicate 108	F1 student level BRR weights
1	W2W1STU109	W2 BRR student longitudinal weight for replicate 109	F1 student level BRR weights
1	W2W1STU110	W2 BRR student longitudinal weight for replicate 110	F1 student level BRR weights
1	W2W1STU111	W2 BRR student longitudinal weight for replicate 111	F1 student level BRR weights
1	W2W1STU112	W2 BRR student longitudinal weight for replicate 112	F1 student level BRR weights
1	W2W1STU113	W2 BRR student longitudinal weight for replicate 113	F1 student level BRR weights
1	W2W1STU114	W2 BRR student longitudinal weight for replicate 114	F1 student level BRR weights
1	W2W1STU115	W2 BRR student longitudinal weight for replicate 115	F1 student level BRR weights
1	W2W1STU116	W2 BRR student longitudinal weight for replicate 116	F1 student level BRR weights
1	W2W1STU117	W2 BRR student longitudinal weight for replicate 117	F1 student level BRR weights
1	W2W1STU118	W2 BRR student longitudinal weight for replicate 118	F1 student level BRR weights
1	W2W1STU119	W2 BRR student longitudinal weight for replicate 119	F1 student level BRR weights
1	W2W1STU120	W2 BRR student longitudinal weight for replicate 120	F1 student level BRR weights
1	W2W1STU121	W2 BRR student longitudinal weight for replicate 121	F1 student level BRR weights
1	W2W1STU122	W2 BRR student longitudinal weight for replicate 122	F1 student level BRR weights
1	W2W1STU123	W2 BRR student longitudinal weight for replicate 123	F1 student level BRR weights
1	W2W1STU124	W2 BRR student longitudinal weight for replicate 124	F1 student level BRR weights
1	W2W1STU125	W2 BRR student longitudinal weight for replicate 125	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2W1STU126	W2 BRR student longitudinal weight for replicate 126	F1 student level BRR weights
1	W2W1STU127	W2 BRR student longitudinal weight for replicate 127	F1 student level BRR weights
1	W2W1STU128	W2 BRR student longitudinal weight for replicate 128	F1 student level BRR weights
1	W2W1STU129	W2 BRR student longitudinal weight for replicate 129	F1 student level BRR weights
1	W2W1STU130	W2 BRR student longitudinal weight for replicate 130	F1 student level BRR weights
1	W2W1STU131	W2 BRR student longitudinal weight for replicate 131	F1 student level BRR weights
1	W2W1STU132	W2 BRR student longitudinal weight for replicate 132	F1 student level BRR weights
1	W2W1STU133	W2 BRR student longitudinal weight for replicate 133	F1 student level BRR weights
1	W2W1STU134	W2 BRR student longitudinal weight for replicate 134	F1 student level BRR weights
1	W2W1STU135	W2 BRR student longitudinal weight for replicate 135	F1 student level BRR weights
1	W2W1STU136	W2 BRR student longitudinal weight for replicate 136	F1 student level BRR weights
1	W2W1STU137	W2 BRR student longitudinal weight for replicate 137	F1 student level BRR weights
1	W2W1STU138	W2 BRR student longitudinal weight for replicate 138	F1 student level BRR weights
1	W2W1STU139	W2 BRR student longitudinal weight for replicate 139	F1 student level BRR weights
1	W2W1STU140	W2 BRR student longitudinal weight for replicate 140	F1 student level BRR weights
1	W2W1STU141	W2 BRR student longitudinal weight for replicate 141	F1 student level BRR weights
1	W2W1STU142	W2 BRR student longitudinal weight for replicate 142	F1 student level BRR weights
1	W2W1STU143	W2 BRR student longitudinal weight for replicate 143	F1 student level BRR weights
1	W2W1STU144	W2 BRR student longitudinal weight for replicate 144	F1 student level BRR weights
1	W2W1STU145	W2 BRR student longitudinal weight for replicate 145	F1 student level BRR weights
1	W2W1STU146	W2 BRR student longitudinal weight for replicate 146	F1 student level BRR weights
1	W2W1STU147	W2 BRR student longitudinal weight for replicate 147	F1 student level BRR weights
1	W2W1STU148	W2 BRR student longitudinal weight for replicate 148	F1 student level BRR weights
1	W2W1STU149	W2 BRR student longitudinal weight for replicate 149	F1 student level BRR weights
1	W2W1STU150	W2 BRR student longitudinal weight for replicate 150	F1 student level BRR weights
1	W2W1STU151	W2 BRR student longitudinal weight for replicate 151	F1 student level BRR weights
1	W2W1STU152	W2 BRR student longitudinal weight for replicate 152	F1 student level BRR weights
1	W2W1STU153	W2 BRR student longitudinal weight for replicate 153	F1 student level BRR weights
1	W2W1STU154	W2 BRR student longitudinal weight for replicate 154	F1 student level BRR weights
1	W2W1STU155	W2 BRR student longitudinal weight for replicate 155	F1 student level BRR weights
1	W2W1STU156	W2 BRR student longitudinal weight for replicate 156	F1 student level BRR weights
1	W2W1STU157	W2 BRR student longitudinal weight for replicate 157	F1 student level BRR weights
1	W2W1STU158	W2 BRR student longitudinal weight for replicate 158	F1 student level BRR weights
1	W2W1STU159	W2 BRR student longitudinal weight for replicate 159	F1 student level BRR weights
1	W2W1STU160	W2 BRR student longitudinal weight for replicate 160	F1 student level BRR weights
1	W2W1STU161	W2 BRR student longitudinal weight for replicate 161	F1 student level BRR weights
1	W2W1STU162	W2 BRR student longitudinal weight for replicate 162	F1 student level BRR weights
1	W2W1STU163	W2 BRR student longitudinal weight for replicate 163	F1 student level BRR weights
1	W2W1STU164	W2 BRR student longitudinal weight for replicate 164	F1 student level BRR weights
1	W2W1STU165	W2 BRR student longitudinal weight for replicate 165	F1 student level BRR weights
1	W2W1STU166	W2 BRR student longitudinal weight for replicate 166	F1 student level BRR weights
1	W2W1STU167	W2 BRR student longitudinal weight for replicate 167	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2W1STU168	W2 BRR student longitudinal weight for replicate 168	F1 student level BRR weights
1	W2W1STU169	W2 BRR student longitudinal weight for replicate 169	F1 student level BRR weights
1	W2W1STU170	W2 BRR student longitudinal weight for replicate 170	F1 student level BRR weights
1	W2W1STU171	W2 BRR student longitudinal weight for replicate 171	F1 student level BRR weights
1	W2W1STU172	W2 BRR student longitudinal weight for replicate 172	F1 student level BRR weights
1	W2W1STU173	W2 BRR student longitudinal weight for replicate 173	F1 student level BRR weights
1	W2W1STU174	W2 BRR student longitudinal weight for replicate 174	F1 student level BRR weights
1	W2W1STU175	W2 BRR student longitudinal weight for replicate 175	F1 student level BRR weights
1	W2W1STU176	W2 BRR student longitudinal weight for replicate 176	F1 student level BRR weights
1	W2W1STU177	W2 BRR student longitudinal weight for replicate 177	F1 student level BRR weights
1	W2W1STU178	W2 BRR student longitudinal weight for replicate 178	F1 student level BRR weights
1	W2W1STU179	W2 BRR student longitudinal weight for replicate 179	F1 student level BRR weights
1	W2W1STU180	W2 BRR student longitudinal weight for replicate 180	F1 student level BRR weights
1	W2W1STU181	W2 BRR student longitudinal weight for replicate 181	F1 student level BRR weights
1	W2W1STU182	W2 BRR student longitudinal weight for replicate 182	F1 student level BRR weights
1	W2W1STU183	W2 BRR student longitudinal weight for replicate 183	F1 student level BRR weights
1	W2W1STU184	W2 BRR student longitudinal weight for replicate 184	F1 student level BRR weights
1	W2W1STU185	W2 BRR student longitudinal weight for replicate 185	F1 student level BRR weights
1	W2W1STU186	W2 BRR student longitudinal weight for replicate 186	F1 student level BRR weights
1	W2W1STU187	W2 BRR student longitudinal weight for replicate 187	F1 student level BRR weights
1	W2W1STU188	W2 BRR student longitudinal weight for replicate 188	F1 student level BRR weights
1	W2W1STU189	W2 BRR student longitudinal weight for replicate 189	F1 student level BRR weights
1	W2W1STU190	W2 BRR student longitudinal weight for replicate 190	F1 student level BRR weights
1	W2W1STU191	W2 BRR student longitudinal weight for replicate 191	F1 student level BRR weights
1	W2W1STU192	W2 BRR student longitudinal weight for replicate 192	F1 student level BRR weights
1	W2W1STU193	W2 BRR student longitudinal weight for replicate 193	F1 student level BRR weights
1	W2W1STU194	W2 BRR student longitudinal weight for replicate 194	F1 student level BRR weights
1	W2W1STU195	W2 BRR student longitudinal weight for replicate 195	F1 student level BRR weights
1	W2W1STU196	W2 BRR student longitudinal weight for replicate 196	F1 student level BRR weights
1	W2W1STU197	W2 BRR student longitudinal weight for replicate 197	F1 student level BRR weights
1	W2W1STU198	W2 BRR student longitudinal weight for replicate 198	F1 student level BRR weights
1	W2W1STU199	W2 BRR student longitudinal weight for replicate 199	F1 student level BRR weights
1	W2W1STU200	W2 BRR student longitudinal weight for replicate 200	F1 student level BRR weights
1	W2PARENT001	W2 BRR student household analytic weight for replicate 1	F1 student level BRR weights
1	W2PARENT002	W2 BRR student household analytic weight for replicate 2	F1 student level BRR weights
1	W2PARENT003	W2 BRR student household analytic weight for replicate 3	F1 student level BRR weights
1	W2PARENT004	W2 BRR student household analytic weight for replicate 4	F1 student level BRR weights
1	W2PARENT005	W2 BRR student household analytic weight for replicate 5	F1 student level BRR weights
1	W2PARENT006	W2 BRR student household analytic weight for replicate 6	F1 student level BRR weights
1	W2PARENT007	W2 BRR student household analytic weight for replicate 7	F1 student level BRR weights
1	W2PARENT008	W2 BRR student household analytic weight for replicate 8	F1 student level BRR weights
1	W2PARENT009	W2 BRR student household analytic weight for replicate 9	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2PARENT010	W2 BRR student household analytic weight for replicate 10	F1 student level BRR weights
1	W2PARENT011	W2 BRR student household analytic weight for replicate 11	F1 student level BRR weights
1	W2PARENT012	W2 BRR student household analytic weight for replicate 12	F1 student level BRR weights
1	W2PARENT013	W2 BRR student household analytic weight for replicate 13	F1 student level BRR weights
1	W2PARENT014	W2 BRR student household analytic weight for replicate 14	F1 student level BRR weights
1	W2PARENT015	W2 BRR student household analytic weight for replicate 15	F1 student level BRR weights
1	W2PARENT016	W2 BRR student household analytic weight for replicate 16	F1 student level BRR weights
1	W2PARENT017	W2 BRR student household analytic weight for replicate 17	F1 student level BRR weights
1	W2PARENT018	W2 BRR student household analytic weight for replicate 18	F1 student level BRR weights
1	W2PARENT019	W2 BRR student household analytic weight for replicate 19	F1 student level BRR weights
1	W2PARENT020	W2 BRR student household analytic weight for replicate 20	F1 student level BRR weights
1	W2PARENT021	W2 BRR student household analytic weight for replicate 21	F1 student level BRR weights
1	W2PARENT022	W2 BRR student household analytic weight for replicate 22	F1 student level BRR weights
1	W2PARENT023	W2 BRR student household analytic weight for replicate 23	F1 student level BRR weights
1	W2PARENT024	W2 BRR student household analytic weight for replicate 24	F1 student level BRR weights
1	W2PARENT025	W2 BRR student household analytic weight for replicate 25	F1 student level BRR weights
1	W2PARENT026	W2 BRR student household analytic weight for replicate 26	F1 student level BRR weights
1	W2PARENT027	W2 BRR student household analytic weight for replicate 27	F1 student level BRR weights
1	W2PARENT028	W2 BRR student household analytic weight for replicate 28	F1 student level BRR weights
1	W2PARENT029	W2 BRR student household analytic weight for replicate 29	F1 student level BRR weights
1	W2PARENT030	W2 BRR student household analytic weight for replicate 30	F1 student level BRR weights
1	W2PARENT031	W2 BRR student household analytic weight for replicate 31	F1 student level BRR weights
1	W2PARENT032	W2 BRR student household analytic weight for replicate 32	F1 student level BRR weights
1	W2PARENT033	W2 BRR student household analytic weight for replicate 33	F1 student level BRR weights
1	W2PARENT034	W2 BRR student household analytic weight for replicate 34	F1 student level BRR weights
1	W2PARENT035	W2 BRR student household analytic weight for replicate 35	F1 student level BRR weights
1	W2PARENT036	W2 BRR student household analytic weight for replicate 36	F1 student level BRR weights
1	W2PARENT037	W2 BRR student household analytic weight for replicate 37	F1 student level BRR weights
1	W2PARENT038	W2 BRR student household analytic weight for replicate 38	F1 student level BRR weights
1	W2PARENT039	W2 BRR student household analytic weight for replicate 39	F1 student level BRR weights
1	W2PARENT040	W2 BRR student household analytic weight for replicate 40	F1 student level BRR weights
1	W2PARENT041	W2 BRR student household analytic weight for replicate 41	F1 student level BRR weights
1	W2PARENT042	W2 BRR student household analytic weight for replicate 42	F1 student level BRR weights
1	W2PARENT043	W2 BRR student household analytic weight for replicate 43	F1 student level BRR weights
1	W2PARENT044	W2 BRR student household analytic weight for replicate 44	F1 student level BRR weights
1	W2PARENT045	W2 BRR student household analytic weight for replicate 45	F1 student level BRR weights
1	W2PARENT046	W2 BRR student household analytic weight for replicate 46	F1 student level BRR weights
1	W2PARENT047	W2 BRR student household analytic weight for replicate 47	F1 student level BRR weights
1	W2PARENT048	W2 BRR student household analytic weight for replicate 48	F1 student level BRR weights
1	W2PARENT049	W2 BRR student household analytic weight for replicate 49	F1 student level BRR weights
1	W2PARENT050	W2 BRR student household analytic weight for replicate 50	F1 student level BRR weights
1	W2PARENT051	W2 BRR student household analytic weight for replicate 51	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2PARENT052	W2 BRR student household analytic weight for replicate 52	F1 student level BRR weights
1	W2PARENT053	W2 BRR student household analytic weight for replicate 53	F1 student level BRR weights
1	W2PARENT054	W2 BRR student household analytic weight for replicate 54	F1 student level BRR weights
1	W2PARENT055	W2 BRR student household analytic weight for replicate 55	F1 student level BRR weights
1	W2PARENT056	W2 BRR student household analytic weight for replicate 56	F1 student level BRR weights
1	W2PARENT057	W2 BRR student household analytic weight for replicate 57	F1 student level BRR weights
1	W2PARENT058	W2 BRR student household analytic weight for replicate 58	F1 student level BRR weights
1	W2PARENT059	W2 BRR student household analytic weight for replicate 59	F1 student level BRR weights
1	W2PARENT060	W2 BRR student household analytic weight for replicate 60	F1 student level BRR weights
1	W2PARENT061	W2 BRR student household analytic weight for replicate 61	F1 student level BRR weights
1	W2PARENT062	W2 BRR student household analytic weight for replicate 62	F1 student level BRR weights
1	W2PARENT063	W2 BRR student household analytic weight for replicate 63	F1 student level BRR weights
1	W2PARENT064	W2 BRR student household analytic weight for replicate 64	F1 student level BRR weights
1	W2PARENT065	W2 BRR student household analytic weight for replicate 65	F1 student level BRR weights
1	W2PARENT066	W2 BRR student household analytic weight for replicate 66	F1 student level BRR weights
1	W2PARENT067	W2 BRR student household analytic weight for replicate 67	F1 student level BRR weights
1	W2PARENT068	W2 BRR student household analytic weight for replicate 68	F1 student level BRR weights
1	W2PARENT069	W2 BRR student household analytic weight for replicate 69	F1 student level BRR weights
1	W2PARENT070	W2 BRR student household analytic weight for replicate 70	F1 student level BRR weights
1	W2PARENT071	W2 BRR student household analytic weight for replicate 71	F1 student level BRR weights
1	W2PARENT072	W2 BRR student household analytic weight for replicate 72	F1 student level BRR weights
1	W2PARENT073	W2 BRR student household analytic weight for replicate 73	F1 student level BRR weights
1	W2PARENT074	W2 BRR student household analytic weight for replicate 74	F1 student level BRR weights
1	W2PARENT075	W2 BRR student household analytic weight for replicate 75	F1 student level BRR weights
1	W2PARENT076	W2 BRR student household analytic weight for replicate 76	F1 student level BRR weights
1	W2PARENT077	W2 BRR student household analytic weight for replicate 77	F1 student level BRR weights
1	W2PARENT078	W2 BRR student household analytic weight for replicate 78	F1 student level BRR weights
1	W2PARENT079	W2 BRR student household analytic weight for replicate 79	F1 student level BRR weights
1	W2PARENT080	W2 BRR student household analytic weight for replicate 80	F1 student level BRR weights
1	W2PARENT081	W2 BRR student household analytic weight for replicate 81	F1 student level BRR weights
1	W2PARENT082	W2 BRR student household analytic weight for replicate 82	F1 student level BRR weights
1	W2PARENT083	W2 BRR student household analytic weight for replicate 83	F1 student level BRR weights
1	W2PARENT084	W2 BRR student household analytic weight for replicate 84	F1 student level BRR weights
1	W2PARENT085	W2 BRR student household analytic weight for replicate 85	F1 student level BRR weights
1	W2PARENT086	W2 BRR student household analytic weight for replicate 86	F1 student level BRR weights
1	W2PARENT087	W2 BRR student household analytic weight for replicate 87	F1 student level BRR weights
1	W2PARENT088	W2 BRR student household analytic weight for replicate 88	F1 student level BRR weights
1	W2PARENT089	W2 BRR student household analytic weight for replicate 89	F1 student level BRR weights
1	W2PARENT090	W2 BRR student household analytic weight for replicate 90	F1 student level BRR weights
1	W2PARENT091	W2 BRR student household analytic weight for replicate 91	F1 student level BRR weights
1	W2PARENT092	W2 BRR student household analytic weight for replicate 92	F1 student level BRR weights
1	W2PARENT093	W2 BRR student household analytic weight for replicate 93	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2PARENT094	W2 BRR student household analytic weight for replicate 94	F1 student level BRR weights
1	W2PARENT095	W2 BRR student household analytic weight for replicate 95	F1 student level BRR weights
1	W2PARENT096	W2 BRR student household analytic weight for replicate 96	F1 student level BRR weights
1	W2PARENT097	W2 BRR student household analytic weight for replicate 97	F1 student level BRR weights
1	W2PARENT098	W2 BRR student household analytic weight for replicate 98	F1 student level BRR weights
1	W2PARENT099	W2 BRR student household analytic weight for replicate 99	F1 student level BRR weights
1	W2PARENT100	W2 BRR student household analytic weight for replicate 100	F1 student level BRR weights
1	W2PARENT101	W2 BRR student household analytic weight for replicate 101	F1 student level BRR weights
1	W2PARENT102	W2 BRR student household analytic weight for replicate 102	F1 student level BRR weights
1	W2PARENT103	W2 BRR student household analytic weight for replicate 103	F1 student level BRR weights
1	W2PARENT104	W2 BRR student household analytic weight for replicate 104	F1 student level BRR weights
1	W2PARENT105	W2 BRR student household analytic weight for replicate 105	F1 student level BRR weights
1	W2PARENT106	W2 BRR student household analytic weight for replicate 106	F1 student level BRR weights
1	W2PARENT107	W2 BRR student household analytic weight for replicate 107	F1 student level BRR weights
1	W2PARENT108	W2 BRR student household analytic weight for replicate 108	F1 student level BRR weights
1	W2PARENT109	W2 BRR student household analytic weight for replicate 109	F1 student level BRR weights
1	W2PARENT110	W2 BRR student household analytic weight for replicate 110	F1 student level BRR weights
1	W2PARENT111	W2 BRR student household analytic weight for replicate 111	F1 student level BRR weights
1	W2PARENT112	W2 BRR student household analytic weight for replicate 112	F1 student level BRR weights
1	W2PARENT113	W2 BRR student household analytic weight for replicate 113	F1 student level BRR weights
1	W2PARENT114	W2 BRR student household analytic weight for replicate 114	F1 student level BRR weights
1	W2PARENT115	W2 BRR student household analytic weight for replicate 115	F1 student level BRR weights
1	W2PARENT116	W2 BRR student household analytic weight for replicate 116	F1 student level BRR weights
1	W2PARENT117	W2 BRR student household analytic weight for replicate 117	F1 student level BRR weights
1	W2PARENT118	W2 BRR student household analytic weight for replicate 118	F1 student level BRR weights
1	W2PARENT119	W2 BRR student household analytic weight for replicate 119	F1 student level BRR weights
1	W2PARENT120	W2 BRR student household analytic weight for replicate 120	F1 student level BRR weights
1	W2PARENT121	W2 BRR student household analytic weight for replicate 121	F1 student level BRR weights
1	W2PARENT122	W2 BRR student household analytic weight for replicate 122	F1 student level BRR weights
1	W2PARENT123	W2 BRR student household analytic weight for replicate 123	F1 student level BRR weights
1	W2PARENT124	W2 BRR student household analytic weight for replicate 124	F1 student level BRR weights
1	W2PARENT125	W2 BRR student household analytic weight for replicate 125	F1 student level BRR weights
1	W2PARENT126	W2 BRR student household analytic weight for replicate 126	F1 student level BRR weights
1	W2PARENT127	W2 BRR student household analytic weight for replicate 127	F1 student level BRR weights
1	W2PARENT128	W2 BRR student household analytic weight for replicate 128	F1 student level BRR weights
1	W2PARENT129	W2 BRR student household analytic weight for replicate 129	F1 student level BRR weights
1	W2PARENT130	W2 BRR student household analytic weight for replicate 130	F1 student level BRR weights
1	W2PARENT131	W2 BRR student household analytic weight for replicate 131	F1 student level BRR weights
1	W2PARENT132	W2 BRR student household analytic weight for replicate 132	F1 student level BRR weights
1	W2PARENT133	W2 BRR student household analytic weight for replicate 133	F1 student level BRR weights
1	W2PARENT134	W2 BRR student household analytic weight for replicate 134	F1 student level BRR weights
1	W2PARENT135	W2 BRR student household analytic weight for replicate 135	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2PARENT136	W2 BRR student household analytic weight for replicate 136	F1 student level BRR weights
1	W2PARENT137	W2 BRR student household analytic weight for replicate 137	F1 student level BRR weights
1	W2PARENT138	W2 BRR student household analytic weight for replicate 138	F1 student level BRR weights
1	W2PARENT139	W2 BRR student household analytic weight for replicate 139	F1 student level BRR weights
1	W2PARENT140	W2 BRR student household analytic weight for replicate 140	F1 student level BRR weights
1	W2PARENT141	W2 BRR student household analytic weight for replicate 141	F1 student level BRR weights
1	W2PARENT142	W2 BRR student household analytic weight for replicate 142	F1 student level BRR weights
1	W2PARENT143	W2 BRR student household analytic weight for replicate 143	F1 student level BRR weights
1	W2PARENT144	W2 BRR student household analytic weight for replicate 144	F1 student level BRR weights
1	W2PARENT145	W2 BRR student household analytic weight for replicate 145	F1 student level BRR weights
1	W2PARENT146	W2 BRR student household analytic weight for replicate 146	F1 student level BRR weights
1	W2PARENT147	W2 BRR student household analytic weight for replicate 147	F1 student level BRR weights
1	W2PARENT148	W2 BRR student household analytic weight for replicate 148	F1 student level BRR weights
1	W2PARENT149	W2 BRR student household analytic weight for replicate 149	F1 student level BRR weights
1	W2PARENT150	W2 BRR student household analytic weight for replicate 150	F1 student level BRR weights
1	W2PARENT151	W2 BRR student household analytic weight for replicate 151	F1 student level BRR weights
1	W2PARENT152	W2 BRR student household analytic weight for replicate 152	F1 student level BRR weights
1	W2PARENT153	W2 BRR student household analytic weight for replicate 153	F1 student level BRR weights
1	W2PARENT154	W2 BRR student household analytic weight for replicate 154	F1 student level BRR weights
1	W2PARENT155	W2 BRR student household analytic weight for replicate 155	F1 student level BRR weights
1	W2PARENT156	W2 BRR student household analytic weight for replicate 156	F1 student level BRR weights
1	W2PARENT157	W2 BRR student household analytic weight for replicate 157	F1 student level BRR weights
1	W2PARENT158	W2 BRR student household analytic weight for replicate 158	F1 student level BRR weights
1	W2PARENT159	W2 BRR student household analytic weight for replicate 159	F1 student level BRR weights
1	W2PARENT160	W2 BRR student household analytic weight for replicate 160	F1 student level BRR weights
1	W2PARENT161	W2 BRR student household analytic weight for replicate 161	F1 student level BRR weights
1	W2PARENT162	W2 BRR student household analytic weight for replicate 162	F1 student level BRR weights
1	W2PARENT163	W2 BRR student household analytic weight for replicate 163	F1 student level BRR weights
1	W2PARENT164	W2 BRR student household analytic weight for replicate 164	F1 student level BRR weights
1	W2PARENT165	W2 BRR student household analytic weight for replicate 165	F1 student level BRR weights
1	W2PARENT166	W2 BRR student household analytic weight for replicate 166	F1 student level BRR weights
1	W2PARENT167	W2 BRR student household analytic weight for replicate 167	F1 student level BRR weights
1	W2PARENT168	W2 BRR student household analytic weight for replicate 168	F1 student level BRR weights
1	W2PARENT169	W2 BRR student household analytic weight for replicate 169	F1 student level BRR weights
1	W2PARENT170	W2 BRR student household analytic weight for replicate 170	F1 student level BRR weights
1	W2PARENT171	W2 BRR student household analytic weight for replicate 171	F1 student level BRR weights
1	W2PARENT172	W2 BRR student household analytic weight for replicate 172	F1 student level BRR weights
1	W2PARENT173	W2 BRR student household analytic weight for replicate 173	F1 student level BRR weights
1	W2PARENT174	W2 BRR student household analytic weight for replicate 174	F1 student level BRR weights
1	W2PARENT175	W2 BRR student household analytic weight for replicate 175	F1 student level BRR weights
1	W2PARENT176	W2 BRR student household analytic weight for replicate 176	F1 student level BRR weights
1	W2PARENT177	W2 BRR student household analytic weight for replicate 177	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2PARENT178	W2 BRR student household analytic weight for replicate 178	F1 student level BRR weights
1	W2PARENT179	W2 BRR student household analytic weight for replicate 179	F1 student level BRR weights
1	W2PARENT180	W2 BRR student household analytic weight for replicate 180	F1 student level BRR weights
1	W2PARENT181	W2 BRR student household analytic weight for replicate 181	F1 student level BRR weights
1	W2PARENT182	W2 BRR student household analytic weight for replicate 182	F1 student level BRR weights
1	W2PARENT183	W2 BRR student household analytic weight for replicate 183	F1 student level BRR weights
1	W2PARENT184	W2 BRR student household analytic weight for replicate 184	F1 student level BRR weights
1	W2PARENT185	W2 BRR student household analytic weight for replicate 185	F1 student level BRR weights
1	W2PARENT186	W2 BRR student household analytic weight for replicate 186	F1 student level BRR weights
1	W2PARENT187	W2 BRR student household analytic weight for replicate 187	F1 student level BRR weights
1	W2PARENT188	W2 BRR student household analytic weight for replicate 188	F1 student level BRR weights
1	W2PARENT189	W2 BRR student household analytic weight for replicate 189	F1 student level BRR weights
1	W2PARENT190	W2 BRR student household analytic weight for replicate 190	F1 student level BRR weights
1	W2PARENT191	W2 BRR student household analytic weight for replicate 191	F1 student level BRR weights
1	W2PARENT192	W2 BRR student household analytic weight for replicate 192	F1 student level BRR weights
1	W2PARENT193	W2 BRR student household analytic weight for replicate 193	F1 student level BRR weights
1	W2PARENT194	W2 BRR student household analytic weight for replicate 194	F1 student level BRR weights
1	W2PARENT195	W2 BRR student household analytic weight for replicate 195	F1 student level BRR weights
1	W2PARENT196	W2 BRR student household analytic weight for replicate 196	F1 student level BRR weights
1	W2PARENT197	W2 BRR student household analytic weight for replicate 197	F1 student level BRR weights
1	W2PARENT198	W2 BRR student household analytic weight for replicate 198	F1 student level BRR weights
1	W2PARENT199	W2 BRR student household analytic weight for replicate 199	F1 student level BRR weights
1	W2PARENT200	W2 BRR student household analytic weight for replicate 200	F1 student level BRR weights
1	W2W1PAR001	W2 BRR student household longitudinal weight for replicate 1	F1 student level BRR weights
1	W2W1PAR002	W2 BRR student household longitudinal weight for replicate 2	F1 student level BRR weights
1	W2W1PAR003	W2 BRR student household longitudinal weight for replicate 3	F1 student level BRR weights
1	W2W1PAR004	W2 BRR student household longitudinal weight for replicate 4	F1 student level BRR weights
1	W2W1PAR005	W2 BRR student household longitudinal weight for replicate 5	F1 student level BRR weights
1	W2W1PAR006	W2 BRR student household longitudinal weight for replicate 6	F1 student level BRR weights
1	W2W1PAR007	W2 BRR student household longitudinal weight for replicate 7	F1 student level BRR weights
1	W2W1PAR008	W2 BRR student household longitudinal weight for replicate 8	F1 student level BRR weights
1	W2W1PAR009	W2 BRR student household longitudinal weight for replicate 9	F1 student level BRR weights
1	W2W1PAR010	W2 BRR student household longitudinal weight for replicate 10	F1 student level BRR weights
1	W2W1PAR011	W2 BRR student household longitudinal weight for replicate 11	F1 student level BRR weights
1	W2W1PAR012	W2 BRR student household longitudinal weight for replicate 12	F1 student level BRR weights
1	W2W1PAR013	W2 BRR student household longitudinal weight for replicate 13	F1 student level BRR weights
1	W2W1PAR014	W2 BRR student household longitudinal weight for replicate 14	F1 student level BRR weights
1	W2W1PAR015	W2 BRR student household longitudinal weight for replicate 15	F1 student level BRR weights
1	W2W1PAR016	W2 BRR student household longitudinal weight for replicate 16	F1 student level BRR weights
1	W2W1PAR017	W2 BRR student household longitudinal weight for replicate 17	F1 student level BRR weights
1	W2W1PAR018	W2 BRR student household longitudinal weight for replicate 18	F1 student level BRR weights
1	W2W1PAR019	W2 BRR student household longitudinal weight for replicate 19	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2W1PAR020	W2 BRR student household longitudinal weight for replicate 20	F1 student level BRR weights
1	W2W1PAR021	W2 BRR student household longitudinal weight for replicate 21	F1 student level BRR weights
1	W2W1PAR022	W2 BRR student household longitudinal weight for replicate 22	F1 student level BRR weights
1	W2W1PAR023	W2 BRR student household longitudinal weight for replicate 23	F1 student level BRR weights
1	W2W1PAR024	W2 BRR student household longitudinal weight for replicate 24	F1 student level BRR weights
1	W2W1PAR025	W2 BRR student household longitudinal weight for replicate 25	F1 student level BRR weights
1	W2W1PAR026	W2 BRR student household longitudinal weight for replicate 26	F1 student level BRR weights
1	W2W1PAR027	W2 BRR student household longitudinal weight for replicate 27	F1 student level BRR weights
1	W2W1PAR028	W2 BRR student household longitudinal weight for replicate 28	F1 student level BRR weights
1	W2W1PAR029	W2 BRR student household longitudinal weight for replicate 29	F1 student level BRR weights
1	W2W1PAR030	W2 BRR student household longitudinal weight for replicate 30	F1 student level BRR weights
1	W2W1PAR031	W2 BRR student household longitudinal weight for replicate 31	F1 student level BRR weights
1	W2W1PAR032	W2 BRR student household longitudinal weight for replicate 32	F1 student level BRR weights
1	W2W1PAR033	W2 BRR student household longitudinal weight for replicate 33	F1 student level BRR weights
1	W2W1PAR034	W2 BRR student household longitudinal weight for replicate 34	F1 student level BRR weights
1	W2W1PAR035	W2 BRR student household longitudinal weight for replicate 35	F1 student level BRR weights
1	W2W1PAR036	W2 BRR student household longitudinal weight for replicate 36	F1 student level BRR weights
1	W2W1PAR037	W2 BRR student household longitudinal weight for replicate 37	F1 student level BRR weights
1	W2W1PAR038	W2 BRR student household longitudinal weight for replicate 38	F1 student level BRR weights
1	W2W1PAR039	W2 BRR student household longitudinal weight for replicate 39	F1 student level BRR weights
1	W2W1PAR040	W2 BRR student household longitudinal weight for replicate 40	F1 student level BRR weights
1	W2W1PAR041	W2 BRR student household longitudinal weight for replicate 41	F1 student level BRR weights
1	W2W1PAR042	W2 BRR student household longitudinal weight for replicate 42	F1 student level BRR weights
1	W2W1PAR043	W2 BRR student household longitudinal weight for replicate 43	F1 student level BRR weights
1	W2W1PAR044	W2 BRR student household longitudinal weight for replicate 44	F1 student level BRR weights
1	W2W1PAR045	W2 BRR student household longitudinal weight for replicate 45	F1 student level BRR weights
1	W2W1PAR046	W2 BRR student household longitudinal weight for replicate 46	F1 student level BRR weights
1	W2W1PAR047	W2 BRR student household longitudinal weight for replicate 47	F1 student level BRR weights
1	W2W1PAR048	W2 BRR student household longitudinal weight for replicate 48	F1 student level BRR weights
1	W2W1PAR049	W2 BRR student household longitudinal weight for replicate 49	F1 student level BRR weights
1	W2W1PAR050	W2 BRR student household longitudinal weight for replicate 50	F1 student level BRR weights
1	W2W1PAR051	W2 BRR student household longitudinal weight for replicate 51	F1 student level BRR weights
1	W2W1PAR052	W2 BRR student household longitudinal weight for replicate 52	F1 student level BRR weights
1	W2W1PAR053	W2 BRR student household longitudinal weight for replicate 53	F1 student level BRR weights
1	W2W1PAR054	W2 BRR student household longitudinal weight for replicate 54	F1 student level BRR weights
1	W2W1PAR055	W2 BRR student household longitudinal weight for replicate 55	F1 student level BRR weights
1	W2W1PAR056	W2 BRR student household longitudinal weight for replicate 56	F1 student level BRR weights
1	W2W1PAR057	W2 BRR student household longitudinal weight for replicate 57	F1 student level BRR weights
1	W2W1PAR058	W2 BRR student household longitudinal weight for replicate 58	F1 student level BRR weights
1	W2W1PAR059	W2 BRR student household longitudinal weight for replicate 59	F1 student level BRR weights
1	W2W1PAR060	W2 BRR student household longitudinal weight for replicate 60	F1 student level BRR weights
1	W2W1PAR061	W2 BRR student household longitudinal weight for replicate 61	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2W1PAR062	W2 BRR student household longitudinal weight for replicate 62	F1 student level BRR weights
1	W2W1PAR063	W2 BRR student household longitudinal weight for replicate 63	F1 student level BRR weights
1	W2W1PAR064	W2 BRR student household longitudinal weight for replicate 64	F1 student level BRR weights
1	W2W1PAR065	W2 BRR student household longitudinal weight for replicate 65	F1 student level BRR weights
1	W2W1PAR066	W2 BRR student household longitudinal weight for replicate 66	F1 student level BRR weights
1	W2W1PAR067	W2 BRR student household longitudinal weight for replicate 67	F1 student level BRR weights
1	W2W1PAR068	W2 BRR student household longitudinal weight for replicate 68	F1 student level BRR weights
1	W2W1PAR069	W2 BRR student household longitudinal weight for replicate 69	F1 student level BRR weights
1	W2W1PAR070	W2 BRR student household longitudinal weight for replicate 70	F1 student level BRR weights
1	W2W1PAR071	W2 BRR student household longitudinal weight for replicate 71	F1 student level BRR weights
1	W2W1PAR072	W2 BRR student household longitudinal weight for replicate 72	F1 student level BRR weights
1	W2W1PAR073	W2 BRR student household longitudinal weight for replicate 73	F1 student level BRR weights
1	W2W1PAR074	W2 BRR student household longitudinal weight for replicate 74	F1 student level BRR weights
1	W2W1PAR075	W2 BRR student household longitudinal weight for replicate 75	F1 student level BRR weights
1	W2W1PAR076	W2 BRR student household longitudinal weight for replicate 76	F1 student level BRR weights
1	W2W1PAR077	W2 BRR student household longitudinal weight for replicate 77	F1 student level BRR weights
1	W2W1PAR078	W2 BRR student household longitudinal weight for replicate 78	F1 student level BRR weights
1	W2W1PAR079	W2 BRR student household longitudinal weight for replicate 79	F1 student level BRR weights
1	W2W1PAR080	W2 BRR student household longitudinal weight for replicate 80	F1 student level BRR weights
1	W2W1PAR081	W2 BRR student household longitudinal weight for replicate 81	F1 student level BRR weights
1	W2W1PAR082	W2 BRR student household longitudinal weight for replicate 82	F1 student level BRR weights
1	W2W1PAR083	W2 BRR student household longitudinal weight for replicate 83	F1 student level BRR weights
1	W2W1PAR084	W2 BRR student household longitudinal weight for replicate 84	F1 student level BRR weights
1	W2W1PAR085	W2 BRR student household longitudinal weight for replicate 85	F1 student level BRR weights
1	W2W1PAR086	W2 BRR student household longitudinal weight for replicate 86	F1 student level BRR weights
1	W2W1PAR087	W2 BRR student household longitudinal weight for replicate 87	F1 student level BRR weights
1	W2W1PAR088	W2 BRR student household longitudinal weight for replicate 88	F1 student level BRR weights
1	W2W1PAR089	W2 BRR student household longitudinal weight for replicate 89	F1 student level BRR weights
1	W2W1PAR090	W2 BRR student household longitudinal weight for replicate 90	F1 student level BRR weights
1	W2W1PAR091	W2 BRR student household longitudinal weight for replicate 91	F1 student level BRR weights
1	W2W1PAR092	W2 BRR student household longitudinal weight for replicate 92	F1 student level BRR weights
1	W2W1PAR093	W2 BRR student household longitudinal weight for replicate 93	F1 student level BRR weights
1	W2W1PAR094	W2 BRR student household longitudinal weight for replicate 94	F1 student level BRR weights
1	W2W1PAR095	W2 BRR student household longitudinal weight for replicate 95	F1 student level BRR weights
1	W2W1PAR096	W2 BRR student household longitudinal weight for replicate 96	F1 student level BRR weights
1	W2W1PAR097	W2 BRR student household longitudinal weight for replicate 97	F1 student level BRR weights
1	W2W1PAR098	W2 BRR student household longitudinal weight for replicate 98	F1 student level BRR weights
1	W2W1PAR099	W2 BRR student household longitudinal weight for replicate 99	F1 student level BRR weights
1	W2W1PAR100	W2 BRR student household longitudinal weight for replicate 100	F1 student level BRR weights
1	W2W1PAR101	W2 BRR student household longitudinal weight for replicate 101	F1 student level BRR weights
1	W2W1PAR102	W2 BRR student household longitudinal weight for replicate 102	F1 student level BRR weights
1	W2W1PAR103	W2 BRR student household longitudinal weight for replicate 103	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2W1PAR104	W2 BRR student household longitudinal weight for replicate 104	F1 student level BRR weights
1	W2W1PAR105	W2 BRR student household longitudinal weight for replicate 105	F1 student level BRR weights
1	W2W1PAR106	W2 BRR student household longitudinal weight for replicate 106	F1 student level BRR weights
1	W2W1PAR107	W2 BRR student household longitudinal weight for replicate 107	F1 student level BRR weights
1	W2W1PAR108	W2 BRR student household longitudinal weight for replicate 108	F1 student level BRR weights
1	W2W1PAR109	W2 BRR student household longitudinal weight for replicate 109	F1 student level BRR weights
1	W2W1PAR110	W2 BRR student household longitudinal weight for replicate 110	F1 student level BRR weights
1	W2W1PAR111	W2 BRR student household longitudinal weight for replicate 111	F1 student level BRR weights
1	W2W1PAR112	W2 BRR student household longitudinal weight for replicate 112	F1 student level BRR weights
1	W2W1PAR113	W2 BRR student household longitudinal weight for replicate 113	F1 student level BRR weights
1	W2W1PAR114	W2 BRR student household longitudinal weight for replicate 114	F1 student level BRR weights
1	W2W1PAR115	W2 BRR student household longitudinal weight for replicate 115	F1 student level BRR weights
1	W2W1PAR116	W2 BRR student household longitudinal weight for replicate 116	F1 student level BRR weights
1	W2W1PAR117	W2 BRR student household longitudinal weight for replicate 117	F1 student level BRR weights
1	W2W1PAR118	W2 BRR student household longitudinal weight for replicate 118	F1 student level BRR weights
1	W2W1PAR119	W2 BRR student household longitudinal weight for replicate 119	F1 student level BRR weights
1	W2W1PAR120	W2 BRR student household longitudinal weight for replicate 120	F1 student level BRR weights
1	W2W1PAR121	W2 BRR student household longitudinal weight for replicate 121	F1 student level BRR weights
1	W2W1PAR122	W2 BRR student household longitudinal weight for replicate 122	F1 student level BRR weights
1	W2W1PAR123	W2 BRR student household longitudinal weight for replicate 123	F1 student level BRR weights
1	W2W1PAR124	W2 BRR student household longitudinal weight for replicate 124	F1 student level BRR weights
1	W2W1PAR125	W2 BRR student household longitudinal weight for replicate 125	F1 student level BRR weights
1	W2W1PAR126	W2 BRR student household longitudinal weight for replicate 126	F1 student level BRR weights
1	W2W1PAR127	W2 BRR student household longitudinal weight for replicate 127	F1 student level BRR weights
1	W2W1PAR128	W2 BRR student household longitudinal weight for replicate 128	F1 student level BRR weights
1	W2W1PAR129	W2 BRR student household longitudinal weight for replicate 129	F1 student level BRR weights
1	W2W1PAR130	W2 BRR student household longitudinal weight for replicate 130	F1 student level BRR weights
1	W2W1PAR131	W2 BRR student household longitudinal weight for replicate 131	F1 student level BRR weights
1	W2W1PAR132	W2 BRR student household longitudinal weight for replicate 132	F1 student level BRR weights
1	W2W1PAR133	W2 BRR student household longitudinal weight for replicate 133	F1 student level BRR weights
1	W2W1PAR134	W2 BRR student household longitudinal weight for replicate 134	F1 student level BRR weights
1	W2W1PAR135	W2 BRR student household longitudinal weight for replicate 135	F1 student level BRR weights
1	W2W1PAR136	W2 BRR student household longitudinal weight for replicate 136	F1 student level BRR weights
1	W2W1PAR137	W2 BRR student household longitudinal weight for replicate 137	F1 student level BRR weights
1	W2W1PAR138	W2 BRR student household longitudinal weight for replicate 138	F1 student level BRR weights
1	W2W1PAR139	W2 BRR student household longitudinal weight for replicate 139	F1 student level BRR weights
1	W2W1PAR140	W2 BRR student household longitudinal weight for replicate 140	F1 student level BRR weights
1	W2W1PAR141	W2 BRR student household longitudinal weight for replicate 141	F1 student level BRR weights
1	W2W1PAR142	W2 BRR student household longitudinal weight for replicate 142	F1 student level BRR weights
1	W2W1PAR143	W2 BRR student household longitudinal weight for replicate 143	F1 student level BRR weights
1	W2W1PAR144	W2 BRR student household longitudinal weight for replicate 144	F1 student level BRR weights
1	W2W1PAR145	W2 BRR student household longitudinal weight for replicate 145	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2W1PAR146	W2 BRR student household longitudinal weight for replicate 146	F1 student level BRR weights
1	W2W1PAR147	W2 BRR student household longitudinal weight for replicate 147	F1 student level BRR weights
1	W2W1PAR148	W2 BRR student household longitudinal weight for replicate 148	F1 student level BRR weights
1	W2W1PAR149	W2 BRR student household longitudinal weight for replicate 149	F1 student level BRR weights
1	W2W1PAR150	W2 BRR student household longitudinal weight for replicate 150	F1 student level BRR weights
1	W2W1PAR151	W2 BRR student household longitudinal weight for replicate 151	F1 student level BRR weights
1	W2W1PAR152	W2 BRR student household longitudinal weight for replicate 152	F1 student level BRR weights
1	W2W1PAR153	W2 BRR student household longitudinal weight for replicate 153	F1 student level BRR weights
1	W2W1PAR154	W2 BRR student household longitudinal weight for replicate 154	F1 student level BRR weights
1	W2W1PAR155	W2 BRR student household longitudinal weight for replicate 155	F1 student level BRR weights
1	W2W1PAR156	W2 BRR student household longitudinal weight for replicate 156	F1 student level BRR weights
1	W2W1PAR157	W2 BRR student household longitudinal weight for replicate 157	F1 student level BRR weights
1	W2W1PAR158	W2 BRR student household longitudinal weight for replicate 158	F1 student level BRR weights
1	W2W1PAR159	W2 BRR student household longitudinal weight for replicate 159	F1 student level BRR weights
1	W2W1PAR160	W2 BRR student household longitudinal weight for replicate 160	F1 student level BRR weights
1	W2W1PAR161	W2 BRR student household longitudinal weight for replicate 161	F1 student level BRR weights
1	W2W1PAR162	W2 BRR student household longitudinal weight for replicate 162	F1 student level BRR weights
1	W2W1PAR163	W2 BRR student household longitudinal weight for replicate 163	F1 student level BRR weights
1	W2W1PAR164	W2 BRR student household longitudinal weight for replicate 164	F1 student level BRR weights
1	W2W1PAR165	W2 BRR student household longitudinal weight for replicate 165	F1 student level BRR weights
1	W2W1PAR166	W2 BRR student household longitudinal weight for replicate 166	F1 student level BRR weights
1	W2W1PAR167	W2 BRR student household longitudinal weight for replicate 167	F1 student level BRR weights
1	W2W1PAR168	W2 BRR student household longitudinal weight for replicate 168	F1 student level BRR weights
1	W2W1PAR169	W2 BRR student household longitudinal weight for replicate 169	F1 student level BRR weights
1	W2W1PAR170	W2 BRR student household longitudinal weight for replicate 170	F1 student level BRR weights
1	W2W1PAR171	W2 BRR student household longitudinal weight for replicate 171	F1 student level BRR weights
1	W2W1PAR172	W2 BRR student household longitudinal weight for replicate 172	F1 student level BRR weights
1	W2W1PAR173	W2 BRR student household longitudinal weight for replicate 173	F1 student level BRR weights
1	W2W1PAR174	W2 BRR student household longitudinal weight for replicate 174	F1 student level BRR weights
1	W2W1PAR175	W2 BRR student household longitudinal weight for replicate 175	F1 student level BRR weights
1	W2W1PAR176	W2 BRR student household longitudinal weight for replicate 176	F1 student level BRR weights
1	W2W1PAR177	W2 BRR student household longitudinal weight for replicate 177	F1 student level BRR weights
1	W2W1PAR178	W2 BRR student household longitudinal weight for replicate 178	F1 student level BRR weights
1	W2W1PAR179	W2 BRR student household longitudinal weight for replicate 179	F1 student level BRR weights
1	W2W1PAR180	W2 BRR student household longitudinal weight for replicate 180	F1 student level BRR weights
1	W2W1PAR181	W2 BRR student household longitudinal weight for replicate 181	F1 student level BRR weights
1	W2W1PAR182	W2 BRR student household longitudinal weight for replicate 182	F1 student level BRR weights
1	W2W1PAR183	W2 BRR student household longitudinal weight for replicate 183	F1 student level BRR weights
1	W2W1PAR184	W2 BRR student household longitudinal weight for replicate 184	F1 student level BRR weights
1	W2W1PAR185	W2 BRR student household longitudinal weight for replicate 185	F1 student level BRR weights
1	W2W1PAR186	W2 BRR student household longitudinal weight for replicate 186	F1 student level BRR weights
1	W2W1PAR187	W2 BRR student household longitudinal weight for replicate 187	F1 student level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
1	W2W1PAR188	W2 BRR student household longitudinal weight for replicate 188	F1 student level BRR weights
1	W2W1PAR189	W2 BRR student household longitudinal weight for replicate 189	F1 student level BRR weights
1	W2W1PAR190	W2 BRR student household longitudinal weight for replicate 190	F1 student level BRR weights
1	W2W1PAR191	W2 BRR student household longitudinal weight for replicate 191	F1 student level BRR weights
1	W2W1PAR192	W2 BRR student household longitudinal weight for replicate 192	F1 student level BRR weights
1	W2W1PAR193	W2 BRR student household longitudinal weight for replicate 193	F1 student level BRR weights
1	W2W1PAR194	W2 BRR student household longitudinal weight for replicate 194	F1 student level BRR weights
1	W2W1PAR195	W2 BRR student household longitudinal weight for replicate 195	F1 student level BRR weights
1	W2W1PAR196	W2 BRR student household longitudinal weight for replicate 196	F1 student level BRR weights
1	W2W1PAR197	W2 BRR student household longitudinal weight for replicate 197	F1 student level BRR weights
1	W2W1PAR198	W2 BRR student household longitudinal weight for replicate 198	F1 student level BRR weights
1	W2W1PAR199	W2 BRR student household longitudinal weight for replicate 199	F1 student level BRR weights
1	W2W1PAR200	W2 BRR student household longitudinal weight for replicate 200	F1 student level BRR weights
2	SCH_ID	School ID	BY school level composites
2	X1NCESID	X1 School identification number from CCD or PSS	BY school level composites
2	W1SCHOOL	W1 Base year school analytic weight	BY school level composites
2	STRAT_ID	Stratum	BY school level composites
2	PSU	Primary sampling unit	BY school level composites
2	X1CONTROL	X1 School control	BY school level composites
2	X1LOCALE	X1 School locale (urbanicity)	BY school level composites
2	X1REGION	X1 School geographic region	BY school level composites
2	X1CENDIV	X1 School census geographic division	BY school level composites
2	X1STATESAMPL	X1 State level public school sample membership	BY school level composites
2	X1STATE	X1 State code for school	BY school level composites
2	X1GRADESPAN	X1 Grade span of school-administrator questionnaire	BY school level composites
2	X1FREELUNCH	X1 Grade 9 percent free lunch-categorical	BY school level composites
2	X1REPEAT9TH	X1 Percent of 9th graders repeating 9th grade	BY school level composites
2	X1SCHAMIND	X1 Percent of students in school that are American Indian	BY school level composites
2	X1SCHASIAN	X1 Percent of students in school that are Asian	BY school level composites
2	X1SCHBLACK	X1 Percent of students in school that are Black	BY school level composites
2	X1SCHHISP	X1 Percent of students in school that are Hispanic/Latino/Latina	BY school level composites
2	X1SCHWHITE	X1 Percent of students in school that are White	BY school level composites
2	X1SCHOOLCLI	X1 Scale of administrator's assessment of school climate	BY school level composites
2	X1COUPERTEA	X1 Scale of counselor's perceptions of teacher expectations	BY school level composites
2	X1COUPERCOU	X1 Scale of counselor's perceptions of counselor expectations	BY school level composites
2	X1COUPERPRI	X1 Scale of counselor's perceptions of principal's expectations	BY school level composites
2	X1AQSTAT	X1 administrator questionnaire status	BY school level composites
2	X1AQDATE	X1 administrator questionnaire date (YYYYMM)	BY school level composites
2	X1AQDESIGNEE	X1 administrator questionnaire designee respondent (designee resp v. no designee)	BY school level composites
2	X1CQSTAT	X1 counselor questionnaire status	BY school level composites
2	X1CQDATE	X1 counselor questionnaire date (YYYYMM)	BY school level composites
2	A1GRADEPREK	A1 A01A School includes pre-kindergarten	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	A1GRADEK	A1 A01B School includes kindergarten	BY administrator instrument
2	A1GRADE1	A1 A01C School includes 1st grade	BY administrator instrument
2	A1GRADE2	A1 A01D School includes 2nd grade	BY administrator instrument
2	A1GRADE3	A1 A01E School includes 3rd grade	BY administrator instrument
2	A1GRADE4	A1 A01F School includes 4th grade	BY administrator instrument
2	A1GRADE5	A1 A01G School includes 5th grade	BY administrator instrument
2	A1GRADE6	A1 A01H School includes 6th grade	BY administrator instrument
2	A1GRADE7	A1 A01I School includes 7th grade	BY administrator instrument
2	A1GRADE8	A1 A01J School includes 8th grade	BY administrator instrument
2	A1GRADE9	A1 A01K School includes 9th grade	BY administrator instrument
2	A1GRADE10	A1 A01L School includes 10th grade	BY administrator instrument
2	A1GRADE11	A1 A01M School includes 11th grade	BY administrator instrument
2	A1GRADE12	A1 A01N School includes 12th grade	BY administrator instrument
2	A1GRADE13	A1 A01O School includes grades above 12th	BY administrator instrument
2	A1UNGRADED	A1 A01P School includes ungraded level(s)	BY administrator instrument
2	A1SCHCONTROL	A1 A02 School control	BY administrator instrument
2	A1RELIGIOUS	A1 A03 Whether school has a religious orientation or purpose	BY administrator instrument
2	A1RELIGTYPE	A1 A04 School's religious orientation	BY administrator instrument
2	A1SINGLESEX	A1 A05 Whether school is a single-sex school	BY administrator instrument
2	A1SCHTYPE	A1 A06 School type	BY administrator instrument
2	A1SCHSPFOCUS	A1 A07 Whether school's special focus is math or science	BY administrator instrument
2	A1CHOICEPROG	A1 A08 School participates in public school choice program	BY administrator instrument
2	A1CHOICEIN	A1 A09A School's students can enroll in another school within district	BY administrator instrument
2	A1CHOICEOUT	A1 A09B School's students can enroll in a school in another district at no cost	BY administrator instrument
2	A1CHOICESCH	A1 A09C Students from other districts can enroll in school at no tuition cost	BY administrator instrument
2	A1CHOICEPRIV	A1 A09D School's students can enroll in private school using state/district fund	BY administrator instrument
2	A1CHOICEOTHR	A1 A09E School participates in another public school choice program	BY administrator instrument
2	A1YRROUND	A1 A10 Whether school is a year round school	BY administrator instrument
2	A1CALENDAR	A1 A11 Academic calendar type	BY administrator instrument
2	A1SCHEDULE	A1 A12 Course schedule type	BY administrator instrument
2	A1TRADMINS	A1 A13 Length of traditional schedule courses	BY administrator instrument
2	A1ACADBLOCK	A1 A14A Whether academic courses are block scheduled	BY administrator instrument
2	A1VOCBLOCK	A1 A14B Whether vocational/technical courses are block scheduled	BY administrator instrument
2	A1OTHRBLOCK	A1 A14C Whether other courses are block scheduled	BY administrator instrument
2	A1ABLOCKMINS	A1 A15 Length of block-scheduled academic courses	BY administrator instrument
2	A1VBLOCKMINS	A1 A16 Length of block-scheduled vocational/technical courses	BY administrator instrument
2	A1OBLOCKMINS	A1 A17 Length of other block-scheduled courses	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	A1CLASSHRS	A1 A18 Average instruction hours per day	BY administrator instrument
2	A1ADA	A1 A19 Average daily attendance percentage for high school students	BY administrator instrument
2	A1NOTIFY	A1 A20 Whether parents are notified when students are absent without an excuse	BY administrator instrument
2	A1TRANSFRALT	A1 A21 % of 08-09 students transferred out to an alternative program/school	BY administrator instrument
2	A1AYP	A1 A22 School is currently in need of improvement due to AYP requirements	BY administrator instrument
2	A1AYPYR	A1 A23 Year of AYP improvement as of 09-10 school year	BY administrator instrument
2	A1MADEAYP	A1 A24 Whether school made AYP at the end of the 2008-2009 school year	BY administrator instrument
2	A1MTHSCIFAIR	A1 A25A Holds math or science fairs/workshops/competitions	BY administrator instrument
2	A1MSSUMMER	A1 A25B Partners w/ college/university that offers math/science summer program	BY administrator instrument
2	A1MSAFTERSCH	A1 A25C Sponsors a math or science after-school program	BY administrator instrument
2	A1MSMENTOR	A1 A25D Pairs students with mentors in math or science	BY administrator instrument
2	A1MSSPEAKER	A1 A25E Brings in guest speakers to talk about math or science	BY administrator instrument
2	A1MSFLDTRIP	A1 A25F Takes students on math- or science-relevant field trips	BY administrator instrument
2	A1MSPRGMS	A1 A25G Tells students about math/science contests/websites/blogs/other programs	BY administrator instrument
2	A1MESA	A1 A25H Partners with MESA or a similar enrichment-model program	BY administrator instrument
2	A1MSPDLEARN	A1 A25I Requires teacher prof development in how students learn math/science	BY administrator instrument
2	A1MSPDINTRST	A1 A25J Requires teacher prof development in increasing interest in math/science	BY administrator instrument
2	A1MSOTHER	A1 A25K Raises students math/science interest/achievement in another way	BY administrator instrument
2	A1MSNONE	A1 A25L Doesn't do any of these to raise math/science interest/achievement	BY administrator instrument
2	A1G9SUMMER	A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders	BY administrator instrument
2	A1G9OVERAGE	A1 A26B Offers learning communities for over-age student lacking HS prerequisite	BY administrator instrument
2	A1G9COMMUNTY	A1 A26C Offers 9th grade learning communities separate from rest of school	BY administrator instrument
2	A1G9BLOCKSCH	A1 A26D Offers block scheduling to assist struggling 9th graders	BY administrator instrument
2	A1G9DOUBLE	A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders	BY administrator instrument
2	A1G9STUDY	A1 A26F Offers study skill seminar/class for struggling 9th graders	BY administrator instrument
2	A1G9TEACHER	A1 A26G Offers assistance for teachers working with struggling 9th graders	BY administrator instrument
2	A1G9TUTOR	A1 A26H Offers tutoring to assist struggling 9th graders	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	A1G9OTHRPROG	A1 A26I Offers another program to assist struggling 9th graders	BY administrator instrument
2	A1G9NOPROG	A1 A26J School has no programs to assist struggling 9th graders	BY administrator instrument
2	A1G9ABSENTEE	A1 A27A Grade 9 academic assistance recommended based on absentee record	BY administrator instrument
2	A1G9GRADES	A1 A27B Grade 9 academic assistance recommended based on poor/failing grades	BY administrator instrument
2	A1G9BEHIND	A1 A27C Grade 9 acad assistance recommended based on being behind on credits	BY administrator instrument
2	A1G9BEHAVE	A1 A27D Grade 9 academic assistance recommended based on disciplinary problems	BY administrator instrument
2	A1G9TCHREF	A1 A27E Grade 9 academic assistance recommended based on teacher referral	BY administrator instrument
2	A1G9CNSLREF	A1 A27F Grade 9 academic assistance recommended based on counselor referral	BY administrator instrument
2	A1G9PRNTREF	A1 A27G Grade 9 academic assistance recommended based on parental request	BY administrator instrument
2	A1G9REQUEST	A1 A27H Grade 9 academic assistance recommended based on student request	BY administrator instrument
2	A1G9OTHER	A1 A27I Grade 9 academic assistance recommendations based on something else	BY administrator instrument
2	A1CAPACITY	A1 B01 Percent capacity to which school is filled	BY administrator instrument
2	A1OFFERALT	A1 B02A Alternative program offered on-site	BY administrator instrument
2	A1OFFERDOPRV	A1 B02B Dropout prevention program offered on-site	BY administrator instrument
2	A1OFFERAP	A1 B02C College Board Advanced Placement (AP) courses offered on-site	BY administrator instrument
2	A1OFFERNONE	A1 B02D None of these programs or courses are offered on-site	BY administrator instrument
2	A1FREELUNCH	A1 B03A % of student body receiving free or reduced-price lunch	BY administrator instrument
2	A1ELL	A1 B03B % of student body who are English language learners	BY administrator instrument
2	A1SPECIALED	A1 B03C % of student body receiving Special Education services for disabilities	BY administrator instrument
2	A1ALTPROG	A1 B03D % of student body enrolled in an alternative program	BY administrator instrument
2	A1DROPOUTPRV	A1 B03E % of student body enrolled in a dropout prevention program	BY administrator instrument
2	A1AP	A1 B03F % of student body enrolled in Advanced Placement courses	BY administrator instrument
2	A1HISPSTU	A1 B04A % of student body of Hispanic/Latino/Latina origin	BY administrator instrument
2	A1WHITESTU	A1 B04B % of student body that is White	BY administrator instrument
2	A1BLACKSTU	A1 B04C % of student body that is Black or African American	BY administrator instrument
2	A1ASIANPISTU	A1 B04D % of student body that is Asian or Pacific Islander	BY administrator instrument
2	A1AMINDIANST	A1 B04E % of student body that is American Indian or Alaska Native	BY administrator instrument
2	A1REPEATG9	A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade	BY administrator instrument
2	A1RETURN09	A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	A14YRDEGREE	A1 B07A % of 08-09 seniors who went to 4-year Bachelor's-granting institution	BY administrator instrument
2	A12YRDEGREE	A1 B07B % of 08-09 seniors who went to Associates-granting/technical institution	BY administrator instrument
2	A1WORK	A1 B07C % of 08-09 seniors who entered the workforce	BY administrator instrument
2	A1MILITARY	A1 B07D % of 08-09 seniors who joined military	BY administrator instrument
2	A1DIDOTHER	A1 B07E % of 08-09 seniors who did something else	BY administrator instrument
2	A1FTTCHRS	A1 C01A Total number of full-time teachers	BY administrator instrument
2	A1PTTCHRS	A1 C01B Total number of part-time teachers	BY administrator instrument
2	A1FTMTCHRS	A1 C02A Number of full-time high school math teachers	BY administrator instrument
2	A1PTMTCHRS	A1 C02B Number of part-time high school math teachers	BY administrator instrument
2	A1FTSTCHRS	A1 C02C Number of full-time high school science teachers	BY administrator instrument
2	A1PSCTCHRS	A1 C02D Number of part-time high school science teachers	BY administrator instrument
2	A1FTOTHTCHRS	A1 C02E Number of full-time high school teachers of all other subject areas	BY administrator instrument
2	A1PTOTHTCHRS	A1 C02F Number of part-time high school teachers of all other subject areas	BY administrator instrument
2	A1CERTFTMTCH	A1 C03A Number of certified full-time high school math teachers	BY administrator instrument
2	A1CERTPTMTCH	A1 C03B Number of certified part-time high school math teachers	BY administrator instrument
2	A1CERTFTSTCH	A1 C03C Number of certified full-time high school science teachers	BY administrator instrument
2	A1CERTPTSTCH	A1 C03D Number of certified part-time high school science teachers	BY administrator instrument
2	A1MSRECRUIT	A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009	BY administrator instrument
2	A1FILLMTH	A1 C05 Ease of filling high school mathematics teaching vacancies	BY administrator instrument
2	A1FILLSCI	A1 C06 Ease of filling high school science teaching vacancies	BY administrator instrument
2	A1MINCENTIVE	A1 C07 School/district offers incentives to attract FT HS math teachers	BY administrator instrument
2	A1SINCENTIVE	A1 C08 School/district offers incentives to attract FT HS science teachers	BY administrator instrument
2	A1MTNORETURN	A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010	BY administrator instrument
2	A1STNORETURN	A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010	BY administrator instrument
2	A1ABSENTTCHR	A1 C11 % of high school's teachers absent on an average day	BY administrator instrument
2	A1ONPREALG	A1 D01A School offers PreAlgebra on-site	BY administrator instrument
2	A1ONRMTH	A1 D01B School offers Review or Remedial Math on-site	BY administrator instrument
2	A1ONINTMTH1	A1 D01C School offers Integrated Math I on-site	BY administrator instrument
2	A1ONINTMTH2	A1 D01D School offers Integrated Math II or above on-site	BY administrator instrument
2	A1ONALGP1P2	A1 D01E School offers Algebra I, part 1 and part 2 on-site	BY administrator instrument
2	A1ONALG1	A1 D01F School offers Algebra I on-site	BY administrator instrument
2	A1ONALG2	A1 D01G School offers Algebra II on-site	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	A1ONGEOM	A1 D01H School offers Geometry on-site	BY administrator instrument
2	A1ONTRIG	A1 D01I School offers Trigonometry on-site	BY administrator instrument
2	A1ONALG3	A1 D01J School offers Algebra III on-site	BY administrator instrument
2	A1ONANGEOM	A1 D01K School offers Analytic Geometry on-site	BY administrator instrument
2	A1ONCLC	A1 D01L School offers Calculus on-site	BY administrator instrument
2	A1ONCLCAPAB	A1 D01M School offers Calculus AP (AB) on-site	BY administrator instrument
2	A1ONCLCAPBC	A1 D01N School offers Calculus AP (BC) on-site	BY administrator instrument
2	A1ONCLCAPIB	A1 D01O School offers Calculus IB on-site	BY administrator instrument
2	A1ONCMPSCI	A1 D01P School offers Computer Science on-site	BY administrator instrument
2	A1ONCMPSCIA	A1 D01Q School offers Computer Science AP (A) on-site	BY administrator instrument
2	A1ONCMPSCIB	A1 D01R School offers Computer Science AP (AB) on-site	BY administrator instrument
2	A1ONSTATS	A1 D01S School offers Statistics or Probability on-site	BY administrator instrument
2	A1ONSTATSAP	A1 D01T School offers Statistics AP on-site	BY administrator instrument
2	A1OFFPREALG	A1 D02A School offers PreAlgebra through some other means	BY administrator instrument
2	A1OFFRMTH	A1 D02B School offers Review or Remedial Math through some other means	BY administrator instrument
2	A1OFFINTMTH1	A1 D02C School offers Integrated Math I through some other means	BY administrator instrument
2	A1OFFINTMTH2	A1 D02D School offers Integrated Math II or above through some other means	BY administrator instrument
2	A1OFFALGP1P2	A1 D02E School offers Algebra I, part 1 and part 2 through some other means	BY administrator instrument
2	A1OFFALG1	A1 D02F School offers Algebra I through some other means	BY administrator instrument
2	A1OFFALG2	A1 D02G School offers Algebra II through some other means	BY administrator instrument
2	A1OFFGEOM	A1 D02H School offers Geometry through some other means	BY administrator instrument
2	A1OFFTRIG	A1 D02J School offers Trigonometry through some other means	BY administrator instrument
2	A1OFFALG3	A1 D02K School offers Algebra III through some other means	BY administrator instrument
2	A1OFFANGEOM	A1 D02L School offers Analytic Geometry through some other means	BY administrator instrument
2	A1OFFCLC	A1 D02M School offers Calculus through some other means	BY administrator instrument
2	A1OFFCLCAPAB	A1 D02N School offers Calculus AP (AB) through some other means	BY administrator instrument
2	A1OFFCLCAPBC	A1 D02O School offers Calculus AP (BC) through some other means	BY administrator instrument
2	A1OFFCMPSCI	A1 D02Q School offers Computer Science through some other means	BY administrator instrument
2	A1OFFCLCAPIB	A1 D02P School offers Calculus IB through some other means	BY administrator instrument
2	A1OFFMPSCIA	A1 D02R School offers Computer Science AP (A) through some other means	BY administrator instrument
2	A1OFFCMPSCIB	A1 D02S School offers Computer Science AP (AB) through some other means	BY administrator instrument
2	A1OFFSTATS	A1 D02T School offers Statistics or Probability through some other means	BY administrator instrument
2	A1OFFSTATSAP	A1 D02U School offers Statistics AP through some other means	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	A1NOMTHO	A1 D02V School doesn't offer any of these math courses through other means	BY administrator instrument
2	A1ONGENSCI	A1 D03A School offers General Science on-site	BY administrator instrument
2	A1ONPHYSCI	A1 D03B School offers Physical Science on-site	BY administrator instrument
2	A1ONERTHSCI	A1 D03C School offers Earth Science on-site	BY administrator instrument
2	A1ONENVSCI	A1 D03D School offers Environmental Science on-site	BY administrator instrument
2	A1ONTECH	A1 D03E School offers Principles of Technology on-site	BY administrator instrument
2	A1ONBIO1	A1 D03F School offers Biology I on-site	BY administrator instrument
2	A1ONLIFESCI	A1 D03G School offers Life Science on-site	BY administrator instrument
2	A1ONCHEM1	A1 D03H School offers Chemistry I on-site	BY administrator instrument
2	A1ONPHYS1	A1 D03I School offers Physics I on-site	BY administrator instrument
2	A1ONINTGSCI1	A1 D03J School offers Integrated Science I on-site	BY administrator instrument
2	A1ONINTGSCI2	A1 D03K School offers Integrated Science II or above on-site	BY administrator instrument
2	A1ONANATOMY	A1 D03L School offers Anatomy or Physiology on-site	BY administrator instrument
2	A1ONENVAP	A1 D03M School offers Environmental Science AP on-site	BY administrator instrument
2	A1ONADVBIO	A1 D03N School offers Advanced Biology, Biology II, AP, or IB on-site	BY administrator instrument
2	A1ONADVCHEM	A1 D03O School offers Advanced Chemistry, Chemistry II, AP, or IB on-site	BY administrator instrument
2	A1ONADVPHYS	A1 D03P School offers Advanced Physics, Physics II, AP, or IB on-site	BY administrator instrument
2	A1ONOTHBIO	A1 D03Q School offers an Other biological science on-site	BY administrator instrument
2	A1ONOTHPSCI	A1 D03R School offers an Other physical science on-site	BY administrator instrument
2	A1ONOTHESCI	A1 D03S School offers an Other earth or environmental sciences on-site	BY administrator instrument
2	A1OFFGENSCI	A1 D04A School offers General Science through some other means	BY administrator instrument
2	A1OFFPHYSCI	A1 D04B School offers Physical Science through some other means	BY administrator instrument
2	A1OFFERTHSCI	A1 D04C School offers Earth Science through some other means	BY administrator instrument
2	A1OFFTECH	A1 D04D School offers Principles of Technology through some other means	BY administrator instrument
2	A1OFFBIO1	A1 D04E School offers Biology I through some other means	BY administrator instrument
2	A1OFFLSCI	A1 D04F School offers Life Science through some other means	BY administrator instrument
2	A1OFFCHEM1	A1 D04G School offers Chemistry I through some other means	BY administrator instrument
2	A1OFFPHYS1	A1 D04H School offers Physics I through some other means	BY administrator instrument
2	A1OFFINTSCI1	A1 D04I School offers Integrated Science I through some other means	BY administrator instrument
2	A1OFFINTSCI2	A1 D04J School offers Integrated Science II or above through some other means	BY administrator instrument
2	A1OFFENVSCI	A1 D04K School offers Environmental Science through some other means	BY administrator instrument
2	A1OFFANATOMY	A1 D04L School offers Anatomy or Physiology through some other means	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	A1OFFENVAP	A1 D04M School offers Environmental Science AP through some other means	BY administrator instrument
2	A1OFFADVBIO	A1 D04N School offers Advanced Biology/Bio II/AP/IB through some other means	BY administrator instrument
2	A1OFFADVCHEM	A1 D04O School offers Advanced Chemistry/Chem II/AP/IB thru some other means	BY administrator instrument
2	A1OFFADVPHYS	A1 D04P School offers Advanced Physics/Phys II/AP/IB through some other means	BY administrator instrument
2	A1OFFOTHPSCI	A1 D04Q School offers an Other physical science through some other means	BY administrator instrument
2	A1OFFOTHBIO	A1 D04R School offers an Other biological science through some other means	BY administrator instrument
2	A1OFFOTHESCI	A1 D04S School offers an Other earth or envir science through some other means	BY administrator instrument
2	A1NOSCIO	A1 D04T School doesn't offer any of these science courses through other means	BY administrator instrument
2	A1IB	A1 D05 School offers an International Baccalaureate (IB) program	BY administrator instrument
2	A1MTHREQS	A1 D06 School requires completion of specific math course(s) for graduation	BY administrator instrument
2	A1MTHSTREQ	A1 D07 Describe how math course(s) required for grad compare with state's reqs	BY administrator instrument
2	A1SCIREQS	A1 D08 School requires completion of specific sci course(s) for graduation	BY administrator instrument
2	A1SCISTREQ	A1 D09 Describe how science course(s) required for grad compare with state's req	BY administrator instrument
2	A1ALG1LEVELS	A1 D10 School offers Algebra I levels for students w/ different abilities	BY administrator instrument
2	A1SEX	A1 E01 Principal's sex	BY administrator instrument
2	A1HISP	A1 E02A Principal is of Hispanic/Latino/Latina origin	BY administrator instrument
2	A1WHITE	A1 E02B Principal is White	BY administrator instrument
2	A1BLACK	A1 E02C Principal is Black or African American	BY administrator instrument
2	A1ASIAN	A1 E02D Principal is Asian	BY administrator instrument
2	A1PACISLE	A1 E02E Principal is Native Hawaiian/Pacific Islander	BY administrator instrument
2	A1AMINDIAN	A1 E02F Principal is American Indian/Alaska Native	BY administrator instrument
2	A1HIDEG	A1 E03 Principal's highest degree earned	BY administrator instrument
2	A1HIMAJV	A1 E04A Principal's major for highest level of education-verbatim	BY administrator instrument
2	A1HIMAJ6	A1 E04C Principal's major for highest level of education 6-digit CIP code	BY administrator instrument
2	A1HIMAJ2	A1 E04B Principal's major for highest level of education 2-digit CIP code	BY administrator instrument
2	A1BAMAJV	A1 E05A Principal's major for Bachelor's degree-verbatim	BY administrator instrument
2	A1BAMAJ6	A1 E05C Principal's major for Bachelor's degree 6-digit CIP code	BY administrator instrument
2	A1BAMAJ2	A1 E05B Principal's major for Bachelor's degree 2-digit CIP code	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	A1STARTDEG	A1 E06 Principal has started but not completed more advanced degree	BY administrator instrument
2	A1MANAGEMENT	A1 E07 Prior management experience outside of the field of education	BY administrator instrument
2	A1ALTPREP	A1 E08 Whether became a principal through alternative prep program	BY administrator instrument
2	A1CERTIFIED	A1 E09 Principal is certified as a principal in this state	BY administrator instrument
2	A1YRSADMIN	A1 E10 Years served as principal of any school	BY administrator instrument
2	A1YRSHSLSSCH	A1 E11 Years served as principal of this school	BY administrator instrument
2	A1TEACHING	A1 E12 Principal is currently teaching in this school	BY administrator instrument
2	A1YRSMSTCHR	A1 E13A Principal's years of middle school teaching experience	BY administrator instrument
2	A1YRSHSTCHR	A1 E13B Principal's years of secondary teaching experience	BY administrator instrument
2	A1MSSUBJECT	A1 E14 Main subject principal taught at middle school level	BY administrator instrument
2	A1HSSUBJECT	A1 E15 Main subject principal taught at high school level	BY administrator instrument
2	A1HRTEACHERS	A1 E16A Hours/week spent working with teachers on instructional issues	BY administrator instrument
2	A1HRINTMGMNT	A1 E16B Hours/week spent on internal school management	BY administrator instrument
2	A1HREXTMGMNT	A1 E16C Hours/week spent on external school management	BY administrator instrument
2	A1HRDISCIPLN	A1 E16D Hours/week spent on student discipline/attendance	BY administrator instrument
2	A1HRMONITOR	A1 E16E Hours/week spent monitoring hallways/campus/lunchroom	BY administrator instrument
2	A1HRTEACHING	A1 E16F Hours/week spent on principal's own teaching assignments	BY administrator instrument
2	A1HRPARENT	A1 E16G Hours/week spent talking and meeting with parents	BY administrator instrument
2	A1HRSTUDENT	A1 E16H Hours/week spent meeting with students	BY administrator instrument
2	A1HRPAPERWK	A1 E16I Hours/week spent on paperwork required by authorities	BY administrator instrument
2	A1HROTH	A1 E16J Hours/week spent on other activities	BY administrator instrument
2	A1TARDY	A1 E17A Student tardiness is a problem at this school	BY administrator instrument
2	A1STUABSENT	A1 E17B Student absenteeism is a problem at this school	BY administrator instrument
2	A1CUT	A1 E17C Student class cutting is a problem at this school	BY administrator instrument
2	A1TCHRABSENT	A1 E17D Teacher absenteeism is a problem at this school	BY administrator instrument
2	A1DROPOUT	A1 E17E Students dropping out is a problem at this school	BY administrator instrument
2	A1APATHY	A1 E17F Student apathy is a problem at this school	BY administrator instrument
2	A1PRNTINV	A1 E17G Lack of parental involvement is a problem at this school	BY administrator instrument
2	A1UNPREP	A1 E17H Students coming unprepared to learn is a problem at this school	BY administrator instrument
2	A1HEALTH	A1 E17I Poor student health is a problem at this school	BY administrator instrument
2	A1RESOURCES	A1 E17J Lack of teacher resources and materials is a problem at this school	BY administrator instrument
2	A1CONFLICT	A1 E18A Frequency of physical conflicts among students at this school	BY administrator instrument
2	A1ROBBERY	A1 E18B Frequency of robbery or theft at this school	BY administrator instrument
2	A1VANDALISM	A1 E18C Frequency of vandalism at this school	BY administrator instrument
2	A1DRUGUSE	A1 E18D Frequency of student illegal drug use at this school	BY administrator instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	A1ALCOHOL	A1 E18E Frequency of students use of alcohol while at school	BY administrator instrument
2	A1DRUGSALE	A1 E18F Frequency of drug sales on the way to/from school or on school grounds	BY administrator instrument
2	A1WEAPONS	A1 E18G Frequency of student possession of weapons at this school	BY administrator instrument
2	A1PHYSABUSE	A1 E18H Frequency of physical abuse of teachers at this school	BY administrator instrument
2	A1TENSION	A1 E18I Frequency of student racial tensions at this school	BY administrator instrument
2	A1BULLY	A1 E18J Frequency of student bullying at this school	BY administrator instrument
2	A1VERBAL	A1 E18K Frequency of student verbal abuse of teachers at this school	BY administrator instrument
2	A1MISBEHAVE	A1 E18L Frequency of student in-class misbehavior at this school	BY administrator instrument
2	A1DISRESPECT	A1 E18M Frequency of student acts of disrespect for teachers at this school	BY administrator instrument
2	A1GANG	A1 E18N Frequency of student gang activities at this school	BY administrator instrument
2	C1FTCNSL	C1 A01A Number of full-time high school counselors	BY counselor instrument
2	C1PTCNSL	C1 A01B Number of part-time high school counselors	BY counselor instrument
2	C1FTCERTCNSL	C1 A02A Number of certified full-time high school counselors	BY counselor instrument
2	C1PTCERTCNSL	C1 A02B Number of certified part-time high school counselors	BY counselor instrument
2	C1CASELOAD	C1 A03 Average caseload for school's counselors	BY counselor instrument
2	C1ASSIGNMENT	C1 A04 How counselors are assigned to students	BY counselor instrument
2	C1HRSSCHED	C1 A05A % hours counseling staff spent on high school course choice/scheduling	BY counselor instrument
2	C1HRSCOLLEGE	C1 A05B % hours counseling staff spent on college readiness/selection/apply	BY counselor instrument
2	C1HRSCAREER	C1 A05C % hours counseling staff spent on occupational choice/career planning	BY counselor instrument
2	C1HRSDEVELOP	C1 A05D % hours counseling staff spent on personal/academic/career development	BY counselor instrument
2	C1HRSJOBSKLL	C1 A05E % hours counseling staff spent on job placement/job skill development	BY counselor instrument
2	C1HRSPROBLEM	C1 A05F % hours counseling staff spent on school/personal problems	BY counselor instrument
2	C1HRSTESTING	C1 A05G % hours counseling staff spent on academic testing	BY counselor instrument
2	C1HRSNONCNSL	C1 A05H % hours counseling staff spent on non-counseling activities	BY counselor instrument
2	C1HRSOTHCNSL	C1 A05I % hours counseling staff spent on other counseling activities	BY counselor instrument
2	C1GOAL1	C1 A06 School counseling program's most emphasized goal	BY counselor instrument
2	C1GOAL2	C1 A07 School counseling program's second most emphasized goal	BY counselor instrument
2	C1GOAL3	C1 A08 School counseling program's third most emphasized goal	BY counselor instrument
2	C1DISCIPLINE	C1 A09 Who (besides teacher) primarily deals with discipline problems	BY counselor instrument
2	C1G9LOWEST	C1 A10 Whether school includes 8th grade	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	C1TRANSCNSL	C1 A11A MS counselors meet with HS counselors to assist with student transition	BY counselor instrument
2	C1TRANSCRS	C1 A11B HS counselors meet with 8th graders to select 9th grade courses	BY counselor instrument
2	C1TRANPRNT	C1 A11C HS counselors present HS course/registration information to MS parents	BY counselor instrument
2	C1TRANPLCY	C1 A11D HS counselors use placement policy to place students in grade 9 courses	BY counselor instrument
2	C1TRANPRES	C1 A11E HS counselors present HS course/registration information to MS students	BY counselor instrument
2	C1TRANCOTH	C1 A11F HS counselors assist students with transition from MS to HS in other way	BY counselor instrument
2	C1TRANNOT	C1 A11G HS counselors do not assist students with transition from MS to HS	BY counselor instrument
2	C1TRANSTUDPR	C1 A12A HS students present information at MS to assist with student transition	BY counselor instrument
2	C1TRANSTFFPR	C1 A12B HS staff present information at MS to assist with student transition	BY counselor instrument
2	C1TRANVISIT	C1 A12C Before school year MS students are invited to HS social event	BY counselor instrument
2	C1TRANCLASS	C1 A12D MS students attend regular classes at HS	BY counselor instrument
2	C1TRANADMIN	C1 A12E MS and HS administrators meet together on articulation and programs	BY counselor instrument
2	C1TRANTCHRS	C1 A12F MS and HS teachers meet together on courses and requirements	BY counselor instrument
2	C1TRANBUDDY	C1 A12G Buddy or big brother/sister programs pair new students with older ones	BY counselor instrument
2	C1TRANLRNCOM	C1 A12H 9th graders are placed in small learning communities/9th Grade Academies	BY counselor instrument
2	C1TRANSUMMER	C1 A12I Parents/students visit the HS during summer before students enter HS	BY counselor instrument
2	C1TRANFALL	C1 A12J Parents visit HS for orientation in fall after children have entered	BY counselor instrument
2	C1TRANSOTH	C1 A12K School assists with transition from MS to HS in some other way	BY counselor instrument
2	C1TRANNONE	C1 A12L School offers no assistance to students transitioning from MS to HS	BY counselor instrument
2	C1PLAN	C1 A13 Students are required to have a career or education plan	BY counselor instrument
2	C1PLANPARENT	C1 A14 School shares students' career/education plans with their parents	BY counselor instrument
2	C1SIGNOFF	C1 A15 School requires parents to sign off on students' career/education plans	BY counselor instrument
2	C1TECHSUPPRT	C1 B16A School supports students with technology/software to support curriculum	BY counselor instrument
2	C1STAFFENRCH	C1 B16B School staff work with teachers to provide enrichment to students	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	C1GIFTED	C1 B16C Gifted students receive pull-out instruction during regular school day	BY counselor instrument
2	C1ENRICHMENT	C1 B16D School supports high school students with enrichment experiences	BY counselor instrument
2	C1APCOURSE	C1 B16E School supports high school students with AP/college/university courses	BY counselor instrument
2	C1SCHOLARSHP	C1 B16F School supports HS students with scholarships for events/programs/class	BY counselor instrument
2	C1SUMMER	C1 B16G School supports high school students with summer activities or programs	BY counselor instrument
2	C1OTHSUPPORT	C1 B16H School supports high school students in other ways	BY counselor instrument
2	C1NOSUPPORT	C1 B16I School has no programs to support high school students	BY counselor instrument
2	C1GETAHEAD	C1 B17 School offers summer enrichment courses that allow students to get ahead	BY counselor instrument
2	C1STRUGGLE	C1 B18A School offers summer enrichment courses to struggling students	BY counselor instrument
2	C1AVERAGE	C1 B18B School offers summer enrichment courses to average students	BY counselor instrument
2	C1HIGH	C1 B18C School offers summer enrichment courses to high achieving students	BY counselor instrument
2	C1TUTOR	C1 B19A Tutoring during school day is available for students needing extra help	BY counselor instrument
2	C1STAFF	C1 B19B Staff work with teachers to provide extra help for students	BY counselor instrument
2	C1PULLOUT	C1 B19C Pull-out instruction during school day for students needing extra help	BY counselor instrument
2	C1CREDREC	C1 B19D Off-track/day/evening/summer school credit recovery program is available	BY counselor instrument
2	C1HOMEWORK	C1 B19E Homework assistance program is available for students needing extra help	BY counselor instrument
2	C1OUTSIDE	C1 B19F Support outside the school day for students needing extra help	BY counselor instrument
2	C1OTHRASSIST	C1 B19G School takes other steps to assist struggling high school students	BY counselor instrument
2	C1NOASSIST	C1 B19H School doesn't have any programs for students who need extra assistance	BY counselor instrument
2	C1PURSUE	C1 B20A School has program to encourage underrepresented student in math/science	BY counselor instrument
2	C1INFORM	C1 B20B School has program to inform parent about math/science higher ed/careers	BY counselor instrument
2	C1ENCCLG	C1 B20C School has program to encourage student not considering college to do so	BY counselor instrument
2	C1INDEPSTUDY	C1 B21A Courses not offered by school available through independent study	BY counselor instrument
2	C1ONLINE	C1 B21B Courses not offered by school available on-line	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	C1OTHERHS	C1 B21C Courses not offered by school available at other district high school	BY counselor instrument
2	C1TECH	C1 B21D Courses not offered by school available at career/technical school	BY counselor instrument
2	C1COMCLG	C1 B21D Courses not offered by school available at community college	BY counselor instrument
2	C14YRCLG	C1 B21E Courses not offered by school available at 4-year college	BY counselor instrument
2	C1OTHERWAY	C1 B21F Courses not offered by school available in some other way	BY counselor instrument
2	C1NOWAY	C1 B21G School doesn't have any options for taking courses not offered by school	BY counselor instrument
2	C1MCOMPTST	C1 B22 School requires a mathematics competency test	BY counselor instrument
2	C1MRETAKE	C1 B23A If fails math competency test may/must retake the test	BY counselor instrument
2	C1MREMEDL	C1 B23B If fails math competency test may/must take remedial class	BY counselor instrument
2	C1MREPEAT	C1 B23C If fails math competency test may/must repeat class	BY counselor instrument
2	C1MTSTPREP	C1 B23D If fails math competency test may/must take test preparation class	BY counselor instrument
2	C1MTUTOR	C1 B23E If fails math competency test may/must receive tutoring	BY counselor instrument
2	C1MINDPRG	C1 B23F If fails math competency test may/must have individualized program	BY counselor instrument
2	C1MSUMSCH	C1 B23G If fails math competency test may/must attend summer school	BY counselor instrument
2	C1MALTSCH	C1 B23H If fails math competency test may/must be referred to alternative school	BY counselor instrument
2	C1DROPOUT	C1 B24 School has a formal dropout prevention program for high school students	BY counselor instrument
2	C1ABSENTEE	C1 B25A Recommended for dropout prevention program based on absentee record	BY counselor instrument
2	C1POORGRADES	C1 B25B Recommended for dropout prevention program based on poor/failing grades	BY counselor instrument
2	C1BEHIND	C1 B25C Recommended for dropout prevention program if behind on credits	BY counselor instrument
2	C1TCHREFER	C1 B25D Recommended for dropout prevention program based on teacher's referral	BY counselor instrument
2	C1CNSLREFER	C1 B25E Recommended for dropout prevention program based on counselor's referral	BY counselor instrument
2	C1PRNTREFER	C1 B25F Recommended for dropout prevention program based on parental request	BY counselor instrument
2	C1STUDREQ	C1 B25G Recommended for dropout prevention program based on student request	BY counselor instrument
2	C1DISCPROB	C1 B25H Recommended for dropout prevention program based on disciplinary problem	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	C1DOPREVOTHR	C1 B25I Recommended for dropout prevention program based on another basis	BY counselor instrument
2	C1GEDPREP	C1 B26 School has formal GED test preparation program on-site	BY counselor instrument
2	C1CLGPREP	C1 B27A School has counselor designated for college readiness/selection/apply	BY counselor instrument
2	C1WORKFORCE	C1 B27B School has counselor designated for workforce preparation/placement	BY counselor instrument
2	C1CLGFAIR	C1 B28A School holds or participates in college fairs	BY counselor instrument
2	C1POSTSECREQ	C1 B28B School consults with postsecondary reps about requirement/qualifications	BY counselor instrument
2	C1VISITCLG	C1 B28C School organizes student visits to colleges	BY counselor instrument
2	C1UPBOUND	C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA	BY counselor instrument
2	C1INFOSESSN	C1 B28E School holds info session on transition to college for students/parents	BY counselor instrument
2	C1FINANCEAID	C1 B28F School assists students with finding financial aid for college	BY counselor instrument
2	C1DUALENROLL	C1 B28G School provides opportunities for dual/concurrent enrollment	BY counselor instrument
2	C1BEHAVIOR	C1 B28H School offers counseling curriculum for positive academic behaviors	BY counselor instrument
2	C1ASSISTOTH	C1 B28I School takes other steps to assist with HS to college transition	BY counselor instrument
2	C1NOSTEPS	C1 B28J School does not take any steps to assist with HS to college transition	BY counselor instrument
2	C1CTE	C1 B29 CTE or vocational-technical program offered	BY counselor instrument
2	C1CLUSTER	C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered	BY counselor instrument
2	C1INDVCRS	C1 B31 Student not enrolled in Career Clusters etc. may take course in program	BY counselor instrument
2	C1INTERN	C1 B32A School offers internships with local employers	BY counselor instrument
2	C1JOBFAIR	C1 B32B School offers job fairs	BY counselor instrument
2	C1JOBGUIDE	C1 B32C School offers career guides or skills assessments	BY counselor instrument
2	C1EMPLOYER	C1 B32D School offers school/classroom presentations by local employers	BY counselor instrument
2	C1AWARENESS	C1 B32E School offers career awareness activities	BY counselor instrument
2	C1DECISION	C1 B32F School offers courses in career decision making	BY counselor instrument
2	C1CAREERUNIT	C1 B32G School offers career information units in subject-matter courses	BY counselor instrument
2	C1WORKSTUDY	C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE	BY counselor instrument
2	C1CAREERDAY	C1 B32I School offers career days or nights	BY counselor instrument
2	C1ASSEMBLIES	C1 B32J School offers vocational oriented assemblies and speakers in classes	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	C1VOCTECH	C1 B32K School offers vocational-technical courses not part of formal program	BY counselor instrument
2	C1JOBVISIT	C1 B32L School offers job site visits/field trips	BY counselor instrument
2	C1JOBSHADOW	C1 B32M School offers job shadowing	BY counselor instrument
2	C1JOBSIM	C1 B32N School offers simulations such as Singer or SRA Job experience kits	BY counselor instrument
2	C1JOBTEST	C1 B32O School offers tests for career planning purposes	BY counselor instrument
2	C1JOBSKILLS	C1 B32P School offers training in job seeking skills	BY counselor instrument
2	C1JOBINFOCMP	C1 B32Q School offers computerized career information resources	BY counselor instrument
2	C1JOBINFONON	C1 B32R School offers non-computerized career information resources	BY counselor instrument
2	C1HSTOWRKOTH	C1 B32S School assists students with transition from HS to work in other ways	BY counselor instrument
2	C1HSTOWORKNO	C1 B32T School doesn't assist students with transition from high school to work	BY counselor instrument
2	C1G9MSAME	C1 C01 All 9th graders are placed in the same math course	BY counselor instrument
2	C1G9MMSCNSL	C1 C02A Importance of MS counselor recommendation for 9th grade math placement	BY counselor instrument
2	C1G9MHSCNSL	C1 C02B Importance of HS counselor recommendation for 9th grade math placement	BY counselor instrument
2	C1G9MMSTCHR	C1 C02C Importance of MS teacher recommendation for 9th grade math placement	BY counselor instrument
2	C1G9MMSCOURS	C1 C02D Importance of courses taken in MS for 9th grade math placement	BY counselor instrument
2	C1G9MMSACHV	C1 C02E Importance of achievement in MS courses for 9th grade math placement	BY counselor instrument
2	C1G9MENDTST	C1 C02F Importance of end-of-year/course test for 9th grade math placement	BY counselor instrument
2	C1G9MPLACTST	C1 C02G Importance of placement tests for 9th grade math placement	BY counselor instrument
2	C1G9MSTNDTST	C1 C02H Importance of standardized tests for 9th grade math placement	BY counselor instrument
2	C1G9MPLAN	C1 C02I Importance of career/education plan for 9th grade math placement	BY counselor instrument
2	C1G9MSELECT	C1 C02J Importance of student/parent choice for 9th grade math placement	BY counselor instrument
2	C1UPPERMSAME	C1 C03 After grade 9 all students in same grade placed in same math course	BY counselor instrument
2	C1UPMGRADES	C1 C04A Importance of prior grades for 10th to 12th grade math placement	BY counselor instrument
2	C1UPMPLACTST	C1 C04B Importance of placement tests for 10th to 12th grade math placement	BY counselor instrument
2	C1UPMTCHR	C1 C04C Importance of teacher's recommendation for 10-12th grade math placement	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	C1UPMSELECT	C1 C04D Importance of student/parent choice for 10th-12th grade math placement	BY counselor instrument
2	C1UPMPLAN	C1 C04E Importance of career/education plan for 10th-12th grade math placement	BY counselor instrument
2	C1UPMSCHED	C1 C04F Importance of master schedule for 10th to 12th grade math placement	BY counselor instrument
2	C1G9SSAME	C1 C05 All 9th graders are placed in the same science course	BY counselor instrument
2	C1G9SMSCNSL	C1 C06A Importance of MS counselor recommendation for grade 9 science placement	BY counselor instrument
2	C1G9SHSCNSL	C1 C06B Importance of HS counselor recommendation for grade 9 science placement	BY counselor instrument
2	C1G9SMSTCHR	C1 C06C Importance of MS teacher recommendation for 9th grade science placement	BY counselor instrument
2	C1G9SMSCOURS	C1 C06D Importance of courses taken in MS for 9th grade science placement	BY counselor instrument
2	C1G9SMSACHV	C1 C06E Importance of achievement in MS courses for 9th grade science placement	BY counselor instrument
2	C1G9SENDTST	C1 C06F Importance of end-of-year/course test for 9th grade science placement	BY counselor instrument
2	C1G9SPLACTST	C1 C06G Importance of placement tests for 9th grade science placement	BY counselor instrument
2	C1G9SSTNDTST	C1 C06H Importance of standardized tests for 9th grade science placement	BY counselor instrument
2	C1G9SPLAN	C1 C06I Importance of career/education plan for 9th grade science placement	BY counselor instrument
2	C1G9SSELECT	C1 C06J Importance of student/parent choice for 9th grade science placement	BY counselor instrument
2	C1UPPERSSAME	C1 C07 After grade 9 all students in same grade placed in same science course	BY counselor instrument
2	C1UPSGRADES	C1 C08A Importance of prior grades for 10th to 12th grade science placement	BY counselor instrument
2	C1UPSPLACTST	C1 C08B Importance of placement tests for 10th to 12th grade science placement	BY counselor instrument
2	C1UPSTCHR	C1 C08C Importance of teacher's recommendation for 10th-12th science placement	BY counselor instrument
2	C1UPSSELECT	C1 C08D Importance of student/parent choice for 10-12th grade science placement	BY counselor instrument
2	C1UPSPLAN	C1 C08E Importance of career/education plan for 10-12th grade science placement	BY counselor instrument
2	C1UPSSCHED	C1 C08F Importance of master schedule for 10th to 12th grade science placement	BY counselor instrument
2	C1TTEACHING	C1 D01A Teachers in this school set high standards for teaching	BY counselor instrument
2	C1TLEARNING	C1 D01B Teachers in this school set high standards for students' learning	BY counselor instrument
2	C1TBELIEVE	C1 D01C Teachers in this school believe all students can do well	BY counselor instrument

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	C1TGIVEUP	C1 D01D Teachers in this school have given up on some students	BY counselor instrument
2	C1TCARE	C1 D01E Teachers in this school care only about smart students	BY counselor instrument
2	C1TEXPECT	C1 D01F Teachers in this school expect very little from students	BY counselor instrument
2	C1TWORKHARD	C1 D01G Teachers in this school work hard to make sure all students learn	BY counselor instrument
2	C1CLEARNING	C1 D02A Counselors in this school set high standards for students' learning	BY counselor instrument
2	C1CBELIEVE	C1 D02B Counselors in this school believe all students can do well	BY counselor instrument
2	C1CGIVEUP	C1 D02C Counselors in this school have given up on some students	BY counselor instrument
2	C1CCARE	C1 D02D Counselors in this school care only about smart students	BY counselor instrument
2	C1CEXPECT	C1 D02E Counselors in this school expect very little from students	BY counselor instrument
2	C1CWORKHARD	C1 D02F Counselors in this school work hard to make sure all students learn	BY counselor instrument
2	C1PLEARNING	C1 D03A Principal in this school sets high standards for students' learning	BY counselor instrument
2	C1PBELIEVE	C1 D03B Principal in this school believes all students can do well	BY counselor instrument
2	C1PGIVEUP	C1 D03C Principal in this school has given up on some students	BY counselor instrument
2	C1PCARE	C1 D03D Principal in this school cares only about smart students	BY counselor instrument
2	C1PEXPECT	C1 D03E Principal in this school expects very little from students	BY counselor instrument
2	C1PWORKHARD	C1 D03F Principal in this school works hard to make sure all students learn	BY counselor instrument
2	C1YRSK12	C1 D04A Years as a school counselor for any grade K-12	BY counselor instrument
2	C1YRS912	C1 D04B Years as a school counselor for grades 9-12	BY counselor instrument
2	C1HIDEG	C1 D05 Counselor's highest degree earned	BY counselor instrument
2	C1HIMAJV	C1 D06A Counselor's major for highest level of education-verbatim	BY counselor instrument
2	C1HIMAJ6	C1 D06C Counselor's major for highest level of education 6-digit CIP code	BY counselor instrument
2	C1HIMAJ2	C1 D06B Counselor's major for highest level of education 2-digit CIP code	BY counselor instrument
2	C1BAMAJV	C1 D07A Counselor's major for Bachelor's degree-verbatim	BY counselor instrument
2	C1BAMAJ6	C1 D07C Counselor's major for Bachelor's degree 6-digit CIP code	BY counselor instrument
2	C1BAMAJ2	C1 D07B Counselor's major for Bachelor's degree 2-digit CIP code	BY counselor instrument
2	C1INCDEG	C1 D08 Counselor has started but not completed more advanced degree	BY counselor instrument
2	C1ENTRY	C1 D09 How counselor entered the school counseling profession	BY counselor instrument
2	W1SCHOOL001	W1 BRR school analytic weight for replicate 1	BY school level BRR weights
2	W1SCHOOL002	W1 BRR school analytic weight for replicate 2	BY school level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	W1SCHOOL003	W1 BRR school analytic weight for replicate 3	BY school level BRR weights
2	W1SCHOOL004	W1 BRR school analytic weight for replicate 4	BY school level BRR weights
2	W1SCHOOL005	W1 BRR school analytic weight for replicate 5	BY school level BRR weights
2	W1SCHOOL006	W1 BRR school analytic weight for replicate 6	BY school level BRR weights
2	W1SCHOOL007	W1 BRR school analytic weight for replicate 7	BY school level BRR weights
2	W1SCHOOL008	W1 BRR school analytic weight for replicate 8	BY school level BRR weights
2	W1SCHOOL009	W1 BRR school analytic weight for replicate 9	BY school level BRR weights
2	W1SCHOOL010	W1 BRR school analytic weight for replicate 10	BY school level BRR weights
2	W1SCHOOL011	W1 BRR school analytic weight for replicate 11	BY school level BRR weights
2	W1SCHOOL012	W1 BRR school analytic weight for replicate 12	BY school level BRR weights
2	W1SCHOOL013	W1 BRR school analytic weight for replicate 13	BY school level BRR weights
2	W1SCHOOL014	W1 BRR school analytic weight for replicate 14	BY school level BRR weights
2	W1SCHOOL015	W1 BRR school analytic weight for replicate 15	BY school level BRR weights
2	W1SCHOOL016	W1 BRR school analytic weight for replicate 16	BY school level BRR weights
2	W1SCHOOL017	W1 BRR school analytic weight for replicate 17	BY school level BRR weights
2	W1SCHOOL018	W1 BRR school analytic weight for replicate 18	BY school level BRR weights
2	W1SCHOOL019	W1 BRR school analytic weight for replicate 19	BY school level BRR weights
2	W1SCHOOL020	W1 BRR school analytic weight for replicate 20	BY school level BRR weights
2	W1SCHOOL021	W1 BRR school analytic weight for replicate 21	BY school level BRR weights
2	W1SCHOOL022	W1 BRR school analytic weight for replicate 22	BY school level BRR weights
2	W1SCHOOL023	W1 BRR school analytic weight for replicate 23	BY school level BRR weights
2	W1SCHOOL024	W1 BRR school analytic weight for replicate 24	BY school level BRR weights
2	W1SCHOOL025	W1 BRR school analytic weight for replicate 25	BY school level BRR weights
2	W1SCHOOL026	W1 BRR school analytic weight for replicate 26	BY school level BRR weights
2	W1SCHOOL027	W1 BRR school analytic weight for replicate 27	BY school level BRR weights
2	W1SCHOOL028	W1 BRR school analytic weight for replicate 28	BY school level BRR weights
2	W1SCHOOL029	W1 BRR school analytic weight for replicate 29	BY school level BRR weights
2	W1SCHOOL030	W1 BRR school analytic weight for replicate 30	BY school level BRR weights
2	W1SCHOOL031	W1 BRR school analytic weight for replicate 31	BY school level BRR weights
2	W1SCHOOL032	W1 BRR school analytic weight for replicate 32	BY school level BRR weights
2	W1SCHOOL033	W1 BRR school analytic weight for replicate 33	BY school level BRR weights
2	W1SCHOOL034	W1 BRR school analytic weight for replicate 34	BY school level BRR weights
2	W1SCHOOL035	W1 BRR school analytic weight for replicate 35	BY school level BRR weights
2	W1SCHOOL036	W1 BRR school analytic weight for replicate 36	BY school level BRR weights
2	W1SCHOOL037	W1 BRR school analytic weight for replicate 37	BY school level BRR weights
2	W1SCHOOL038	W1 BRR school analytic weight for replicate 38	BY school level BRR weights
2	W1SCHOOL039	W1 BRR school analytic weight for replicate 39	BY school level BRR weights
2	W1SCHOOL040	W1 BRR school analytic weight for replicate 40	BY school level BRR weights
2	W1SCHOOL041	W1 BRR school analytic weight for replicate 41	BY school level BRR weights
2	W1SCHOOL042	W1 BRR school analytic weight for replicate 42	BY school level BRR weights
2	W1SCHOOL043	W1 BRR school analytic weight for replicate 43	BY school level BRR weights
2	W1SCHOOL044	W1 BRR school analytic weight for replicate 44	BY school level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	W1SCHOOL045	W1 BRR school analytic weight for replicate 45	BY school level BRR weights
2	W1SCHOOL046	W1 BRR school analytic weight for replicate 46	BY school level BRR weights
2	W1SCHOOL047	W1 BRR school analytic weight for replicate 47	BY school level BRR weights
2	W1SCHOOL048	W1 BRR school analytic weight for replicate 48	BY school level BRR weights
2	W1SCHOOL049	W1 BRR school analytic weight for replicate 49	BY school level BRR weights
2	W1SCHOOL050	W1 BRR school analytic weight for replicate 50	BY school level BRR weights
2	W1SCHOOL051	W1 BRR school analytic weight for replicate 51	BY school level BRR weights
2	W1SCHOOL052	W1 BRR school analytic weight for replicate 52	BY school level BRR weights
2	W1SCHOOL053	W1 BRR school analytic weight for replicate 53	BY school level BRR weights
2	W1SCHOOL054	W1 BRR school analytic weight for replicate 54	BY school level BRR weights
2	W1SCHOOL055	W1 BRR school analytic weight for replicate 55	BY school level BRR weights
2	W1SCHOOL056	W1 BRR school analytic weight for replicate 56	BY school level BRR weights
2	W1SCHOOL057	W1 BRR school analytic weight for replicate 57	BY school level BRR weights
2	W1SCHOOL058	W1 BRR school analytic weight for replicate 58	BY school level BRR weights
2	W1SCHOOL059	W1 BRR school analytic weight for replicate 59	BY school level BRR weights
2	W1SCHOOL060	W1 BRR school analytic weight for replicate 60	BY school level BRR weights
2	W1SCHOOL061	W1 BRR school analytic weight for replicate 61	BY school level BRR weights
2	W1SCHOOL062	W1 BRR school analytic weight for replicate 62	BY school level BRR weights
2	W1SCHOOL063	W1 BRR school analytic weight for replicate 63	BY school level BRR weights
2	W1SCHOOL064	W1 BRR school analytic weight for replicate 64	BY school level BRR weights
2	W1SCHOOL065	W1 BRR school analytic weight for replicate 65	BY school level BRR weights
2	W1SCHOOL066	W1 BRR school analytic weight for replicate 66	BY school level BRR weights
2	W1SCHOOL067	W1 BRR school analytic weight for replicate 67	BY school level BRR weights
2	W1SCHOOL068	W1 BRR school analytic weight for replicate 68	BY school level BRR weights
2	W1SCHOOL069	W1 BRR school analytic weight for replicate 69	BY school level BRR weights
2	W1SCHOOL070	W1 BRR school analytic weight for replicate 70	BY school level BRR weights
2	W1SCHOOL071	W1 BRR school analytic weight for replicate 71	BY school level BRR weights
2	W1SCHOOL072	W1 BRR school analytic weight for replicate 72	BY school level BRR weights
2	W1SCHOOL073	W1 BRR school analytic weight for replicate 73	BY school level BRR weights
2	W1SCHOOL074	W1 BRR school analytic weight for replicate 74	BY school level BRR weights
2	W1SCHOOL075	W1 BRR school analytic weight for replicate 75	BY school level BRR weights
2	W1SCHOOL076	W1 BRR school analytic weight for replicate 76	BY school level BRR weights
2	W1SCHOOL077	W1 BRR school analytic weight for replicate 77	BY school level BRR weights
2	W1SCHOOL078	W1 BRR school analytic weight for replicate 78	BY school level BRR weights
2	W1SCHOOL079	W1 BRR school analytic weight for replicate 79	BY school level BRR weights
2	W1SCHOOL080	W1 BRR school analytic weight for replicate 80	BY school level BRR weights
2	W1SCHOOL081	W1 BRR school analytic weight for replicate 81	BY school level BRR weights
2	W1SCHOOL082	W1 BRR school analytic weight for replicate 82	BY school level BRR weights
2	W1SCHOOL083	W1 BRR school analytic weight for replicate 83	BY school level BRR weights
2	W1SCHOOL084	W1 BRR school analytic weight for replicate 84	BY school level BRR weights
2	W1SCHOOL085	W1 BRR school analytic weight for replicate 85	BY school level BRR weights
2	W1SCHOOL086	W1 BRR school analytic weight for replicate 86	BY school level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	W1SCHOOL087	W1 BRR school analytic weight for replicate 87	BY school level BRR weights
2	W1SCHOOL088	W1 BRR school analytic weight for replicate 88	BY school level BRR weights
2	W1SCHOOL089	W1 BRR school analytic weight for replicate 89	BY school level BRR weights
2	W1SCHOOL090	W1 BRR school analytic weight for replicate 90	BY school level BRR weights
2	W1SCHOOL091	W1 BRR school analytic weight for replicate 91	BY school level BRR weights
2	W1SCHOOL092	W1 BRR school analytic weight for replicate 92	BY school level BRR weights
2	W1SCHOOL093	W1 BRR school analytic weight for replicate 93	BY school level BRR weights
2	W1SCHOOL094	W1 BRR school analytic weight for replicate 94	BY school level BRR weights
2	W1SCHOOL095	W1 BRR school analytic weight for replicate 95	BY school level BRR weights
2	W1SCHOOL096	W1 BRR school analytic weight for replicate 96	BY school level BRR weights
2	W1SCHOOL097	W1 BRR school analytic weight for replicate 97	BY school level BRR weights
2	W1SCHOOL098	W1 BRR school analytic weight for replicate 98	BY school level BRR weights
2	W1SCHOOL099	W1 BRR school analytic weight for replicate 99	BY school level BRR weights
2	W1SCHOOL100	W1 BRR school analytic weight for replicate 100	BY school level BRR weights
2	W1SCHOOL101	W1 BRR school analytic weight for replicate 101	BY school level BRR weights
2	W1SCHOOL102	W1 BRR school analytic weight for replicate 102	BY school level BRR weights
2	W1SCHOOL103	W1 BRR school analytic weight for replicate 103	BY school level BRR weights
2	W1SCHOOL104	W1 BRR school analytic weight for replicate 104	BY school level BRR weights
2	W1SCHOOL105	W1 BRR school analytic weight for replicate 105	BY school level BRR weights
2	W1SCHOOL106	W1 BRR school analytic weight for replicate 106	BY school level BRR weights
2	W1SCHOOL107	W1 BRR school analytic weight for replicate 107	BY school level BRR weights
2	W1SCHOOL108	W1 BRR school analytic weight for replicate 108	BY school level BRR weights
2	W1SCHOOL109	W1 BRR school analytic weight for replicate 109	BY school level BRR weights
2	W1SCHOOL110	W1 BRR school analytic weight for replicate 110	BY school level BRR weights
2	W1SCHOOL111	W1 BRR school analytic weight for replicate 111	BY school level BRR weights
2	W1SCHOOL112	W1 BRR school analytic weight for replicate 112	BY school level BRR weights
2	W1SCHOOL113	W1 BRR school analytic weight for replicate 113	BY school level BRR weights
2	W1SCHOOL114	W1 BRR school analytic weight for replicate 114	BY school level BRR weights
2	W1SCHOOL115	W1 BRR school analytic weight for replicate 115	BY school level BRR weights
2	W1SCHOOL116	W1 BRR school analytic weight for replicate 116	BY school level BRR weights
2	W1SCHOOL117	W1 BRR school analytic weight for replicate 117	BY school level BRR weights
2	W1SCHOOL118	W1 BRR school analytic weight for replicate 118	BY school level BRR weights
2	W1SCHOOL119	W1 BRR school analytic weight for replicate 119	BY school level BRR weights
2	W1SCHOOL120	W1 BRR school analytic weight for replicate 120	BY school level BRR weights
2	W1SCHOOL121	W1 BRR school analytic weight for replicate 121	BY school level BRR weights
2	W1SCHOOL122	W1 BRR school analytic weight for replicate 122	BY school level BRR weights
2	W1SCHOOL123	W1 BRR school analytic weight for replicate 123	BY school level BRR weights
2	W1SCHOOL124	W1 BRR school analytic weight for replicate 124	BY school level BRR weights
2	W1SCHOOL125	W1 BRR school analytic weight for replicate 125	BY school level BRR weights
2	W1SCHOOL126	W1 BRR school analytic weight for replicate 126	BY school level BRR weights
2	W1SCHOOL127	W1 BRR school analytic weight for replicate 127	BY school level BRR weights
2	W1SCHOOL128	W1 BRR school analytic weight for replicate 128	BY school level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	W1SCHOOL129	W1 BRR school analytic weight for replicate 129	BY school level BRR weights
2	W1SCHOOL130	W1 BRR school analytic weight for replicate 130	BY school level BRR weights
2	W1SCHOOL131	W1 BRR school analytic weight for replicate 131	BY school level BRR weights
2	W1SCHOOL132	W1 BRR school analytic weight for replicate 132	BY school level BRR weights
2	W1SCHOOL133	W1 BRR school analytic weight for replicate 133	BY school level BRR weights
2	W1SCHOOL134	W1 BRR school analytic weight for replicate 134	BY school level BRR weights
2	W1SCHOOL135	W1 BRR school analytic weight for replicate 135	BY school level BRR weights
2	W1SCHOOL136	W1 BRR school analytic weight for replicate 136	BY school level BRR weights
2	W1SCHOOL137	W1 BRR school analytic weight for replicate 137	BY school level BRR weights
2	W1SCHOOL138	W1 BRR school analytic weight for replicate 138	BY school level BRR weights
2	W1SCHOOL139	W1 BRR school analytic weight for replicate 139	BY school level BRR weights
2	W1SCHOOL140	W1 BRR school analytic weight for replicate 140	BY school level BRR weights
2	W1SCHOOL141	W1 BRR school analytic weight for replicate 141	BY school level BRR weights
2	W1SCHOOL142	W1 BRR school analytic weight for replicate 142	BY school level BRR weights
2	W1SCHOOL143	W1 BRR school analytic weight for replicate 143	BY school level BRR weights
2	W1SCHOOL144	W1 BRR school analytic weight for replicate 144	BY school level BRR weights
2	W1SCHOOL145	W1 BRR school analytic weight for replicate 145	BY school level BRR weights
2	W1SCHOOL146	W1 BRR school analytic weight for replicate 146	BY school level BRR weights
2	W1SCHOOL147	W1 BRR school analytic weight for replicate 147	BY school level BRR weights
2	W1SCHOOL148	W1 BRR school analytic weight for replicate 148	BY school level BRR weights
2	W1SCHOOL149	W1 BRR school analytic weight for replicate 149	BY school level BRR weights
2	W1SCHOOL150	W1 BRR school analytic weight for replicate 150	BY school level BRR weights
2	W1SCHOOL151	W1 BRR school analytic weight for replicate 151	BY school level BRR weights
2	W1SCHOOL152	W1 BRR school analytic weight for replicate 152	BY school level BRR weights
2	W1SCHOOL153	W1 BRR school analytic weight for replicate 153	BY school level BRR weights
2	W1SCHOOL154	W1 BRR school analytic weight for replicate 154	BY school level BRR weights
2	W1SCHOOL155	W1 BRR school analytic weight for replicate 155	BY school level BRR weights
2	W1SCHOOL156	W1 BRR school analytic weight for replicate 156	BY school level BRR weights
2	W1SCHOOL157	W1 BRR school analytic weight for replicate 157	BY school level BRR weights
2	W1SCHOOL158	W1 BRR school analytic weight for replicate 158	BY school level BRR weights
2	W1SCHOOL159	W1 BRR school analytic weight for replicate 159	BY school level BRR weights
2	W1SCHOOL160	W1 BRR school analytic weight for replicate 160	BY school level BRR weights
2	W1SCHOOL161	W1 BRR school analytic weight for replicate 161	BY school level BRR weights
2	W1SCHOOL162	W1 BRR school analytic weight for replicate 162	BY school level BRR weights
2	W1SCHOOL163	W1 BRR school analytic weight for replicate 163	BY school level BRR weights
2	W1SCHOOL164	W1 BRR school analytic weight for replicate 164	BY school level BRR weights
2	W1SCHOOL165	W1 BRR school analytic weight for replicate 165	BY school level BRR weights
2	W1SCHOOL166	W1 BRR school analytic weight for replicate 166	BY school level BRR weights
2	W1SCHOOL167	W1 BRR school analytic weight for replicate 167	BY school level BRR weights
2	W1SCHOOL168	W1 BRR school analytic weight for replicate 168	BY school level BRR weights
2	W1SCHOOL169	W1 BRR school analytic weight for replicate 169	BY school level BRR weights
2	W1SCHOOL170	W1 BRR school analytic weight for replicate 170	BY school level BRR weights

Table K-1. Variable List for HSLS:09 Electronic Codebook (ECB)—Continued

File #	Field name	Field label	Section description
2	W1SCHOOL171	W1 BRR school analytic weight for replicate 171	BY school level BRR weights
2	W1SCHOOL172	W1 BRR school analytic weight for replicate 172	BY school level BRR weights
2	W1SCHOOL173	W1 BRR school analytic weight for replicate 173	BY school level BRR weights
2	W1SCHOOL174	W1 BRR school analytic weight for replicate 174	BY school level BRR weights
2	W1SCHOOL175	W1 BRR school analytic weight for replicate 175	BY school level BRR weights
2	W1SCHOOL176	W1 BRR school analytic weight for replicate 176	BY school level BRR weights
2	W1SCHOOL177	W1 BRR school analytic weight for replicate 177	BY school level BRR weights
2	W1SCHOOL178	W1 BRR school analytic weight for replicate 178	BY school level BRR weights
2	W1SCHOOL179	W1 BRR school analytic weight for replicate 179	BY school level BRR weights
2	W1SCHOOL180	W1 BRR school analytic weight for replicate 180	BY school level BRR weights
2	W1SCHOOL181	W1 BRR school analytic weight for replicate 181	BY school level BRR weights
2	W1SCHOOL182	W1 BRR school analytic weight for replicate 182	BY school level BRR weights
2	W1SCHOOL183	W1 BRR school analytic weight for replicate 183	BY school level BRR weights
2	W1SCHOOL184	W1 BRR school analytic weight for replicate 184	BY school level BRR weights
2	W1SCHOOL185	W1 BRR school analytic weight for replicate 185	BY school level BRR weights
2	W1SCHOOL186	W1 BRR school analytic weight for replicate 186	BY school level BRR weights
2	W1SCHOOL187	W1 BRR school analytic weight for replicate 187	BY school level BRR weights
2	W1SCHOOL188	W1 BRR school analytic weight for replicate 188	BY school level BRR weights
2	W1SCHOOL189	W1 BRR school analytic weight for replicate 189	BY school level BRR weights
2	W1SCHOOL190	W1 BRR school analytic weight for replicate 190	BY school level BRR weights
2	W1SCHOOL191	W1 BRR school analytic weight for replicate 191	BY school level BRR weights
2	W1SCHOOL192	W1 BRR school analytic weight for replicate 192	BY school level BRR weights
2	W1SCHOOL193	W1 BRR school analytic weight for replicate 193	BY school level BRR weights
2	W1SCHOOL194	W1 BRR school analytic weight for replicate 194	BY school level BRR weights
2	W1SCHOOL195	W1 BRR school analytic weight for replicate 195	BY school level BRR weights
2	W1SCHOOL196	W1 BRR school analytic weight for replicate 196	BY school level BRR weights
2	W1SCHOOL197	W1 BRR school analytic weight for replicate 197	BY school level BRR weights
2	W1SCHOOL198	W1 BRR school analytic weight for replicate 198	BY school level BRR weights
2	W1SCHOOL199	W1 BRR school analytic weight for replicate 199	BY school level BRR weights
2	W1SCHOOL200	W1 BRR school analytic weight for replicate 200	BY school level BRR weights

Appendix L.
High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test Report

This page left intentionally blank.

High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test Report

April 2012

Steven J. Ingels
Daniel J. Pratt
Deborah R. Herget
Laura J. Burns
Ben Dalton
Jason Hill
Randolph Ottem
James E. Rogers
Jeffrey Rosen
RTI International

Steve Leinwand
American Institutes for Research

Eric Banilower
Peggy Trygstad
Horizon Research

Laura LoGerfo
Project Officer
National Center for Education Statistics

This page left intentionally blank.

Summary of Recommendations

Recruitment

- Whenever possible, engage school personnel who had a role in the base-year study.
- Publicize the decreased burden for the first follow-up—with reduced list collection.
- Continue to use magazine selection as a token of appreciation.
- Offer first follow-up assessment results.

In-School Data Collection

- Continue to use Sojourn[2] to facilitate computerized collection of questionnaire and assessment data.
- Continue site visits to schools in advance of the student sessions to test Sojourn, confirm logistics, and distribute reminders to ensure successful student sessions.
- Pursue make-up sessions for students who missed the survey session.

Web/Computer-assisted Telephone Interview Data Collection

- Simplify the permission process for the parents through refinement of mail contact.
- To achieve data collection goals, target students no longer enrolled in the base-year school.

Field Data Collection

- Work cases by phone as a prelude to in-person visit.

School Staff Data Collection

- Prompt school staff members individually and directly, especially when at the school for the survey session.

Out-of-School Mathematics Assessment

- The field test suggests that assessment data can and should be collected in the out-of-school environment.

[2] The High School Longitudinal Study of 2009 primarily collected student data during the in-school sessions through a web-based math assessment and questionnaire. RTI developed custom Linux software called Sojourn to launch the math assessment and questionnaire in a secure web setting. Sojourn works by booting the operating system from a CD (or flash/thumb drive) to create a controlled environment against viruses, key loggers, and other malicious code, ensuring that sensitive questionnaire data are not compromised.

This page left intentionally blank.

Acknowledgments

We thank all the individuals who are participating in the High School Longitudinal Study of 2009 (HSLS:09), including the thousands of students, parents, and school personnel who generously gave their time and approval to provide the data that the study reports.

The authors of this report also thank the many individuals who assisted in the planning of HSLS:09. We are particularly indebted to the HSLS:09 first follow-up Technical Review Panel, which met for two, 2-day meetings in which panelists reviewed plans for the study, helped refine them, and provided important suggestions to help guide development of the instrumentation. The following individuals serve as the nonfederal members of the HSLS:09 first follow-up Technical Review Panel: Bryan Cook, Regina Deil-Amen, Jeremy Finn, Thomas Hoffer, Vinetta Jones, Amauray Nora, Jesse Rothstein, Russ Rumberger, Sarah Turner, and Timothy Urdan.

This page left intentionally blank.

Contents

This page left intentionally blank.

List of Tables

List of Figures

This page left intentionally blank.

Chapter 1. Introduction

The High School Longitudinal Study of 2009 (HSLS:09) is conducted by RTI International—a not-for-profit university-affiliated research organization—for the National Center for Education Statistics (NCES), a part of the Institute of Education Sciences in the U.S. Department of Education. This report describes the methodology and results of the HSLS:09 first follow-up field test.. The field test report is divided into eight chapters:

- Chapter 1: Introduction
- Chapter 2: Instrumentation
- Chapter 3: Data Collection
- Chapter 5: Questionnaire Timing and Data Quality Analysis
- Chapter 6: Analysis of Assessment Data
- Chapter 7: Survey Control Systems and Data Processing
- Chapter 8: Conclusions: Successes, Weaknesses, and Recommendations for the Main Study

There also are eight appendixes: (1) a codebook with response frequencies (appendix A), (2) a hardcopy version of the electronic questionnaires (appendix B), (3) the Technical Review Panel summary (appendix C), (4) field test letters and scripts (appendix D), (5) classical item statistics for the assessment (appendix E), (6) item parameter estimates for the assessment (appendix F), (7) the cognitive interview summary (appendix G), and (8) questionnaire-scale reliability analyses (appendix H).

1.1 Historical Background: NCES Secondary Longitudinal Studies Program

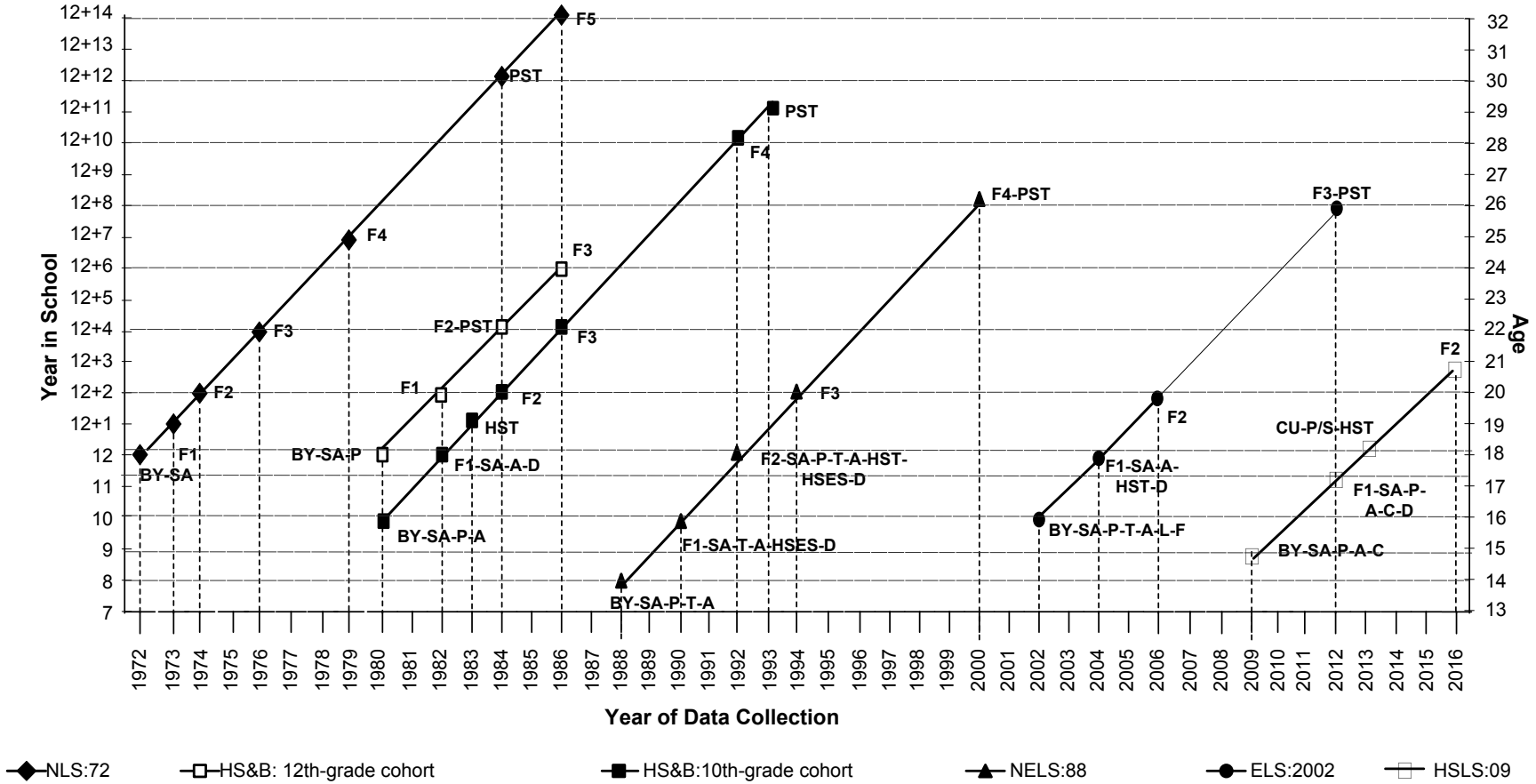
In response to its mandate to "collect and disseminate statistics and other data related to education in the United States" and the need for policy-relevant, nationally representative longitudinal samples of secondary school students, NCES instituted the Secondary Longitudinal Studies Program. The aim of this continuing program is to study the educational, vocational, and personal development of students at various stages in their educational careers, and the personal, familial, social, institutional, and cultural factors that may affect that development.

NCES is authorized by section 406(b) of the General Education Provision Act (20 U.S.C. 1221e) as amended by the Education Sciences Reform Act of 2002. The Education Sciences Reform Act of 2002 replaced the former Office of Educational Research and Improvement with the Institute of Education Sciences, in which NCES is now housed.

The Secondary Longitudinal Studies program consists of three completed and two ongoing studies. Completed studies are the National Longitudinal Study of the High School Class of 1972 (NLS:72), the High School and Beyond (HS&B) longitudinal study of 1980, and the National Education Longitudinal Study of 1988 (NELS:88). The Education Longitudinal Study of 2002 (ELS:2002) base-year, first, and second follow-up data are now available; the ELS:2002 third follow-up will take place in the second half of 2012. In the summer of 2011, HSLS:09 base-year data were released. Taken together, these studies describe (or will describe) the educational experiences of students from five decades—the 1970s, 1980s, 1990s, 2000s, and 2010s—and also provide bases for further understanding the correlates of educational success in the United States. Information on each of these studies that preceded HSLS:09 is available on the NCES website.

Figure 1 includes a temporal presentation of these five longitudinal education studies and highlights their component and comparison points for the time frame 1972–2016. (If HSLS:09 follows the precedent of NELS:88, the terminal interview will take place at around age 26 in the spring or summer of 2021, with postsecondary transcripts collected in the fall of 2021.)

Figure 1. Longitudinal design for the NCES high school cohorts: 1972–2016



NLS:72=National Longitudinal Study of the High School Class of 1972
HS&B=High School and Beyond: 1980
NELS:88=National Education Longitudinal Study of 1988
ELS:2002=Education Longitudinal Study of 2002
HSLS:09=High School Longitudinal Study of 2009

BY=Base-year data collection
F1=1st follow-up data collection
F2=2nd follow-up data collection
F3=3rd follow-up data collection
F4=4th follow-up data collection
F5=5th follow-up data collection

P=Parent survey
T=Teacher survey
A=Administrator survey
L=Library/media center survey
F=Facilities checklist
CU=College update
HST=High school transcript
SA=Student assessment

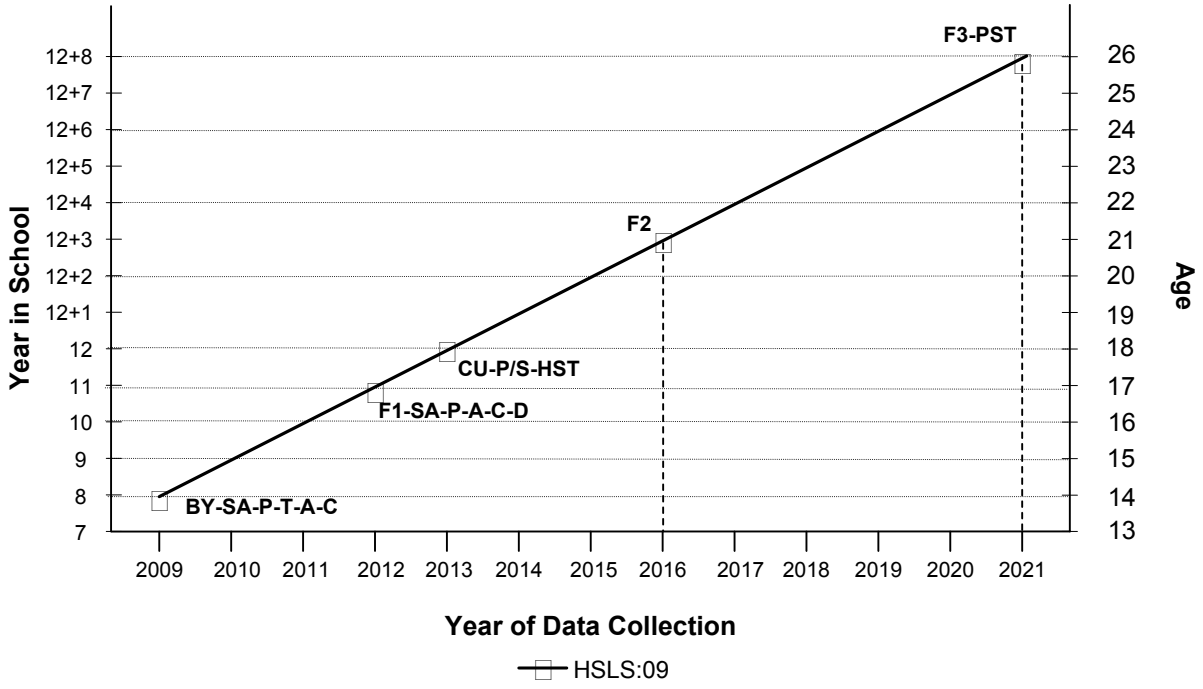
PST=Postsecondary transcript
C=Counselor questionnaire
P/S=Parent or student
HSES=HS effectiveness study
D=Dropout survey

1.2 High School Longitudinal Study of 2009

1.2.1 Overview of the HSLS:09 Design and Objectives

The tentative longitudinal design of HSLS:09 is illustrated in figure 2. The HSLS:09 base-year data collection took place in the fall term of the 2009–10 school year, with a randomly selected sample of fall-term 9th-graders in 944 public and private high schools with both 9th and 11th grades.[3] Students took a mathematics assessment and survey. Students' parents, principals, and mathematics and science teachers as well as the school's lead counselor completed surveys on the phone or online.

Figure 2. Longitudinal design for the HSLS:09 9th-grade cohort: 2009–21



HSLS:09=High School Longitudinal Study of 2009
BY=Base-year data collection
F1=1st follow-up data collection
F2=2nd follow-up data collection
F3=3rd follow-up data collection
SA=Student assessment (algebraic reasoning)
P=Parent survey
T=Teacher survey
A=Administrator survey
CU=College update
HST=High school transcript
PST=Postsecondary transcript
C=Counselor questionnaire
P/S=Parent or student
D=Dropout survey

[3] Types of schools that were excluded from the sample based on the HSLS:09 eligibility definition are described as part of the discussion of the target population in the *HSLS:09 Base-Year Data File Documentation* (see chapter 3, section 3.2.1), Ingels et al. (2011b).

The first follow-up of HSLS:09 will take place in the spring of 2012, when most sample members will be in 11th grade. A college update will occur in the summer/early fall of 2013 to collect information on the cohort's postsecondary plans and choices. High school transcripts will be collected in the 2013–14 academic year, and a second follow-up will take place in 2016, when most sample members will be 3 years beyond high school graduation. The core research questions for HSLS:09 explore secondary to postsecondary transition plans and the evolution of those plans; the paths into and out of science, technology, engineering, and mathematics (STEM); and the educational and social experiences that affect these shifts. (More about research objectives is discussed in section 1.2.2 below.)

HSLS:09 has both deep affinities with and important differences from the prior studies. The affinities and the differences are highlighted in the discussion of study design below. Distinctive and innovative features of HSLS:09 include the following:

- use of a computer-administered assessment and student questionnaire in a school setting;
- an assessment that focuses on algebraic reasoning;
- use of computerized (web/computer-assisted telephone interview) parent, teacher, administrator, and counselor questionnaires;
- inclusion of a counselor survey to document school course and program assignment policies and procedures;
- starting point in the fall of 9th grade, the traditional beginning of high school;
- enhanced emphasis on the dynamics of educational and occupational decisionmaking;
- enhanced emphasis on STEM trajectories;
- follow-up in spring of 11th grade, including follow-up mathematics assessment;
- concern with general trends in youth transition, not grade-based specific comparisons with prior spring cohorts of 8th-graders, sophomores, and seniors; and
- augmentation of selected state public school samples to render them state-representative.

At the same time, there are also major points of continuity with all or several of the past studies:

- commitment to collecting high school (grades 9–12) transcripts providing term-by-term high school coursetaking and grades data comparable to those in HS&B, NELS:88, ELS:2002, and the National Assessment of Educational Progress;
- a "postsecondary access and choice" round 2 years after the modal senior year, as in the earlier NCES secondary longitudinal studies;
- a nationally representative school sample with an oversample of private schools and student numbers that are sufficient for subgroup reporting by major race/ethnicity categories, including Asians;

- commitment to following the cohort beyond high school;
- commitment to identifying and following high school dropouts;
- contextual samples of parents as in HS&B, NELS:88, and ELS:2002;
- contextual samples of base-year teachers as in HS&B, NELS:88, and ELS:2002;
- a school administrator survey as in HS&B, NELS:88, and ELS:2002;
- an ability-adaptive assessment battery as in NELS:88 and ELS:2002; and
- production of a general purpose dataset that will support a broad range of descriptive and interpretive reporting.

1.2.2 HSLS:09 Research and Policy Issues

HSLS:09 provides a link to its predecessor longitudinal studies, which address many of the same issues of transition from high school to postsecondary education and the labor force. In addition, HSLS:09 brings a new and special emphasis to the study of youth transition by exploring the path that leads students to pursue and persist in courses and careers in STEM fields.

HSLS:09 measures math achievement gains in the first 3 years of high school, but also will relate tested achievement to students' choice, access, and persistence—in high school courses and completion as well as in postsecondary education and careers, especially in STEM fields. Indeed, the HSLS:09 mathematics assessment serves not just as an outcome measure, but also as a predictor of readiness to proceed into STEM courses and careers.

More broadly, HSLS:09 focuses on students' decisionmaking processes. Generally, the study questions students on if, when, why, and how they make decisions about high school courses, postsecondary options, and careers, including what factors, from parental input to considerations of financial aid for postsecondary education, enter into these decisions. At the individual level, the study will look into educational attainment and personal development while also providing data on the background correlates of social and educational outcomes. At the institutional level, HSLS:09 focuses on school effectiveness issues, including promotion, retention, and curriculum content, structure, and sequencing, especially as these affect students' choice of, and assignment to, different mathematics and science courses and achievement in these two subject areas. By collecting extensive information from students, parents, teachers, school counselors, school administrators, and school records, it will be possible to investigate the relationships between home and school factors and academic achievement, interests, and social development.

Additionally, because the survey begins with 9th-graders, the first follow-up permits the identification and study of high school dropouts and supports trend comparisons with dropouts identified and surveyed in HS&B, NELS:88, and ELS:2002—but especially NELS:88, because

both HSLS:09 and NELS:88 allow "early" dropouts (prior to spring of 10th grade) to be identified and studied as well as "late" dropouts in the last 2 years of high school.

In sum, over the next decade, HSLS:09 data will allow researchers, educators, and policymakers to understand:

- academic (especially in math), social, and interpersonal growth;
- transitions from high school to postsecondary education, and from school to work;
- students' choices about, access to, and persistence in math and science courses, majors, and STEM careers;
- the characteristics of high schools and postsecondary institutions and their impact on student outcomes;
- baccalaureate and sub-baccalaureate attainment;
- family formation, how prior experiences in and out of school relate to marital or parental status, and how marital or parental status affects educational choice, persistence, and attainment; and
- the contexts of education, including how minority and at-risk status are associated with education and labor market outcomes.

1.2.3 HSLS:09 Base-year Field Test and Main Study

The HSLS:09 base-year field test took place in the 2008–09 school year, with fall-term 2008 9th-graders. A subsample of the base-year field test sample of schools and students was followed to provide the basis for the first follow-up field test. The base-year field test is comprehensively documented in a field test methodology report by Ingels et al. 2010. (Available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=201001.)

The base-year main study took place in the 2009–10 school year, with fall-term 2009 9th-graders. From approximately 944 participating schools, 21,444 students participated, as well as their parents, school administrators, counselors, mathematics teachers, and science teachers. The base-year main study is documented in Ingels et al. 2011b (available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011328). Initial findings from the HSLS:09 base year may be seen in two *First Look* reports—Ingels et al. 2011a (available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011327) and LoGerfo, Christopher, and Flanagan 2011 (available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011355).

1.2.4 HSLS:09 First Follow-up Field Test

The purpose of the field test was to test the proposed first follow-up survey instruments (mathematics assessment and student, parent, administrator, and counselor questionnaires) and basic methodologies and procedures. The results of the field test, and recommendations for the main study, are set out in the seven chapters and various appendixes that follow.

This page left intentionally blank.

Chapter 2. Recruitment and Locating

This chapter documents the process of identifying the respondent groups, recruiting schools, and locating students and parents for the High School Longitudinal Study of 2009 (HSLS:09) first follow-up field test.

2.1 Respondent Groups

The HSLS:09 first follow-up field test consists of a cohort of fall 2008 9th-grade students, most of whom were in the 11th grade at the time of the first follow-up study. Most students participated in group sessions at the school, although students who are no longer enrolled at the base-year school and students who missed the in-school session were asked to participate outside of school via web, computer-assisted telephone interview (CATI), or in the field via computer-assisted personal interview (CAPI). In addition to students, one parent of each sample student was asked to complete a questionnaire, as was one school administrator and one school counselor from each base-year school. Unlike the base-year study, the first follow-up did not include input from the students' teachers. More information about each respondent group is described in this section.

2.1.1 Participating Subset of Field Test Schools

To save costs, only a subset of participating base-year field test schools participated in the HSLS:09 first follow-up field test. To achieve the yield of 24 participating schools, each of the 41 base-year field test schools was contacted for the HSLS:09 first follow-up field test. Recruitment of schools continued until 29 schools agreed to participate in the study, which allowed for the possibility of schools' rescinding their participation prior to data collection. Once the 29 participating schools agreed to participate, recruitment efforts ceased for the field test. The set of participating schools in the first follow-up field test were reviewed to ensure a mix of schools with certain characteristics to meet the operational and psychometric testing needs of the first follow-up field test. School characteristics included percentage distribution of minority students (taken from the National Center for Education Statistics files), school type, geographic region, and school size. Additional analyses were conducted and showed no difference between the base-year field test and first follow-up field test schools at a conservative significance level of 0.1 for the following characteristics: percentage of minority students, size of the 9th-grade class, number of full-time math and science teachers, percentage of English-language learners, percentage of student body enrolled in Advanced Placement courses, school type, charter school status, region, and state.

Students, parents, and school staff from 26 schools fully participated in the study. The goal was to have 24 schools and at least 500 students participate in the field test. The in-school

component of the study was conducted in 24 of the 26 schools and consisted of a group administration of the student questionnaire and mathematics assessment. In addition, out-of-school data collection occurred for students in two schools that declined to participate in the in-school component. Of these two schools, one indicated early in the recruitment process that it was unable to participate and one declined participation, after planning to participate, because of staffing cuts at the school. Nevertheless, sampled students from these two schools were asked outside of school to complete a questionnaire via web, CATI, or CAPI. A parent of each sampled student, the school principal, and the school counselor were also asked to complete a questionnaire via web, CATI, or CAPI.

2.1.2 In-school and Out-of-school Students

All base-year eligible sampled students from participating HSLS:09 base-year field test study schools were eligible to participate in the HSLS:09 first follow-up field test study. It was anticipated that the majority of students would be attending their base-year school at the time of the first follow-up study and would therefore participate in the in-school group session. However, a subset of students would no longer be attending the base-year school because they transferred to another school, were being schooled at home, graduated early, dropped out of school, left the country, or were institutionalized. Students still attending the base-year school were asked to participate in the follow-up study in a group session at the school. Students who missed the in-school session, or who had left the base-year school prior to the first follow-up data collection, were offered the options of participating out of school via web, phone, or in-person interview.

2.1.3 Base-year and First Follow-up Questionnaire-incapable Students

Students were determined to be incapable of completing the student questionnaire in the base-year study if they were reported to have a language barrier or a disability that would prohibit them from completing the student questionnaire. In the base-year study, a student was coded as questionnaire-incapable because of a language barrier if his or her native language was not English and he or she had not received academic instruction primarily in English for at least 3 years. School administrators were consulted in each case to determine whether the student could meaningfully complete the questionnaire and the assessment. It was expected that most of these students would be able to participate in the follow-up study after having a few more years of English instruction.

In addition, students were classified as questionnaire-incapable if they had an individualized education plan (IEP) indicating that they could not be tested. However, students with an IEP were included if the IEP allowed testing with feasible accommodations. Possible accommodations included extra time, instruments administered in multiple sessions (i.e., a split session), instructions in American Sign Language for students with hearing impairments, and one-on-one sessions (e.g., if the student could not participate in group settings).

2.1.4 Parents

The HSLS:09 first follow-up field test sample also included one parent or legal guardian for each sampled student. In households with two parents or guardians, the parent or guardian who considered him- or herself to be the most knowledgeable about the student's education was asked to complete a 30-minute questionnaire. The designation of "most knowledgeable" parent or guardian for the first follow-up was made regardless of who completed the base-year interview.

2.1.5 Administrators and Counselors

From each of the 26 participating schools, one administrator and one counselor were asked to complete the school administrator questionnaire and school counselor questionnaire, respectively. Each of the questionnaires was designed to take 30 minutes to complete. During the recruitment phase, the school coordinator (SC) was asked to identify the appropriate staff members to complete the school staff questionnaires, and to provide contacting information. The administrator identified to complete the survey was typically the school principal, although it was permissible to have another knowledgeable administrator complete the first three sections of the questionnaire and have the principal complete the fourth section, on personal background. For the counselor survey, the school's lead counselor was typically identified to complete the counselor questionnaire. However, a grade-level counselor may have been identified as an alternative.

2.2 Recruitment

It was estimated that approximately 83 percent of base-year students would still be enrolled in the base-year school at the time of the first follow-up field test study. Thus, the primary data collection mode for the HSLS:09 first follow-up field test was to conduct large group administration of the student questionnaire and assessment in schools.

2.2.1 Securing Renewal of School Cooperation

School recruitment comprised a two-step process of notifying school districts and securing cooperation from schools. At the time of recruitment for the base-year field test study, schools were informed that the study was longitudinal, which meant that RTI would be recontacting them for the first follow-up field test study, as well as a high school transcript data collection, at a later date. Although school districts were formally recruited in the base year, efforts to secure renewal of school cooperation for the first follow-up were limited to school-level contacts, with the exception of certain school districts that required renewals of research applications. Districts not requiring such applications were simply notified without telephone follow-up unless the district contacted RTI for additional information.

2.2.2 Notification of States and School Districts

Notification letters were mailed in the spring of 2008 to each of the five Chief State School Officers (CSSOs) from states selected for the HSLS:09 base-year field test (California, Florida, Illinois, New York, and Texas). The letter informed CSSOs that HSLS:09 would include a first follow-up study during the 2010–11 school year. Because of this prior disclosure, first follow-up field test recruitment efforts in the fall of 2010 did not include an additional state notification.

Table 1 provides a schedule of recruitment and sample member locating activities. With the exception of two school districts requiring research application renewal prior to contacting their schools, all other sampled school districts were mailed letters in September 2010. The purpose of this letter was a notification that base-year participating schools in their school district would be contacted to gain permission to conduct first follow-up field test data collection activities.

Table 1. Schedule of recruitment and locating activities

Activity	Timing
District notification of first follow-up field test	September 2010
School recruitment	September 2010–April 2011
Parent locating	October 2010–December 2010
Intensive tracing	February 2011–June 2011
Enrollment status update	October 2010–February 2011
Data collection	March 2011–June 2011

2.2.3 Contacting Schools

Approximately 1 week after the district notification letter was mailed, or upon approval of a research application, if applicable, recruitment materials were sent via overnight delivery service to principals of participating schools. RTI contacted school principals by telephone to discuss study details, to answer questions, and to secure cooperation for the school's continued participation in HSLS:09. RTI asked each school to designate an SC for the study, checking to see if the base-year coordinator was available to reprise his or her role. The SC worked with RTI to handle logistics, which included scheduling a date for the test day and obtaining the names of the staff who should receive the school administrator and school counselor questionnaires. An information technology (IT) coordinator was also identified to assist with testing of the Sojourn CD, a bootable compact disc developed by RTI which launches a custom Linux operating system to facilitate the computer-based data collection during in-school sessions.

As a token of appreciation for their continued participation, schools were given the option of receiving various science-based magazine subscriptions. The options provided to schools were a 1-year subscription to *Science News* or a 2-year subscription to both *Discover* and *Popular Science* magazines. Of the 24 participating field test schools, 9 chose the 1-year subscription to *Science News* and 15 chose the 2-year subscription to *Discover* and *Popular Science*. To inform

the main study of the usefulness of this token incentive, the recruiters asked the schools if there were other incentive alternatives in the $50 range that schools might find more useful. However, all field test schools indicated that they liked the science-based magazine subscription—the only other suggestion was for a scientific calculator.

2.3 Locating Procedures

Locating for the first follow-up field test study was conducted at the parent level because the sampled students were minors. Locating information for each case was gathered from a variety of sources, both before and during the field test. In October 2010, the parent of each student sample member was sent a letter requesting that the parent log in to the HSLS:09 website to provide his or her current contacting information. The letter included a brief description of the study, the HSLS:09 website address, and a unique ID number and password. The requested information included physical address, e-mail address, and telephone numbers. Although parents were asked to provide as much information as possible, no entry field was required.

Prior to the start of data collection, the cases were sent to batch tracing to confirm the existing locating information or to get new information when available. After batch tracing was completed, the locating data for each case were analyzed and the "best" address and telephone number was identified. Each case, however, retained all available locating information, unless that information had been determined to be obsolete or incorrect. The initial contact letter and all additional reminder mailings were sent to the best known address.

When letters were returned as undeliverable, the address was designated as obsolete in the locator database and the new address was entered, if provided. RTI also sent e-mail versions of initial contact and reminder letters to those sample members with a valid e-mail address. As with the physical letters, undeliverable e-mails were flagged in the locator database. When a physical or an electronic address was determined to be obsolete, the case's remaining contacting information was analyzed to determine the next-best address. If no additional locating information was available, and there was no telephone number, the case moved to the data collection phase of tracing and locating.

During data collection, two tracing methods were used to locate sample members: CATI tracing and intensive tracing. CATI tracing involves calling all available phone numbers for a case to locate the sample member. In cases where the interviewer reaches someone other than the sample member, the interviewer gathers as much locating information from the contact as possible. If it is determined that the sample member is unreachable at any of the current telephone numbers, the case is sent to RTI's Tracing Services for intensive tracing, which employs last known information and other information, such as Social Security numbers, to locate the sample members in credit reports and other private-use databases.

2.4 Updating Enrollment Status

To plan the first follow-up field test data collection, RTI worked with schools to determine each student's current enrollment status in advance of the data collection. During the fall of 2010, school staff were asked to review the list of sampled students and indicate which students were still enrolled at the school. For those still enrolled, schools were asked to provide the student's current grade level and home contact information. For students who had left the base-year school, schools were asked to provide the student's last date of attendance; reason for leaving; last known contact information; and if the student transferred, the name, city, and state of the transfer school. Results of the enrollment status update are presented in section 4.6.2.2.

Chapter 3. Instrumentation

3.1 Instrumentation Objectives and Process

The High School Longitudinal Study of 2009 (HSLS:09) first follow-up instruments consist of a mathematics assessment focusing on algebraic reasoning, and four questionnaires: (1) the student questionnaire (including dropouts), (2) the parent questionnaire, (3) the administrator questionnaire, and (4) the counselor questionnaire. The first follow-up questionnaires can in part be understood in terms of the base year and their role as the second measurement within a longitudinal design. In part, the first follow-up questionnaires can also be understood in terms of the new issues that arise late in high school as plans for post–high school solidify.

The base-year instrument design for HSLS:09 was guided by a conceptual framework that takes the student as the fundamental unit of analysis and attempts to identify the precursor factors, such as motivation, beliefs, and interests, that may lead to academic goal-setting and decisionmaking. It traces the many variables—including perceived opportunities, barriers, and costs—that are associated with students' values and expectations and that factor into their most basic education-related choices. The study design also acknowledges the importance of social context and the interaction between students and their families, teachers, peers, and the wider community.

Many of the base-year measures were meant to be repeated in the first follow-up to measure change. Often a first follow-up variable may serve as an outcome measure for a base-year antecedent, or as an intermediate or intervening variable relative to an outcome in a later follow-up, such as postsecondary access or baccalaureate attainment.

Although many base-year items were repeated on the first follow-up questionnaires, new items were added if relevant to the changed circumstances of the cohort. For example, college-going plans are traditionally more definite by the junior year. Counselors are asked in the base year about programs to facilitate the transition into high school, but are asked in the first follow-up about the school's programs to facilitate the transition out of high school.

For the student questionnaire, change of student status since the base year is reflected in a questionnaire with more branching, which captures the new pathways followed by the cohort. The questionnaire must capture the situation of dropouts as well as students in modal grade sequence, students who have repeated a grade or grades, students who have transferred to different schools, those newly homeschooled, and early graduates (including those with an equivalency certificate such as the General Educational Development [GED]).

Finally, the base-year algebra assessment was reviewed to evaluate its adequacy in fulfilling its basic purpose: to accurately measure the status of individuals at a given point in time as well as their achievement growth over time. To ensure that there would be no ceiling effects as students advanced into the highest stages of the mathematics curriculum, some additional high-difficulty items were added. In addition to testing a pool of more difficult items, the first follow-up field test was also employed to ensure that a more accurate linking of grades 9 and 11 could be calculated.

The instrument development process started with an update of the base-year literature review. Instrument drafts were then circulated across programs at the National Center for Education Statistics (NCES) and between RTI and NCES, and revisions were made on the basis of the resulting comments. Next, certain student and parent survey items that were new and of critical importance were tested in cognitive interviews. (A report on cognitive research for the first follow-up field test is located in appendix G.) Then the HSLS:09 Technical Review Panel, a specially appointed independent group of substantive, methodological, and technical experts, reviewed the draft instruments. A summary of the panel meetings (which took place in September 2010 and June 2011) is found in appendix C. Justifications were written for questionnaire items for Office of Management and Budget (OMB) review. Actual development of the questionnaires, including specification, routing, programming, and testing, took place within an RTI proprietary system, the Hatteras Survey Engine and Survey Editor. (A full description of Hatteras appears in chapter 6.) Upon OMB clearance, a field test was conducted to test questionnaire and assessment items, the results of which are presented in this report.

A hardcopy version of the electronic field test questionnaires is found in appendix B. The quality of the questionnaire data and assessment data is addressed in chapter 5. Content of the four questionnaires is summarized below, as is content for the assessment.

3.2 Student Questionnaire

The content of the student questionnaire included both locating information and substantive questions. The substantive portion of the questionnaire elicited information on schools attended, reasons for transfer or dropout; high school courses and how they were selected; attitudes about math and science as a school subject, and attitudes about school in general; work and other activities; preparations and plans for life post–high school; and family background information.

Four primary research questions drive the student questionnaire:

- How do students decide what courses to take in high school and what to pursue after their time in high school concludes (e.g., college, work, careers, the military)?
- What factors affect their decisionmaking, particularly factors that are malleable to school or parent influence?

- What factors lead students toward or away from college entry, and in particular, science, technology, engineering, and mathematics (STEM) courses and careers?
- How and why do students' attitudes, goals, and learning approaches evolve in the course of high school?

The questionnaire attempts to collect information that will help to address these and related questions from the student's perspective. The first follow-up questionnaire gathered information similar to that from the base year and provided longitudinal data. The longitudinal data are critical to the design of the study because they provide information about the stability and evolution of education expectations and plans. To reinforce the ability of this longitudinal design to identify processes and practices leading to high achievement and advanced attainment, additional data on the socioeconomic background of base-year students (originally gathered by the base-year parent questionnaire, but with high levels of missing data) were gathered. The 35-minute questionnaire asked about home life, school experiences, math and science experiences, and plans for postsecondary education and work.

The first follow-up differentiates students according to five pathways: (1) students enrolled within their base-year school (this is the majority of students in the study); (2) students who have transferred schools; (3) dropouts; (4) early completers; and (5) students who move from a school to a homeschool environment.

Although most sample members will remain in their base-year school, some will have transferred to other schools through reassignment, moving, or other circumstances. Because changing schools can affect school engagement and achievement by disrupting relationships and the coherence of curricula, surveying transfer students is an integral part of constructing a longitudinal portrait of education experiences and outcomes of the original cohort. The large majority of the transfer student questionnaire is the same as the regular student questionnaire; the difference is seen in some additional questions asking about reasons for moving and perceptions of the new school.

The first follow-up surveys dropouts and those who completed school (whether with a regular diploma or alternative credential such as the GED). The dropout questions are critical for understanding the personal and institutional experiences that produce early school departure and for developing effective policies to limit school failure. The content specific to dropouts includes reasons for dropping out, prevention programs experienced, interventions received, plans for completing high school or an equivalency degree, and out-of-school work and training experiences. Early graduates are a rare population. At this stage they are often alternative completers such as GED holders and have been asked substantially similar questions about reasons for finishing, future plans, and current activities.

Finally, some base-year sample members have shifted from traditional school-based settings to a homeschooled environment. Homeschooled students face challenges in maintaining community ties, access to extracurricular activities, and exposure to rich curriculum materials,

while potentially benefiting from more customized instruction. The large majority of the homeschool questions are the same as in the regular student survey—asking, for example, about math and science interest and education and occupation plans after high school—but are tailored to the out-of-school status of this group.

3.3 Parent Questionnaire

The parent instrument was available in Spanish and in English. This questionnaire also included locating and substantive items. Substantive items covered household members and their roles and characteristics; demographic data; information on immigration status and language use; socioeconomic status (education, occupation, income); the student's educational history (including grade retention and change of schools); family interactions; parental involvement in the student's learning; and plans and preparations for postsecondary education.

The parent questionnaire complements the student questionnaire by providing information on the student's context and history, reporting on parental school involvement, and describing the home environment (e.g., values, expectations, and opportunities). Three research questions frame the parent questionnaire:

- What social capital resources are available in the home environment to support children's academic development and decisionmaking (e.g., parent involvement in child's decisionmaking; course selection; planning for college or the labor market; shifts in involvement around key transitions—middle to high school, high school to postsecondary life; child's involvement in extracurricular activities; child's involvement in community activities [e.g., Girl Scouts, church groups])?
- What human capital resources are available in the home environment to support children's academic development and decisionmaking (e.g., parents' background in mathematics; parents' background in science; parents' attitudes about the importance of math, science, and education in general; parents' expectations for children's education achievement; and parents' expectations for their child's career)?
- What financial capital resources are available in the home environment to support children's academic development and decisionmaking (e.g., preparation for financing college)?

Parents are key sources of detailed information about family resources, home life, and financial and other planning for college. Parents are often in a position to provide more accurate and less biased answers about their children, specifically in the area of college financial planning, which is a major focus of this round of surveys. Because parental expectations, encouragement, and resources are significant predictors of postsecondary education enrollment and attainment, and because parents often have considered the postsecondary education of their children before these choices become immediate to students themselves, the parent survey can provide critical insight into the likely trajectories and barriers that students will experience as they progress from high school to college or work. Likewise, within the context of their own occupation experiences, parents are able to provide an alternative perspective on the strengths,

weaknesses, and interests that their child will bring to the workforce beyond that formed by the student, who has more limited work knowledge. Understanding the education and occupation preparation of high school students thus depends on obtaining the parents' viewpoint.

In a longitudinal context, the parent survey provides an important and rare chance to examine the stability of parental involvement in student life, alterations to family structure, changes in economic circumstance, and other home changes, which can have a major impact on adolescents. The parent survey complements the student survey in capturing a comprehensive portrait of the support system of high school students. For example, the parent survey includes a special module for parents of dropouts, enabling further exploration of reasons for—and interventions to prevent—dropping out. The parent survey also helps complete information for homeschooled students whose change in setting closely involves the parent. Likewise, parents may be able to provide high-quality data about reasons that led to a student's school transfer. Similarly, the parent survey complements questions in the school counselor survey regarding how coursetaking choices are made, particularly in HSLS:09's focus on mathematics and science.

3.4 School Administrator Questionnaire

The school administrator questionnaire collected information on the school in five domains: (1) school and student characteristics; (2) teaching staff characteristics; (3) school policies, practices, and programs; (4) school governance and climate; and (5) principal background and experiences. The school questionnaire allowed for two respondents: the school-related factual information that is collected in the opening sections of the survey could be delegated to a knowledgeable staff member, but the final section was to be completed only by the principal because its content concerned the principal's background and beliefs.

The purpose of the HSLS:09 school administrator questionnaire is to support the study's main research objectives: How do young adults choose the pathways they do, particularly pathways into STEM careers? What role does high school (or the high school years) play in students' ultimate decisions? And how does "algebra learning" in high school shape students' decisions to pursue a career in STEM specifically? To achieve its purpose, the HSLS:09 school administrator questionnaire was designed to provide school-level contextual data for examining and interpreting students' decisionmaking and planning processes. Although questionnaire items were selected to achieve the overall goals and purposes of the study, selection was guided primarily by the desire to address the following questions specific to schools:

- What school structures, policies, practices, and offerings facilitate or inhibit student high school trajectories and decisions (e.g., coursetaking, dropping out, going on to work or college)?
- What programs and policies do schools offer to assist students at risk of school failure, students at risk of dropping out, and students struggling in math and science?

- What are the school-level correlates of high-achieving schools in math and science (e.g., principal training and experience, climate, ease of hiring and retaining qualified math and science teachers, program offerings in math and science, and supports for struggling students)?
- What is the math and science focus of schools (e.g., what explicit activities, if any, do schools engage in to raise students' interest and performance in math and science)? Is this focus associated with students' subsequent performance in math and science and decisions to pursue careers in math and science?

Items were also selected based on the need to collect certain data in the cohort's modal 11th-grade versus 9th-grade base year. For example, school practices and policies that are less likely to change over time were reserved for the 11th-grade school administrator questionnaire. This division of items was also intended to keep the burden of the 11th-grade questionnaire to 30 minutes.

3.5 Counselor Questionnaire

The school counselor questionnaire collected information on the school in five areas: (1) counseling services provided; (2) course placement policies; (3) school-based remediation and enrichment services offered (with a focus on STEM); (4) postsecondary counseling; and (5) out-of-school learning experiences/opportunities. Data gathered from the counselor questionnaire can be used with data from the student assessment and survey to determine whether and how disparities in education aspirations, expectations, and outcomes of various student populations can be attributed to different counseling resources and practices.

The counselor component is targeted to the head counselor or whomever the principal or head counselor designates as a knowledgeable source about the questionnaire contents. The HSLS:09 first follow-up is not a study of counselors and cannot generalize about counselors as a special population; rather, it employs counselor data contextually to illuminate characteristics and practices of the school, particularly those related to student placement in mathematics and science, and the availability and role of counseling services as students transition out of high school.

Key research questions that the counselor survey may help to address include the following:

- What counseling resources are available to the students within the school (e.g., how many counselors; what is their student load; what are their responsibilities—such as course placement, college planning, career planning; transitions from high school to postsecondary)?
- What are the course placement procedures, policies, and graduation requirements (e.g., how many credits/courses in English, in math, in science)?
- What college and workplace preparation practices occur at the school (e.g., AP classes/AP exams, preparation for SATs, work experience programs, job fairs)?

Questionnaire items were selected based on the need to collect certain data during students' 11th-grade year. For example, questions about students' transition from middle school to high school from the base-year survey were dropped in favor of questions about students' transition from high school to postsecondary school or work.

3.6 Algebraic Reasoning Assessment

As part of the HSLS:09 base-year study, a set of specifications for algebraic reasoning at the high school level was developed. After the base-year main study collection, the content was reexamined to ensure a sufficient range of difficulty for the first follow-up collection. It was determined that the base-year assessment could be expanded to include items of a more difficult nature, ensuring adequate precision of assessment for children with advanced algebraic knowledge and reasoning skills.

3.6.1 Purposes of the Field Test Assessment

There were several compelling reasons for conducting a field test in spring 2011 with the field test sample members who were 9th-graders in fall 2008:

- First, field-testing 11th-graders in spring 2011 would ensure that an accurate linking of grades 9 and 11 could be calculated. Because the original HSLS:09 field testing sought to place all the items on the same scale and minimize intrusion into schools, 12th-graders were administered the field test in the fall instead of 11th-graders in the spring. Administering the first follow-up field test to 11th-graders at roughly the same time of the school year as the spring 2012 main study will be administered and using, as described below, a set of "old" and "new" items would ensure updated and more accurate item statistics.
- Second, inasmuch as the item pool was judged to be strong and appropriate at fall of 9th grade, there was a perceived shortage of more difficult items for spring of 11th grade. Specifically, a common concern expressed by the Technical Review Panel and by program staff at the National Science Foundation (a cosponsor of the study) was that the item pool was lacking in only one respect: too few difficult items assessed the algebraic understanding of the most advanced 11th-graders, particularly those enrolled in precalculus during their junior year. Although the pool already had a number of "difficult" items when judged on the basis of their field-test item difficulty statistics, some observers asked for an assessment of more demanding content as well.

Accordingly, the first follow-up field test was designed and implemented to enhance the mathematical breadth of the item pool, particularly at the high end, and to update and validate the original field-test item statistics to best measure achievement gains from the base year to the first follow-up.

3.6.2 Item Development

The field-test development work entailed the following sequential steps:

1. **Current item pool analysis.** At the time of the base-year main study, an algebraic knowledge and skills assessment was developed intended to span both the base year and the first follow-up. An existing pool of 73 items had already been designated for use on the grade 11 mathematics assessment. This pool included 23 linking items with grade 9 (i.e., 23 items administered as part of the assessment administered to 9th graders) with an additional 50 items unique to the grade 11 administration. All of these items were psychometrically examined and chosen based on the main study field test. The reexamination of the item pool looked for potential overlap with linking items, duplication of items by content, and the overall balance of mathematical content within the pool. Figure 3 shows the algebraic content domains and algebraic processes to which all items are coded and for which we seek a reasonable balance.

Figure 3. Current algebraic content domains and algebraic processes

Algebraic content domains	Algebraic processes
The language of algebra	Demonstrating algebraic skills
Proportional relationships and change	Using representations of algebraic ideas
Linear equations, inequalities, and functions	Performing algebraic reasoning
Nonlinear equations, inequalities, and functions	Solving algebraic problems
Systems of equations	
Sequences and recursive relationships	

2. **Grade 9 high-difficulty main study item analysis.** Test development staff then took advantage of the grade 9 main study item data, particularly for those items on the high-difficulty Stage 2 assessment, to examine item types and content to identify content domains and item characteristics of relatively difficult items.
3. **Item writing and selection.** For the first follow-up field test, mathematics item development staff at AIR developed approximately 20 multiple-choice items to yield an eligible pool of 10 new field-test items. In addition, at the request of NCES, AIR staff reviewed the released set of 12th-grade National Assessment of Educational Progress algebra items and selected an additional 15 items of relatively high difficulty or complexity from which 10 items were selected for use on the field test. Each of these 20 items was coded, linked to a specific gap or need, and allocated to one of the 24 cells in the content domain by the process matrix.

   Each item then underwent a comprehensive review process, including

   - internal AIR group review of the item;
   - internal AIR individual review and revision of each item to ensure alignment, clarity, appropriateness of distractors, and rationales for each distractor;
   - editorial review to ensure accuracy, clarity, and grammatical correctness;
   - senior content review to ensure that each item met all specifications; and

- Mathematics Advisory Committee review to ensure that each item was properly aligned and of high quality (see below).

After all necessary and recommended revisions were implemented, the entire pool was reviewed one final time by AIR and by project staff at RTI. The outcome of this development, review, and revision process was a field test pool of approximately 20 new items to supplement the existing pool and from which to populate the field-test design.

4. **Mathematics Advisory Committee.** In both the base year and first follow-up, the item development process was significantly enhanced by the expertise of a Mathematics Advisory Committee that consisted of the following members:

   - Hyman Bass, Professor of Mathematics, University of Michigan;
   - John Dossey, Professor of Mathematics (retired), Illinois State University;
   - Katherine Halvorsen, Professor of Mathematics and Statistics, Smith College;
   - Joan Leitzel, President Emeritus, University of New Hampshire, and Professor of Mathematics (retired), Ohio State University; and
   - Mark Saul, Mathematics Teacher (retired), Bronxville High School, New York.

Assessment analysis and results for the field test are discussed in chapter 6.

This page left intentionally blank.

Chapter 4. Data Collection

The primary data collection activities for the High School Longitudinal Study of 2009 (HSLS:09) first follow-up field test were contacting and recruiting schools that had participated in the base-year field test and interviewing students, parents, school administrators, and counselors. Student questionnaire data were collected during in-school sessions, on the Web, over the telephone, or in the field. As in the base-year field test, RTI also administered a mathematics assessment to students during the in-school session. In addition, nonresponding students and those students who were no longer enrolled at their base-year school were given the opportunity to complete the assessment online. This chapter describes the procedures used to collect the data from the HSLS:09 sample members and then discusses the results of the data collection.

4.1 Recruitment and Training of Data Collectors

To conduct successful school recruitment and data collection activities, RTI hired and trained institutional contactors (ICs), session administrators (SAs), telephone interviewers, and tracing specialists. When possible, experienced recruiters and data collectors were hired. This section outlines the training sessions for these personnel.

4.1.1 In-school and Field Session Administrator Recruitment and Training

To staff the in-school and field data collection components, RTI drew from its pool of interviewers who had worked on the base-year data collections. The base-year study comprised an in-school data collection but not field interviewing. Therefore, hiring decisions also factored in computer-assisted personal interviewing (CAPI) experience and computer skills and proximity to HSLS:09 first follow-up field test schools. HSLS:09 staff (SAs) were responsible for conducting sessions with students in high schools and with students and parents in the field. Ten SAs were hired to conduct sessions in 24 high schools across the five states. The SA training lasted 4.5 days and included a mixture of lectures, demonstrations, and hands-on activities. Training content also included preparing for and administering sessions in schools, acquiring parental permission, locating and contacting out-of-school sample members, conducting field interviews, and using all project computer hardware and software systems. Figure 4 shows the SA training agenda.

Figure 4. Session administrator training agenda: 2011

Day 1

Registration, Pictures, Security Forms, Notary
Welcome, Introductions, Objectives
Purpose, Background, and Session Administrator Responsibilities
Demonstration of Sojourn CD and Thumb Drive

Respondents' Rights
Confidentiality and Data Security
Recruiting Schools and Student Enrollment Verification
Permission Types

SA Laptop Overview and Equipment Security
Managing In-school Assignments (Student Locating Form, Student Tracking Form [STF], etc.)

Session Administration Logistics
Working With the School Coordinator
Case Management System (CMS)

Day 2

Sojourn CD, Thumb Drive, and Laptops
Questionnaire Incapable, Eligibility, Exclusions—Administrator Link

STF Discussions and Exercises
Entering STF Data into CMS

Student Script
Student Assessment with Prototype Demo and Questionnaire (With Round Robin)
Parent, School Counselor, and Administrator Questionnaires

Contacting Parents for Session Reminder or Refusal Conversion
Reporting to Field Supervisor, Calling in Results, Weekly/Group Calls
Test Day Summary Form via Web

Day 3

Review and Q&A
Dealing with Disruptive Students and Problems at School
Honoraria and Incentives, Discussion and Exercises

E-mail and Transmission

Introduction to Field Activities
Field Case Incentives
Obtaining Parental Permission for Students, Gaining Cooperation, and Refusal Conversion
Noninterview Field Cases
Tracing and Locating Sample Members

Day 4

Field/CMS/Case Assignment Card
Eventing

Event Code Exercises
Round Robin, Paired Mocked Practice Exercise with Questionnaire

Round Robin, Paired Mocks (continued)

Administrative Procedures
Study Hall, Sojourn Practice, Open Q&A

Day 5

In-school Review
Out-of-School Review
Training Evaluation
Q&A
Certifications

4.1.2 Out-of-school Help Desk Agent and Telephone Interviewer Training

Telephone interviewers were trained to conduct the parent and student out-of-school data collection. A subset of telephone interviewers were also trained to serve as help desk agents (HDAs) to answer questions and troubleshoot problems from inbound calls from sample members. The first phase of out-of-school data collection comprised a 3-week, web-only, early data collection phase in which no outbound calls were made. During this time, the help desk assisted sample members who had technical problems with the web interview or questions about the study.

The help desk training was conducted over 8 hours in February 2011. HDAs were trained on frequently asked questions (FAQs); the student and parent questionnaires, including the systems used to code majors and occupations; and the computer-assisted telephone interviewing case management system (CATI-CMS). The HDAs were also trained on a web-based help desk application to log all calls into the help desk and to track the reason for each call, such as requests for study IDs and passwords, questions about the study, or problems with the web questionnaire. Figure 5 presents the help desk staff training agenda.

Figure 5. Help desk training agenda: 2011

Day 1
Enhanced Security Network Overview
Welcome, Introductions, and Study Overview
Parent Instrument Overview
Front-end Overview
Parent Instrument Self-study
Help Desk Overview
Wrap-up/Questions
Day 2
Flow of Cases During Data Collection
Front-end Practice
Coding Overview
Student Interview Overview
Monitoring/Supervision
Student Instrument Self-study
Front-end Practice (Buffer)
Wrap-up/Questions

RTI also conducted a 16-hour telephone interviewer training in March 2011. A total of seven telephone interviewers were trained to place outbound calls to sample members who had not completed their interview during the early data collection phase. The telephone interviewers were given a thorough background of the study and trained on project-specific material, such as FAQs, the parent and student interviews, the CATI-CMS, and the occupation and major coders. The training agenda can be found in Figure 6.

Figure 6. Web/computer-assisted telephone interviewer training agenda: 2011

Day 1
Welcome and Introductions
Project Overview
Your Role as a Telephone Interviewer
Parent Interview Demonstration
Parent Instrument Overview
Front-end Overview
Round Robin Interview
Wrap-up/Questions
Day 2
Flow of Cases During Data Collection
Front-end Practice
Frequently Asked Questions
Coding Overview
Coding Practice
Parent Paired Mock Interviews
Monitoring/Supervision
Wrap-up/Questions
Day 3
Welcome/Review of All Content
Front End
Round Robin
Coding Certification
Frequently Asked Questions
Introduction to Help Desk

4.1.3 Staff Data Collection Training

Two ICs working on the first follow-up recruitment task were also charged to assist with data collection from school staff (i.e., administrators and counselors). The ICs' role in the staff data collection included prompting the school staff to complete their questionnaires, serving as HDAs for the staff questionnaires, administering the questionnaires by phone if needed, and conducting verification calls with the school coordinators (SCs) after the student session was completed.

The ICs received 1 day of training and two follow-up training sessions. The initial training focused on techniques for prompting staff to complete questionnaires, using the help desk system, responding to questions, and conducting the verification calls. The purpose of the verification calls was to ensure that the student session at the school was successfully implemented. (During some of the verification calls, SCs were also asked to provide additional contacting information for specific sampled students and their parents.) Each follow-up training session lasted approximately 2 hours and focused on the content and administration of the questionnaires via CATI. The training agenda for the 1-day IC training can be found in Figure 7.

Figure 7. School staff telephone interviewer training agenda: 2011

Day 1
Overview of First Follow-up Field Test and Staff Data Collection
Institutional Contactor Responsibilities/Tasks—Staff Data Collection
Interviewing Techniques
Administrator and Counselor Surveys
Prompting/Contacting Materials
Computer-assisted Telephone Interviews
Help Desk
Institutional Control System/Help Desk
Verification Calls
Questions & Answers

4.2 In-school Student Data Collection Procedures

Following the successful completion of the SA training, the SAs received their school assignments, which included detailed information regarding the logistics that had been arranged during the recruitment process. Logistics included the date and time of the in-school session, permission type, mode of data collection (i.e., school computers versus RTI project-provided laptop PCs), and any special accommodations or instructions arranged with the school during the recruitment process, such as a school-specific security clearance requirement.

Data collection activities for each school began about 4 weeks prior to the scheduled in-school session date. These activities included obtaining parental permission, finalizing data collection logistics, confirming student enrollment, determining whether any sampled students required special accommodations, confirming and testing the mode of data collection in the schools (e.g., testing the Sojourn CD on school computers), collecting course catalogs, and conducting the in-school session. This section discusses each of these activities in greater detail.

4.2.1 Obtaining Parental Permission

Recruiters discussed parental permission procedures with the schools during the recruitment process. Schools had the option of choosing between explicit or implicit parental permission. Explicit permission requires that the parent provide written permission for the student to participate, whereas implicit permission requires that a parent notify the school only if he or she does not want his or her child to participate. Additionally, customized permission forms were used by those schools that needed to tailor the wording of the permission form to meet school-specific needs.

Schools were encouraged to use implicit permission when possible because of the reduced burden on the school and higher participation rates. Of the 24 schools that participated in the first follow-up field test in-school component, 19 schools (79.2 percent) chose implicit parental permission.

4.2.1.1 Explicit Permission

For those schools that used explicit permission, explicit permission form packets were sent to the school coordinator by RTI about 4 weeks prior to the scheduled test day. Each packet included a letter about the study, a permission form, a study brochure, and an envelope bearing the SC's name for return of the completed permission form. The letter not only informed the parent and student about the study, but it also informed them of the $10 incentive for the student's participation. SCs were asked to distribute these packets upon receipt to sampled students. About 2 weeks before the test day, SCs were asked to send home a second copy of the explicit permission packet to nonresponding parents.

Parent contact information had been obtained during the HSLS:09 base-year field test from schools, parent and student base-year interview responses, and as part of the enrollment status update that was discussed in chapter 2. If schools permitted SAs to call parents, about 1 week before test day, SAs contacted nonresponding parents to prompt the return of the permission form and to answer questions about the study. If allowed by the school, SAs also called refusing parents to address any concerns they may have had regarding their child's participation.

Explicit permission was required by five schools, which amounted to 112 students. Six parents returned permission forms expressing their refusal to allow the student to participate, 19 others did not return the form, and 10 students were absent from school on the test date. A total of 77 students (68.8 percent) participated at schools requiring an explicit permission, which is 16 percent lower than the response rate at implicit permission schools (see next section). Table 2 presents the number and percentage of schools and students with implicit and explicit permission requirements and the percentage that granted permission.

Table 2. Parent permission results, by permission requirement type: 2011

	Implicit permission		Explicit permission	
	Number	Percent	Number	Percent
All schools	19	79.2	5	20.8
All students	453	100.0	112	100.1
Permission granted	382	84.3	77	68.8
Permission denied	19	4.2	6	5.4
No permission response	†	†	19	17.0
Absent/No shows	52	11.5	10	8.9

† Not applicable.
NOTE: Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

4.2.1.2 Implicit Permission

Schools requesting to use implicit permission also received packets about 4 weeks prior to the test date for distribution to the sampled students. The packets were very similar to those

provided for explicit permission schools, with the exception that parents were told only to return the form if they did not want their teenager to participate. For this reason, schools using implicit permission did not send additional forms home to nonresponding parents. SAs contacted SCs weekly to determine whether any parents had returned forms refusing permission for student participation. If permitted by the school, SAs also contacted parents who refused permission, in an attempt to answer questions and encourage participation.

The 19 schools using implicit permission had 453 sampled students. As with explicit permission schools, a small number of parents from the 19 schools using implicit permission returned forms expressing refusal for their student to participate in the study. Additionally, 52 students were absent from the in-school session. In total, 382 students (84.3 percent) participated at schools that used implied permission.

4.2.2 Finalizing Data Collection Logistics

The recruitment team finalized the session logistics before schools were assigned to the SAs, who were instructed to contact the SCs within 48 hours after the school received the package containing the permission materials. Initial contact between the SA and SC occurred approximately 4 weeks prior to the scheduled student session, at which time the SA confirmed that the parent permission materials were received and distributed. SAs also confirmed the logistical arrangements, answered any questions from the SC, confirmed the students' current enrollment status, and discussed specific accommodations (if necessary) for participating students. For students who were no longer enrolled at the school, SAs asked the SCs to report the student's reason for leaving the school.

Pre–test day visits were conducted in all participating schools approximately 1–2 weeks before the session date. The pre–test day visit was designed to allow the SA to

- check the status of returned permission forms;
- review returned permission forms for legibility and completeness;
- test the school computer system in preparation for the session;
- collect course catalogs (described in section 4.5); and
- finalize and confirm logistical arrangements.

Additionally, prior to the test day, the SA and SC determined the capability of the students sampled to participate in the session. Every effort was made to include as many students as possible. Accommodations were offered, when practical, to facilitate the participation of students whose disabilities or Individualized Education Plan (IEP) specifications might have otherwise precluded their participation. However, the only type of accommodation required in the first follow-up field test was extra time on the assessment.

4.2.3 Mode of Testing for Student Sessions

HSLS:09 primarily collected student data during the in-school sessions through a web-based math assessment and questionnaire. RTI developed a custom Linux operating system called Sojourn to launch the math assessment and questionnaire in a secure web setting. Sojourn works by booting the operating system from a CD (or flash/thumb drive) to create a controlled environment against viruses, key loggers, and other malicious code, ensuring that sensitive questionnaire data are not compromised.

RTI sent special test CDs designed to determine Sojourn's compatibility with the school's computers to the SC prior to the in-school session. SCs enlisted the assistance of an information technology (IT) specialist at the school to test the CD on a computer in the school's computer lab.

Although Sojourn was the preferred mode of administration, SAs used five RTI-provided laptop PCs to administer the assessment and questionnaire in the event that the school's computers were not compatible with Sojourn, were not working, or were otherwise unavailable to the study. When schools did not have enough available computers for a student session, the laptop PCs were used (CAPI) to supplement the school computers. A laptop-only session was conducted in the event that a school's computer lab was unavailable or the school's computers were incompatible with Sojourn. In the case of a laptop-only session, SAs brought five laptop PCs to the school to conduct smaller sessions. Sixteen participating schools used Sojourn exclusively, while seven schools used a mix of Sojourn and laptop PCs. Only one school used RTI-provided laptop PCs exclusively.

4.2.4 Conducting the Student Session

Session administrators arrived at the schools 1 hour before the student session was scheduled to begin. Upon arrival, they checked in at the school and proceeded to the session location, met with the SC and IT specialist (if applicable), set up for the session, confirmed the status of parental permission forms, and reviewed all returned permission forms for accuracy and completeness.

The setup activities for each session involved the following:

- launching the Sojourn CD on school computers;
- starting RTI laptop computers, if needed;
- placing a "Testing in Progress" sign on the door;
- ensuring that there was an adequate number of chairs for each student as well as room for working; and
- organizing materials for distribution.

As students arrived for the session, the SA took attendance and distributed log-in credentials to students to access the study instruments. Students were also given a pencil and scratch paper.

Session administrators at eight schools were authorized to bring an assistant with them to the student session. The use of an assistant was warranted when there was a large student session, assistance was needed with setup or supervision of computers, or when there were two sessions occurring simultaneously in separate rooms. Assistants helped with setting up Sojourn on the school computer, monitoring the student session, and locating students who did not show up for the session.

After all sampled students arrived and the initial setup was completed, the SA read a script to all of the students that prompted students to log in and begin the session (the script can be found in appendix D). The HSLS:09 student interview comprised two parts: the math assessment and the questionnaire. The math assessment was estimated to take 40 minutes to complete, while the questionnaire was estimated to take 35 minutes. If the school allowed RTI to give a cash incentive to students, participating students received $10 at the end of the session. In-school makeup sessions were not conducted in the field test; makeup sessions are planned for the main study.

Prior to leaving the school after the student session, the SA distributed cash honoraria to the SC and IT coordinator, if allowed by the school. Additionally, a certificate of appreciation was provided to the SC for his or her role in helping to facilitate the session. After the session, the SA was responsible for faxing all returned permission forms to a secure fax line at RTI and for instructing the SC to keep the returned permission forms in a secure location or to shred them after the session was completed. If course catalogs had not yet been collected, the SA collected them at this time.

After the in-school session was completed, SAs recorded student participation information in the CMS using their project laptop PC. Once all of the student participation information was successfully transmitted to RTI, in-school data collection was considered complete. Subsequently, the recruitment team conducted verification interviews with all participating schools. During the verification interview, the recruiters

- verified that data collection took place on the scheduled date;
- confirmed that students received their incentives;
- confirmed that the SC and IT specialist received their honoraria;
- received feedback on the student session; and
- answered any questions or concerns raised by the SC.

4.3 Out-of-school Student and Parent Data Collection Procedures

Out-of-school data collection efforts focused on (1) students no longer in the base-year school; (2) students who missed the in-school session; and (3) parents. Parents were asked to provide permission to conduct the interview with the student outside of school. Because 459 of the 822 eligible first follow-up field test student sample members participated in an in-school

session during the base-year field test, the remaining 363 students were contacted during the out-of-school data collection, which comprised a self-administered web questionnaire, CATI, or CAPI. Additionally, all out-of-school students were asked to complete the math assessment. Because of the nature of administering the math assessment, students were limited to completing the assessment either on the Web or via an HSLS:09 study laptop in CAPI data collection. In all out-of-school data collection modes (web, CATI, and CAPI), parent and out-of-school student cases were worked together as a single unit to avoid contacting households more often than was necessary. The parent case always determined the data collection mode in which both the parent and the accompanying student case would be contacted. Thus, if a parent case was being contacted in CATI, the student associated with that parent would also be worked in CATI. If this case moved to CAPI data collection, the corresponding student would also move to CAPI. This protocol ensured that households would not be overcontacted or contacted by multiple interviewers (by telephone or in the field), and risk causing households to refuse by overcontacting them.

4.3.1 Parent Data Collection

As noted in section 2.1.4, the parent or guardian most knowledgeable of the sampled student's education was asked to complete a 30-minute parent interview. For the field test, the goal was to test the procedures and the questionnaire in advance of the main study. The parent data collection was designed to achieve a yield of 300 completed parent questionnaires, although the entire sample (754 cases) was worked.

RTI sent an initial contact mailing to all parents of in-school students in early March 2011. The mailing included a study brochure and a lead letter that gave a description of HSLS:09. The letter included the HSLS:09 website address for the parent interview and a unique study ID and password. Additionally, the letter included a toll-free number for parents to call with questions about the study, for technical assistance with the self-administered interview, or to conduct the parent interview over the telephone. Parents of students who were no longer attending the base-year school were sent an initial contact mailing a week later. This mailing also included a study brochure and a lead letter describing HSLS:09, which included a description of the student's role in HSLS:09, the HSLS:09 website address for the student interview, and a unique study ID and password specific to the student. The letter also requested that parents provide permission for the student via the website and then give the student the appropriate log-in information.

The early data collection period commenced upon mailing each version of the lead letter. As discussed in section 4.1.2, the help desk staff assisted sample members during the early data collection period if they had questions about the study, needed assistance with the self-administered interview, or preferred to complete their interview with a telephone interviewer. The self-administered web interview was available to parents until the end of the out-of-school data collection.

Interviewers began calling all pending parent cases 3 weeks after the two lead letter mailings. Calls to parents were managed by the CATI-CMS and continued for each pending case until contact was made with a sample member. When contacting information did not result in locating the sample member, the cases were sent to RTI's Tracing Services for intensive tracing, as described in section 2.3.

Sixty-three of the cases with the lowest response propensity were included in an experiment to determine the effects of field data collection on difficult cases (discussed in detail in section 4.7). These cases were also given 3 weeks to complete the parent questionnaire on the Web. However, after the end of the early data collection period, these cases were sent directly to the field for CAPI data collection and were not attempted by RTI's call center. Because parent and out-of-school student cases were worked together, the students associated with these cases were also worked in the field.

When cases were released to the field, field interviewers began initial contact attempts within 48 hours. Initial attempts were made by telephone in an effort to conduct a phone interview with the parent sample member. If there was an associated out-of-school student case, attempts were also made to obtain parental permission for the student interview at that time. When telephone attempts were unsuccessful, or in cases where the telephone contact information was invalid, personal visits were made in an attempt to conduct an in-person interview if the sample member lived within a 75-mile radius of the field interviewer. Because of the distance involved, some cases could not be attempted in person. Calls and in-person visits were made at various times of the day and evening, with a focus on evening and weekend contacts. If locating information did not result in contacting the sample members, the cases underwent centralized intensive tracing. As new leads were found, cases were returned to the field for completion.

Approximately 2 weeks before the end of data collection, all pending parent cases received a final contact mailing to request that they participate before the conclusion of data collection at the end of June 2011.

4.3.2 Obtaining Parental Permission

Parental permission was acquired expressly for the out-of-school data collection whenever a student did not participate during the in-school session, regardless of whether parental permission had been obtained for the in-school session. Specifically, out-of-school and in-school permission were considered two distinct processes.

In survey lead letters, parents were asked to log in to the HSLS:09 website to provide parental permission for the student interview. Verbal parental permission was requested during telephone and in-person contacts. When a parent granted permission verbally, the parental consent was electronically recorded. The documentation also included which parent had provided the permission. Telephone interviewers were directed to ask for parent permission even

if the parent was not going to complete his or her interview on that call. By doing this, the telephone interviewers could contact the student directly in subsequent calls.

Parent permission that was provided via the Web or verbally in CATI allowed students to participate in either of those two modes. For example, if a parent provided his or her permission via the Web, the student was able to participate on the Web or in CATI mode. However, in-person student participation was treated separately, requiring its own parental permission, due to the possibility that the student may be meeting in person with the interviewer without the requirement that the parent be present. Table 3 presents the final permission status for out-of-school students who were eligible, the mode in which the parent or guardian granted permission, and the rate and mode in which the student participated once parental permission was obtained.

Table 3. Out-of-school parent permission status, by student response status: 2011

		Student respondents		Student nonrespondents	
Parental permission status	Total	Number	Percent	Number	Percent
Total[1]	359	108	30.1	251	69.9
Parent permission granted	150	108	72.0	42	28.0
Permission granted via					
Web	24	18	75.0	6	25.0
CATI	105	71	67.6	34	32.4
CAPI	21	19	90.5	2	9.5
Permission denied	4	†	†	4	100.0
Permission nonresponse	205	†	†	205	100.0

† Not applicable.
[1] Four students were determined to be questionnaire-incapable during the data collection period. Parent permission was not sought for students incapable of participating. NOTE: CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

4.3.3 Out-of-school Student Data Collection

RTI attempted to complete interviews and math assessments with the 363 eligible students who did not participate in an in-school session. As described in section 4.3.2, RTI attempted to acquire parental permission for all out-of-school students, regardless of their in-school permission status.

Out-of-school students were mailed reminder letters directly once parental permission had been granted. In addition to providing the background to HSLS:09 and the importance of participating in the study, the student letters also provided instructions on how to access the web-based survey and assessment and how to complete the survey by telephone with a telephone interviewer. The letters also indicated that the student would receive an incentive after

completing the questionnaire and assessment. The web-based interview and assessment could only be accessed using the student's unique study ID and password. Reminder mailings were sent every 3 weeks through the end of data collection.

The early data collection period for students ended 3 weeks after the parent and student initial contact letter was mailed. Students who indicated their preference to complete the interview via the Web were called back approximately 1 week later if they had not completed the interview. If a parent case was sent to the field, the associated student case was also sent to the field to enable the student case to be worked in tandem with the corresponding parent case. A total of 61 student cases were sent to the field for telephone and in-person completion. It proved a difficult challenge to get students on the phone for interviews.

Approximately 1 month before the end of data collection, cases with a pending student interview were given a higher priority and were called in CATI more frequently than cases with only a pending parent interview. After both the parent and student interviews for a case were completed, interviewers placed weekly calls to prompt the student to complete the math assessment, if not yet completed. During these calls, the interviewers reminded the students that the assessment was still pending and gave students the assessment website and their log-in information.

4.4 School Staff Data Collection

School staff data collection activities took place from March through June 2011. One school administrator and one school counselor from each of the 26 field test schools were asked to complete a questionnaire regardless of whether the school was participating in the in-school component of the study. Each school administrator and counselor was sent a set of materials to inform him or her of his or her selection to participate in HSLS:09 (see appendix D for the materials). A letter and study brochure were mailed directly to the staff members tasked with completing the survey. Prompting for incomplete questionnaires continued throughout the data collection period.

4.4.1 Administrator Survey

School administrators were asked to provide input about the administration and policies at their schools. The letter sent to the administrator provided instructions on how to access the web-based questionnaire and how to complete the questionnaire by telephone with one of RTI's ICs. The web-based questionnaire could only be accessed using the staff member's unique study ID and password. Periodic letters and e-mail reminders were used to prompt administrators to complete the questionnaire in addition to telephone prompts by the ICs. The online school administrator questionnaire was estimated to take 30 minutes for most respondents to complete.

4.4.2 Counselor Survey

School counselors were asked to provide input about student placement into classes, counselor resources available to students, graduation requirements, and college preparation programs offered at the school. A lead letter and a study brochure were sent to the person responsible for completing the school counselor questionnaire. The letter provided instructions on how to access the web-based questionnaire and how to complete the questionnaire by telephone with one of RTI's ICs. The web-based questionnaire, which was estimated to take 30 minutes to complete, could only be accessed using the staff member's unique study ID and password. Periodic letters, e-mail reminders, and telephone prompts were used to prompt counselors to complete the survey.

4.5 Course Catalog Collection

In preparation for the high school transcript collection, to be conducted after most sampled students have graduated from high school, course catalogs were collected from participating schools during the in-school data collection component. The recruiting team alerted the schools that the collection would be taking place, and the SAs collected the catalogs while at the school. If the catalogs were stored electronically, the SA collected the URL to access the catalog online. Twenty-three of the 24 schools participating in the in-school data collection component of HSLS:09 provided course catalogs.

4.6 Data Collection Results

This section summarizes the results of the field test data collection. Of the 41 high schools that participated in the base-year field test, 24 participated in the in-school portion of the first follow-up field test. This was by design, as the field test was planned for 24 participating schools. In addition to the 24 schools with in-school data collection, out-of-school data collection was conducted for 2 nonparticipating schools. Thus, students from 26 schools were included, with a total of 827 students and their parents or guardians in the sample. However, four students were considered out-of-scope (out-of-country, institutionalized, or incapacitated for the data collection period) and one student who was deemed ineligible (not an eligible 9th-grader as of fall 2008). Therefore, the student field test sample was 822. Of the 822, 567 students completed a questionnaire (69.0 percent of 822 eligible and questionnaire-capable students), and 507 students completed a math assessment (61.7 percent of 822 eligible and questionnaire-capable students).

HSLS:09 also collected contextual data from the parents of sampled students, from one administrator, and from one counselor from each of 26 schools. The parent data collection was designed to achieve a yield of 300 completed questionnaires, and a total of 441 parents of the eligible students completed a parent questionnaire, for a response rate of 53.6 percent. All 26 of the school administrators and school counselors completed their respective questionnaires (100 percent). Table 4 summarizes the response rates for each of the field test samples.

Table 4. HSLS:09 first follow-up field test data collection results: 2011

		Completed	
	Sample	Number	Percent
School participation[1]	41	24	58.5
Student interview	822	567	69.0
Math assessment	822	507	61.7
Parent interview	822	441	53.6
Administrator interview	26	26	100.0
Counselor Interview	26	26	100.0

[1] A subsample of schools was recruited by design to achieve a yield of 24 participating schools.
NOTE: Initially, 29 schools agreed to participate in the in-school session; 4 schools were sent thank you letters and informed that their participation was not needed, and 1 school withdrew after final agreement, yielding 24 schools participating in the in-school sessions. During the recruiting process, one school that refused was selected to include students, parents, and school staff in the out-of-school data collection only. Students, parents, and school staff were contacted from all 26 schools during the out-of-school collection.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

4.6.1 Tracing and Locating Outcomes

Cases were sent to RTI's tracing services after all available locating information had been determined obsolete. Of the 224 cases sent for intensive tracing, 173 sample members (77.2 percent) were located. After a case had been successfully traced, the case was returned to either CATI or CAPI data collection, depending on the mode to which the case was assigned prior to tracing. Table 5 presents the locate rate for cases that were sent to intensive tracing.

Table 5. Locate rate for cases sent to intensive tracing: 2011

	Cases sent to tracing	
	Number	Percent
Total	224	100.0
Located	173	77.2
Not located	51	22.8

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

4.6.2 Student Data Collection Results

4.6.2.1 School Cooperation

After the decision was made that a subset of schools from the base-year field test would be needed for the HSLS:09 first follow-up field test, recruiting efforts ceased once RTI received final agreement from 29 schools. With the intent of conducting data collection in 24 schools, 5 additional schools were designated as *oversubscribed* schools to serve as backups in case any of the 24 withdrew. As discussed in chapter 2, two additional schools did not participate in the in-school data collection activity, but the students, parents, and staff were asked to participate in the out-of-school data collection. One of these schools refused to participate in the in-school session

after having agreed to participate and was replaced with one of the oversubscribed schools. However, the postrefusal school was ultimately asked to continue to test procedures for out-of-school data collection. Consequently, the sample members from this school were all contacted in the out-of-school data collection task.

Table 6 shows, by state, of the schools that participated in the base-year field test, the number of schools at the end of data collection that were

- final agreements;
- refusals;
- post-agreement refusals;
- oversubscribed; and
- pending.

Table 6. Final school status, by state: 2011

	Number of schools	Final agreement	Refusal	Post-agreement refusal	Over-subscribed	Pending[1]
Totals	41	24	4	1	4	8
California	7	3	0	0	0	4
Florida	12	7	3	0	2	0
Illinois	8	5	0	0	0	3
New York	7	5	0	1	0	1
Texas	7	4	1	0	2	0

[1] Pending schools had neither refused nor reached a final agreement by the time the 29 schools agreed to participate.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

4.6.2.2 Enrollment Status Update

The 41 base-year field test participating schools were asked to provide enrollment status information for students sampled in the base year. For the purpose of the enrollment status reports, results are provided to reflect the 26 schools from which students were asked to participate in the study, regardless of whether the school participated in the in-school student component.

Table 7 shows the number of schools that completed the enrollment status update. This table, as well as tables 8 and 9, shows participation for the full number of base-year field test schools and also for the 26 schools that ultimately were included in the HSLS:09 first follow-up field test. The 26 schools are a subset of the 41 base-year field test schools.

Student enrollment status, as reported by the school in fall 2010, is shown in table 8.

Table 7. Schools completing enrollment status updates, by base-year and first follow-up participation status: 2011

Enrollment status update status	All base-year field test schools	Schools participating in the first follow-up field test
Total	41	26
Completed enrollment status update	26	22
Did not provide enrollment status information	15	4

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Table 8. Student enrollment status, by inclusion in the base-year and first follow-up field test samples: 2011

Student enrollment status	Base-year field test student sample	First follow-up field test student sample
Total	1,287	827
Still enrolled at base-year school	650	553
Not enrolled at base-year school	205	165
Missing enrollment status	432	109

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Table 9 shows the enrollment status of those students no longer attending their base-year school. The majority of students who left the base-year school had transferred to another school. Schools also reported that they did not always know a student's education status once the student left the base-year school, thus making it difficult to spot dropouts early in the field test recruiting process.

Table 9. Enrollment status of those not enrolled at base-year school: 2011

	Base-year field test student sample	First follow-up field test student sample
Total	205	165
Transfer	111	101
Dropout	3	3
Early graduate	0	0
Home schooled	5	3
Left the country	2	2
Institutionalized	0	0
Deceased	0	0
Unknown reason	84	56

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

4.6.2.3 Student Questionnaire and Assessment Results

To ensure reaching a targeted yield of 500 completed student interviews and assessments, a total of 827 student sample members from the 26 field test schools were included in the first follow-up field test. As mentioned above, 822 were eligible. As shown in table 10, of the 822 student sample members, 567 students (69.0 percent) completed a student questionnaire. Over three-quarters of the student questionnaires were completed during an in-school session (81.0 percent). Of those in-school respondents, 93 percent were administered via Sojourn on school computers, with the remaining 7 percent of students using RTI-provided laptop computers. When using laptop computers, students entered their responses into the laptop directly rather than using Sojourn, and the data were securely transmitted within 24 hours of the interview completion. The remaining student interviews were administered via one of the out-of-school data collection modes. Of those administered outside of school, 40.7 percent were collected via the self-administered web option and 41.7 percent via CATI. As discussed in section 4.2.3, RTI also conducted student interviews via CAPI as part of the out-of-school data collection. Of the 19 students who completed a CAPI interview, only 1 completed an in-person interview, while the rest completed the interview on the telephone with the SA. Table 10 presents the final student response rates and breaks them down by in-school and out-of-school data collection modes.

Table 10. Student questionnaire and math assessment response status and distribution of respondents, by data collection mode: 2011

	Student questionnaire		Math assessment	
	Number	Percent	Number	Percent
Total	822	100.0	822	100.0
Respondents	567	69.0	507	61.7
Nonrespondents	251	30.5	311	37.8
Questionnaire incapable	4	0.5	4	0.5
Distribution of respondents by collection mode				
In-school respondents	459	81.0	455	89.7
Sojourn	427	93.0	425	93.4
In-school via laptop	32	7.0	30	6.6
Out-of-school respondents	108	19.0	52	10.3
Web	44	40.7	51	98.1
CATI	45	41.7	†	†
CAPI via telephone	18	16.7	†	†
CAPI in-person	1	0.9	1	1.9

† Not applicable.
NOTE: CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing. Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Among the 679 base-year field test student respondents, 496 students (73.0 percent) also participated in the first follow-up field test. Table 11 details the first follow-up response status, by base-year status.

Table 11. Student respondents, by base-year response status: 2011

Base-year response status	F1 sample	F1 respondent		F1 nonrespondent		F1 questionnaire-incapable	
		Number	Percent	Number	Percent	Number	Percent
Total	822	567	69.0	251	30.5	4	0.5
Respondent	679	496	73.0	181	26.7	2	0.3
Nonrespondent	138	68	49.3	70	50.7	—	—
Questionnaire-incapable	5	3	60.0	—	—	2	40.0

— Not available.
NOTE: F1 = first follow-up field test. Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Differences in response status were noted between students still enrolled at their base-year school and those who had left the base-year school. As shown in table 12, 85 percent of the students who were still enrolled at their base-year school participated in the first follow-up, while only 29 percent of students who left their base-year school participated, $z = 9.52$, $p < .01$.

Table 12. Student response status, by base-year enrollment: 2011

Enrollment in base-year school	F1 sample	F1 respondent		F1 nonrespondent		F1 questionnaire-incapable	
		Number	Percent	Number	Percent	Number	Percent
Total	822	567	69.0	251	30.5	4	0.5
Enrolled	565	478	84.6	87	15.4	0	0.0
No longer enrolled	188	55	29.3	131	69.7	2	1.1
Unknown[1]	69	34	49.3	33	47.8	2	2.9

[1] As described in this section, students from two schools who did not participate in the in-school session were contacted during the out-of-school data collection. Therefore it was not possible to determine the enrollment status for these students.
NOTE: F1 = first follow-up field test. Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

One purpose of the field test was to determine whether it would be feasible to administer the mathematics assessment outside the school setting. One important measure of feasibility may be seen in the willingness of students to take the assessment outside of school. The response rate was not high (52 of the students who completed an out-of-school questionnaire also completed the math assessment, for a 48.1 percent response rate), but many valuable cases were collected to supplement the assessments obtained in school. Another measure of feasibility may be seen in the quality of their responses. An examination of raw scores (the number of items a student answered correctly within a 40-item test form) reveals that students taking the test out of school performed similarly to those taking the assessment in school (16.3 score points for out-of-school

students and 16.7 score points for in-school students). This finding suggests that students (and perhaps dropouts) will make a genuine effort with the assessment in the out-of-school setting.

Securing an out-of-school math assessment was a challenge during the first follow-up field test, and the challenge played a role in the lower-than-expected assessment response rate. Completion of the out-of-school math assessment is contingent on the following four conditions:

- Parent permission
- Student participation in survey
- Student participation in assessment
- Refusals and unlocateables

Parents of out-of-school students were asked to give their permission for their teenager to participate via the Web, CATI, or CAPI.[4] Of the 363 students included in the out-of-school sample, parent permission was granted for 151 teenagers (41.6 percent). The mode by which parents granted their permission varied: 24 cases (15.9 percent) received permission via the website, 106 cases (70.2 percent) through CATI, and 21 cases (13.9 percent) via a field interviewer. This indicates that CATI was the most successful method to gain parent permission. Table 13 presents the breakout of eligible students who received parent permission to participate in the out-of-school data collection.

Student participation in survey. For students participating outside of school, the questionnaire was completed prior to completing the assessment. This differed from the in-school administration where the assessment was completed first followed by the questionnaire. Students were only able to complete the questionnaire after receiving parental permission through the website or through CATI. Table 14 presents the students who completed an out-of-school questionnaire. Among the 151 students with parent permission, 108 completed a questionnaire on the Web or via CATI. Approximately 75 percent of the students who were no longer at the base-year school and had parent permission to participate completed an out-of-school student questionnaire, as compared to about 49 percent of students who were still enrolled at their base-year school.

[4] Parents who were included in the CAPI data collection were asked to give permission during calls from session administrators. If a parent had previously given permission on the Web or in CATI, the field interviewer still requested parent permission separately for the CAPI data collection.

Table 13. Percentage of out-of-school eligible students with parent permission, by consent mode, student response propensity, base-year response status, and enrollment status: 2011

		Given		Not given	
	Students	Number	Percent	Number	Percent
Total	363	151	100.0	212	100.0
Consent mode[1]					
Web	24	24	15.9	†	†
CATI	106	106	70.2	†	†
CAPI	21	21	13.9	†	†
No consent given	212	†	†	212	100.0
Student response propensity					
High	312	132	42.3	180	57.7
Low	51	19	37.3	32	62.7
Student base-year response status					
Respondent	276	128	46.4	148	53.6
Nonrespondent	84	22	26.2	62	73.8
Questionnaire-incapable	3	1	33.3	2	66.7
F1 enrollment status					
At base-year school	106	39	36.8	67	63.2
Not at base-year school	188	73	38.8	115	61.2
Unknown[2]	69	39	56.5	30	43.5

† Not applicable.
[1] Consent mode is presented as a column percentage and denotes the mode in which parents provided permission.
[2] Unknown enrollment status includes those students from two schools who did not participate in the in-school data collection and for whom enrollment status was not received from the school.
NOTE: CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing. F1 = first follow-up field test. Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Table 14. Percentage of out-of-school completed interviews among students with parent permission, by interview mode, student response propensity, base-year response status, and enrollment status: 2011

		Respondents		Nonrespondents		Questionnaire-incapable	
	Students	Number	Percent	Number	Percent	Number	Percent
Total students with parent permission	151	108	71.5	42	27.8	1	0.7
Interview mode[1]							
Web	44	44	40.7	†	†	†	†
CATI	45	45	41.7	†	†	†	†
CAPI	19	19	17.6	†	†	†	†
Nonrespondents	43	†	†	42	97.7	1	2.3
Response propensity							
High propensity	132	93	70.5	38	28.8	1	0.8
Low propensity	19	15	78.9	4	21.1	0	0.0
Student base-year response status							
Respondents	128	93	72.7	34	26.6	1	0.8
Nonrespondents	22	14	63.6	8	36.4	0	0.0
Questionnaire-incapable	1	1	100.0	0	0.0	0	0.0
F1 enrollment status							
At base-year school	39	19	48.7	20	51.3	0	0.0
Not at base-year school	73	55	75.3	17	23.3	1	1.4
Unknown[2]	39	34	87.2	5	12.8	0	0.0

† Not applicable.
[1] Interview mode is presented as a column percentage and denotes the student respondents by mode. Student nonrespondents are presented as row percentages of the total number of nonrespondents.
[2] Unknown enrollment status includes those students from two schools who did not participate in the in-school data collection and for whom enrollment status was not received from the school.
NOTE: CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing. F1 = first follow-up field test. Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Student participation in assessment. Once the students completed the survey, they were prompted to take the assessment. Of the 108 completed out-of-school student interviews, 52 students (48 percent) also completed a math assessment. Table 15 presents the percentage of students who completed the math assessment, by various categories. Students who completed the questionnaire via the Web were most likely to also complete the assessment (84 percent of students who completed the questionnaire via the Web also completed an assessment). Assessment completion among students who completed the questionnaire via CATI was considerably lower, with 24 percent of CATI respondents completing the assessment. The fact that the assessment could not be administered by phone likely contributed to the lower assessment response among those completing the CATI interview as students needed to login to

the website separately after completing the telephone interview. CATI interviewers prompted students to log into the website to complete the assessment once the telephone interview was completed. Approximately half of the students (52 percent) who were categorized as having a high response propensity (see section 4.7) completed an assessment, as did about half (51 percent) of students who were base-year respondents. Among the students for whom the enrollment status was known, almost two-thirds (63 percent) who were still enrolled at their base-year school completed the out-of-school assessment, while about one-third (36 percent) of students who were no longer enrolled at their base-year school completed the assessment.

Table 15. Percentage of completed out-of-school student assessments among those with a completed questionnaire, by interview mode, student response propensity, base-year response status, and enrollment status: 2011

	Student interview respondents	Assessment respondents		Assessment nonrespondents	
		Number	Percent	Number	Percent
Total	108	52	48.1	56	51.9
Interview mode					
Web	44	37	84.1	7	15.9
CATI	45	11	24.4	34	75.6
CAPI	19	4	21.1	15	78.9
Student response propensity					
High	93	48	51.6	45	48.4
Low	15	4	26.7	11	73.3
Student base-year response status					
Respondent	93	47	50.5	46	49.5
Nonrespondent	14	5	35.7	9	64.3
Questionnaire-incapable	1	0	0.0	1	100.0
F1 enrollment status					
At base-year school	19	12	63.2	7	36.8
Not at base-year school	55	19	34.5	36	65.5
Unknown[1]	34	21	61.8	13	38.2

[1] Unknown enrollment status includes those students from two schools who did not participate in the in-school data collection.

NOTE: CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing. F1 = first follow-up field test. Percentages may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Tables 16 and 17 describe the out-of-school student sample who did not participate, in terms of refusal and locating statuses, respectively.

Table 16. Percentage of out-of-school refusals, by student response propensity, base-year response status, and enrollment status: 2011

		Refusals		Other noninterviews[1]	
	Students	Number	Percent	Number	Percent
Total	255	69	27.1	186	72.9
Student response propensity					
High	219	62	28.3	157	71.7
Low	36	7	19.4	29	80.6
Student base-year response status					
Respondent	183	47	25.7	136	74.3
Nonrespondent	70	22	31.4	48	68.6
Questionnaire-incapable	2	0	0.0	2	100.0
F1 enrollment status					
At base-year school	87	29	33.3	58	66.7
Not at base-year school	133	28	21.1	105	78.9
Unknown[2]	35	12	34.3	23	65.7

[1] Other noninterviews include nonparticipants who we were never able to contact or who did not complete an interview, but who also did not explicitly refuse to participate.
[2]Unknown enrollment status includes students in two schools that refused to allow in-school data collection.
NOTE: F1 = first follow-up field test. Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Table 17. Percentage of located out-of-school data collection cases, by student response propensity, base-year response status, and enrollment status: 2011

		Located		Not located	
	Students	Number	Percent	Number	Percent
Total	255	140	54.9	115	45.1
Student response propensity					
High	219	118	53.9	101	46.1
Low	36	22	61.1	14	38.9
Student base-year response status					
Respondent	183	100	54.6	83	45.4
Nonrespondent	70	38	54.3	32	45.7
Questionnaire-incapable	2	2	100.0	0	0.0
F1 enrollment status					
At base-year school	87	42	48.3	45	51.7
Not at base-year school	133	78	58.6	55	41.4
Unknown[1]	35	20	57.1	15	42.9

[1] Unknown enrollment status includes those students from two schools who did not participate in the in-school data collection.
NOTE: F1 = first follow-up field test. Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

4.6.2.4 Parent Data Collection Results

The parent sample included the parents or guardians of the 822 students who were determined to be eligible and in-scope. Of these 822 parents, 441 completed an interview (53.7 percent). The parent data collection was designed to achieve a yield of 300 parent interviews as a cost containment measure. This yield was exceeded without an incentive. Multiple strategies will be employed to increase response in the main study to include the use of an incentive for a subset of parents, the use of an abbreviated hardcopy questionnaire, and a data collection period that will be 3 months longer than the field test data collection period.

Table 18 describes the first follow-up field test parent respondents in terms of student enrollment status, base-year parent response status, and first follow-up student response status. By design, the field test parent targeted yield was at least 300 cases to meet the minimum threshold to sufficiently analyze the parent instrument.

Table 18. Parent out-of-school completion mode, by student enrollment status and by base-year and first follow-up field test response status: 2011

	All parent respondents	Web interviews		CATI interviews		CAPI interviews	
		Number	Percent	Number	Percent	Number	Percent
Total	441	237	53.7	183	41.5	21	4.8
F1 student enrollment status							
Base-year school	344	199	57.8	144	41.9	1	0.3
Not at base-year school	62	20	32.3	26	41.9	16	25.8
Missing status	35	18	51.4	13	37.1	4	11.4
Base-year student status							
Respondents	396	217	54.8	162	40.9	17	4.3
Nonrespondents	43	19	44.2	20	46.5	4	9.3
Questionnaire-incapable[1]	2	1	50.0	1	50.0	—	—
F1 student status							
Respondents	404	221	54.7	164	40.6	19	4.7
Nonrespondents	37	16	43.2	19	51.4	2	5.4

— Not available.
[1] No parents of questionnaire-incapable students completed a parent interview during the first follow-up field test.
NOTE: CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing. F1 = first follow-up field test. Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

4.6.2.5 Administrator and Counselor Data Collection Results

A total of 26 administrator surveys (100 percent) were completed. Of the responding administrators, 22 surveys were completed online (84.6 percent), and 4 surveys were completed by telephone (15.4 percent). Administrators were permitted to select a designee to complete the

first three sections of the interview, but the principal was required to complete the last section. Despite this allowance, all 26 administrator questionnaires were completed in their entirety by the school principal.

A total of 26 counselor surveys (100 percent) were completed. Of the responding counselors, 21 surveys were completed online (80.8 percent) and 5 surveys were completed by telephone (19.2 percent).

4.7 Parent and Student Response Propensity Modeling, Design, and Results

An approach to improve survey outcomes developed for the HSLS:09 field test ultimately aimed to reduce nonresponse bias by using multiple sources of data to produce models that estimate a sample member's likelihood to respond, or *response propensity,* and targeting low-propensity cases with interventions to bring those cases into the response pool (Peytchev et al. 2010; Rosen et al. 2011). The response propensity approach used in the field test rests on an important assumption. The approach assumes that low-propensity cases, which are cases least likely to respond, are fundamentally different from high-propensity cases and that lack of data from the low-propensity cases could bias survey estimates. Therefore, if differences in demographic characteristics and in survey estimates between low- and high-propensity cases do exist, and these differences are large, survey estimates are likely to be negatively affected (i.e., biased). RTI sought to test empirically whether *intervening* on low-propensity cases can improve overall survey estimates in HSLS:09. This section discusses the design and outcomes of the response propensity modeling in the parent collection and the student out-of-school data collection.

4.7.1 Parent Response Propensity Design and Results

For parent data collection, response propensities for cases were calculated using data from the first follow-up field test early response period and data on these same cases from the base-year field test. Response propensities were calculated immediately following the early response period to capture paradata[5] collected during the early response period. This allowed response propensities to be based not only on prior-round data but also on the most recent data captured on sample members. The response propensities describe a case's propensity to respond during the early response period.

A case's response propensity was calculated by predicting a sample member's response outcome during the 3-week early response period. As predictors, a range of paradata; student, parent, and school characteristics; and panel maintenance results were considered. Significant predictors of an early response period outcome included whether

[5] Paradata refers to data collected on the survey process itself, for example, information on interviewer interactions with respondents or information on outcomes of panel maintenance activities.

- the parent case completed the base-year interview;
- the parent case completed the web address update activity;
- the student was enrolled in the same school as he or she was in the base year;
- the student was absent during the base-year data collection; and
- the parent had ever refused to participate.

The final predictive model had a maximum rescaled R squared value of .1729, meaning the model might be useful in distinguishing between low- and high-propensity cases. This R squared value is generally consistent with models of survey nonresponse. Predicted probabilities were used to assign a propensity to each parent case. Parent cases were rank ordered by their predicted probability of response. The point at which there was a marked difference in response propensity was the 135th lowest propensity parent case on the list. To conserve costs during the field test, 63 parent cases were randomly assigned to the treatment group and the remaining 72 parent cases were assigned to the control group. The intervention selected for low-propensity parent cases in the field test was CAPI. Immediately after the early response period, the low-propensity experimental cases were sent directly to field operations. Low-propensity control cases remained in CATI. Table 19 presents the response outcomes for the parent data collection by propensity designation.

Table 19. Response outcomes for parent questionnaire, by response propensity: 2011

Response propensity	Total number of parents	Respondents	
		Number	Percent
Total[1]	787	425	54.0
Response propensity			
High	652	389	59.7
Low	135	36	26.7
Control group	72	15	20.8
Treatment group	63	21	33.3

[1] A total of 787 parents were included in the parent sample when response propensity designations were determined, which included only parents of students from schools participating in the in-school component of the HSLS:09 first follow-up field test.
NOTE: Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Of interest is evaluating how well the propensity model distinguished between high- and low-propensity cases, or how effective the model was in predicting a case's final response outcome. The model was effective in predicting the eventual HSLS:09 first follow-up field test response outcome, and significantly distinguished between outcomes for high- and low-propensity cases. The overall response rate was 27 percent for all low-propensity cases and 60 percent for all high-propensity cases, $\chi^2(1, N = 787) = 49.0206$, $p < .0001$. An observed difference was seen in the response rate between the experimental and control groups. Low-

propensity experimental cases had a response rate of 33 percent, while low-propensity control cases had a response rate of 21 percent. However, this difference did not turn out to be statistically significant, $t(133) = 1.64$, $p = .1028$. The primary goal of the response propensity approach is to reduce bias; however, with the small number of completions in this set of experimental and control cases, it was not possible to conduct a bias analysis. However, identification of low-propensity cases a priori was done successfully, and the observed difference between treatment and control groups suggests that CAPI might be effective in the main study if low-propensity cases are targeted.

4.7.2 Student Response Propensity Design and Results

The response propensity approach was implemented to target incentives in the student out-of-school data collection. Out-of-school student low-propensity cases were offered $40 for a completed questionnaire while all other out-of-school students were offered $15.[6] Students not enrolled in their base-year school were included in the student out-of-school data collection, as were students who were absent or refused during the first follow-up field test in-school data collection. Because response propensities for out-of-school students were calculated prior to data collection, the target and comparison groups were selected from the 285 cases sent directly to the out-of-school data collection. In other words, students added to out-of-school efforts after the start of data collection (i.e., students who were absent during or who refused to participate in the in-school session) were not part of the target or comparison groups discussed in this section.

To estimate response propensities for the first follow-up field test, logistic regression was used to analyze a series of predictor variables—including school characteristics, parent base-year response outcomes, and base-year paradata—to determine which variables could accurately predict a student's response outcome. Significant predictors were whether

- the student's parent completed an interview in the base year;
- the parent's complete address was known;
- the student was a base-year refusal;
- the student was attending a suburban school (as compared to urban, rural, and town school attendees); and
- the student was attending a public school (as compared to private schools).

The final model had a maximum rescaled R squared value of .2962, meaning it might be useful in distinguishing between high- and low-propensity cases.

For the field test, the larger incentive was limited to 53 out-of-school students to contain costs. The 53 lowest propensity cases in the sample were selected to receive the higher incentive. Table 20 presents the results.

[6] This was not implemented experimentally, so causal explanations for findings cannot be offered.

Table 20. Response outcomes for out-of-school students, by incentive offered: 2011

Incentive level	Total number of students	Respondents	
		Number	Percent
Total	285[1]	100	35.1
Cases offered $40 (lowest propensity cases)	53	16	30.2
Cases offered $15 (other low-propensity cases)	232	84	36.2

[1] A total of 285 students were included in the sample when response propensity designations were determined.
NOTE: Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Of the 53 out-of-school student cases offered the larger incentive, 16 cases were completed for a response rate of 30 percent. Recalling that the 53 cases offered the higher incentive are the lowest propensity cases in the study, the goal was to encourage participation so that these cases were not completely unrepresented in the study. The cases not offered the higher incentive had a response rate of 36 percent.

The higher incentive was helpful to secure participation from students who were least likely to respond based on the propensity model. Ultimately, it was most challenging to gain cooperation from students who had left the base-year school. Because these students are extremely important analytically, it is proposed that the higher incentive be offered to the students no longer enrolled at the base-year school in lieu of developing a propensity model for students in the main study.

This page left intentionally blank.

Chapter 5. Questionnaire Timing and Data Quality Analysis

5.1 Student Questionnaire

5.1.1 Timing and Item Distribution Analysis

Student questionnaire timing. The first follow-up student questionnaire uses many items repeated from the base year and new items primarily emphasizing preparation for college or work. In addition, the questionnaire was designed to ask unique questions of dropouts, early graduates, and General Educational Development (GED) or alternative credential recipients and to obtain information about grade progression and school of attendance for those still in school. For all respondent types, as in the base year, the goal was to present a questionnaire that would take about 35 minutes to complete. Summary timing data indicated that the questionnaire met this goal. The median time spent on the questionnaire was 31 minutes, with a mean time of 33 minutes, the difference reflecting that approximately 68 percent of field test respondents finished the survey in less than 35 minutes, with the remaining 32 percent finishing in more than 35 minutes. Although the average time was on target, a further criterion that was used in the base-year field test—that 95 percent of students reach the final items in 35 minutes or less—was not met, thus presenting the need to cut items. However, only 2 of the 567 field test respondents (0.3 percent) failed to complete the questionnaire. Only one additional respondent failed to answer more than half of the available items.

Examining item timing data did not reveal any question or item of concern. Some items took 30 seconds or more on average for the student to respond, but these were the more challenging or in-depth items for which such time investments would be expected, such as questions about mother's and father's occupational title and job description.

Student questionnaire distribution of items and response options. The distribution of responses for each item was examined to identify response options that were chosen by respondents very infrequently or nearly universally; such items are candidates for revision or removal because they provide limited discriminatory information. Patterns of missing data were also examined, to identify items where further encouragement of respondents or alternative placement in the questionnaire might be helpful.

The minimum distributional criterion for any item is normally that it exhibits nonzero variability[7]; all items for which there were eligible respondents in the field test had this characteristic. However, some response options were chosen at very low frequencies, calling into question the usefulness of that item for analysis and the level of precision at which the item is cast. To assess low-frequency responses, student data were examined for response options that 2 percent or fewer of the respondents (about 11 cases out of the 567 student field test respondents) chose. However, some responses were either expected to be low or needed to be preserved for longitudinal analyses. Therefore, the following types of items were excluded from the analysis:

- items that asked for specific numerical values (such as number of hours spent on some activity, an estimate of college costs, or expectations for future pay) and for which any given value would be relatively rare;
- items that were preserved in their entirety from the base year, reflected the need to capture base-year variation, and thus saw limited variation in the first follow-up (such as current math or science course taken and educational expectations); and
- an item describing the main activity expected after high school (S2AFTER), which for conceptual reasons needs to capture all categories of anticipated activities, even if some are relatively infrequently reported.

For all other variables, table 21 presents the low-frequency response options, the variables in which they were embedded, and the specific percentage and number of cases of respondents.

In most cases, the low-frequency responses do not threaten the viability of the item. Items asking about household goods (S2HHGDS), with "strongly agree" or "strongly disagree" as response options (S2MATHUSE, S2PAYO, S2COST) or with "not at all important" as a response option, were sometimes low frequency (S2SUCCOL). However, these items had sufficient variation in other response categories and were linked to a series of items on the same or a similar topic (useful for creating scales) so that isolated low-frequency responses were not a major concern. Similarly, the "yes/no" or "true/false" questions, where low frequencies imply very high frequencies for the opposite response, are part of question series and thus should not be viewed as posing a significant problem for potential analysis (S2CLF4, S2PGRM2, S2COHELP_6). In particular, S2CLF4, which asks about friends who have dropped out, may be artificially low because of the lack of dropouts in the field test sample. Also, many of these items were repeated from the base year. It is therefore recommended that these items be kept as they are.

[7] There are reasonable exceptions, particularly in a longitudinal study. If one is looking for prospective appearance and growth of some phenomenon, or its disappearance or decline relative to a prior year (here, the base year), it is appropriate to establish a baseline prior to the expected appearance of the phenomenon or to repeat a prior question even when most respondents will not be expected to report it. For all practical purposes within the High School Longitudinal Study of 2009 (HSLS:09), however, nonzero variability is a legitimate minimum standard.

Table 21. Low-frequency responses on student questionnaire items from the HSLS:09 first follow-up field test: 2011

Variable	Description	Response option	Percent of cases (cases)
S2HHGDS2B	How many cell phones at home	None	1.9 (11)
S2HHGDS2C	How many vehicles at home	None	1.8 (10)
S2MATHUSE2	Math is useful for college	Strongly disagree	0.9 (5)
S2LOOKFWD	What do you look forward to in high school	Physical education or gym	1.6 (9)
S2PAYO4	Even if you study, you will not be able to get into college	Strongly agree	1.4 (8)
S2PAYO5	Students with bad grades often get good jobs after high school	Strongly agree	1.8 (10)
S2MCRSE_12	Math course currently being taken	Integrated math II	0.0 (0)
		Integrated math III	0.2 (1)
S2INFLU1	Person who has most influence on choice of courses	Coach	0.7 (4)
		Someone at work	0.2 (1)
		People admire in music, sports, TV	1.4 (8)
S2INFLU2	Person who has most influence on thinking about college	Coach	1.6 (9)
		Someone at work	0.7 (4)
		People admire in music, sports, TV	1.1 (6)
S2INFLU3	Person who has most influence on thinking about careers	School counselor	1.8 (10)
		Coach	0.9 (5)
		Someone at work	0.7 (4)
S2CLF4	Closest friend will probably drop out of high school	True	1.4 (8)
S2COST4	If you spend a lot of time and effort in your math and science classes, you won't be popular	Strongly agree	1.8 (10)
S2COST5	If you spend a lot of time and effort in your math and science classes, people will make fun of you	Strongly agree	1.4 (8)
S2BOGI1	Compare males and females in English or language arts	Males are somewhat better	0.2 (1)
S2PGRM2	Participated in Upward Bound	Yes	1.1 (6)
	Participated in GEAR UP	Yes	1.3 (7)
	Participated in MESA	Yes	0.4 (2)
S2COHELP_6	An employer helped put together career plan	Yes	1.8 (6)
S2SUCCOL1	High school courses important for college success	Not at all important	0.5 (3)
S2SUCCOL2	High school grades important for college success	Not at all important	0.4 (2)

Table 21. Low-frequency responses on student questionnaire items from the HSLS:09 first follow-up field test: 2011—Continued

Variable	Description	Response option	Percent of cases (cases)
S2SUCCOL4	Recommendations important for college success	Not at all important	1.6 (9)
S2SRGRD	How sure you will graduate high school	Will probably not graduate	0.4 (2)
S2MAIN	Strongest reason for main activity after high school	You don't know what else you would do	1.1 (3)
		Your friends are doing the same thing	0.4 (1)
		You like school	0.7 (2)
		You just want to	1.1 (3)
S2CLGRSN	Why do you have this specific college in mind	Campus appearance	1.3 (5)
S2TESTTM3	How often taken ACT	3 or more times	0.6 (3)
S2TESTTM5	Any International Baccalaureate test	1	0.4 (2)
		2	0.2 (1)
		3 or more times	0.2 (1)
S2JOBT	How much thought about job at age 30	Not at all	0.3 (1)

NOTE: The following first follow-up field test items are not included in the tabular review of low-frequency items because of the need for carryover from the base year, to establish a baseline for later survey responses, or for a larger number of response options: S2MCRSE (specific math course), other than integrated math II and III; S2SCRSE (specific science course); S2TIME (specific hours in certain activities); S2WKHRWEEK and S2HRWKEND (specific number of hours spent working on weekdays and weekends); S2EXPECT (educational expectations); S2AFTER (main activity in first year after high school); S2EXPERN (specific number for how much expects to make on job after high school); S2CLGCOST (specific number for how much college costs); and S2EDERN1-4 (specific numbers for how much would earn if left school at certain educational levels).
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Response options that are nearly unique to a given question or set of questions pose a greater concern. For example, consider the response options for questions about the influence certain significant others and authority figures have had on thinking about high school and the future (S2INFLU1 through S2INFLU3). "Coach" and "someone at work" both repeatedly have low frequencies of being checked. Absent a conceptual need to identify either a "coach" or "someone at work" as a specific influence, these categories could, if administration length is found to be a problem, be dropped, and respondents could be compelled to choose the broader "other" option. Alternatively, options should be revised to reflect the other specifies and to ensure comprehensiveness. Likewise, very few respondents chose the "males are somewhat better than females" option for a question about comparative gender abilities in English or language arts (S2BOGI1); the "males are much better" option is also a low-frequency response (2.3 percent). However, respondents' willingness to ascribe better English abilities to females in this same question (nearly 50 percent did so) suggests that these responses are not because of shyness about expressing an opinion on a potentially sensitive issue. Therefore, no recommendations are made regarding S2BOGI1.

Some responses to a question about the reason for the main activity expected after high school (S2MAIN), and a response about the reason for identifying a specific college earlier in the questionnaire (S2CLGRSN), do not appear to be key conceptual areas; dropping these options seems prudent. A question about the specific math course a student is taking (S2MCRSE_12) shows very few cases for integrated math III and none for integrated math II. Because the former was an addition to the base-year response set for the overall question (to accommodate the more advanced courses of 11th-graders), dropping it and combining it with integrated math II is recommended. Finally, some responses to questions about the number of times having taken the ACT (S2TESTTM3) or an International Baccalaureate (IB) test (S2TESTTM5) have very low frequencies. Because these questions are combined on the same screen with items asking about the PSAT, SAT, and Advanced Placement tests (tests that respondents have taken more often), the options for changes are limited, and no alteration is recommended

Beyond these items, it should be noted that only a handful of early graduates, GED/alternative credential recipients, and dropouts were among the 567 respondents, making it difficult to assess the distributional performance of those items.

In terms of missing data, it should be noted that questions about mother's and father's job titles and job descriptions were missing at relatively high rates, even when applicable—mother's job title was missing in 12 percent of applicable cases, while father's job title was missing in 15 percent of cases; mother's job description was missing in 20 percent of cases, and father's in 25 percent. These items will serve as inputs into constructing socioeconomic status index scores, particularly for base-year nonrespondents, so the levels of missingness here are a cause for concern. However, to address this concern, a *soft check*—a request for the respondent to answer the question if initially left blank—should be included for these items. It should be pointed out that questions about college options and costs often had no substantive answers (and were not technically missing) because respondents checked "don't know" instead of a substantive answer. About 65 percent of respondents provided a college name on S2CLGNAME, 55 percent provided an estimate for how much they thought 1 year of college costs (S2CLGCOST), and 39 percent and 29 percent, respectively, provided estimates of how much they might receive in college grants or loans (S2CLGRANT and S2CLGLOAN). A somewhat higher percentage (70 percent) provided a job title for the occupation they expected to have at age 30. Again, often checks are recommended for these items, but it is recognized that a high level of "don't know" responses is likely and indeed is informative.

Student questionnaire "other" responses. A number of individual items or item series allowed field test respondents to specify an "other" response. For example, a question asking about the respondent's planned activity in the first year after high school (S2AFTER) had an "other" response option. The subsequent item, S2AFTER_OTHER, provided a text box in which respondents could write in what this "other" activity is. Examining such responses provides a way of confirming that existing response options adequately cover the likely responses and are easily understood such that respondents do not provide an "other" specification when not

necessary. Indeed, the use of "other" in the field test is a strategy for minimizing or eliminating the need for the "other" response in the main study.

In examining these responses, it is possible to identify a number of items whose response options could be improved or expanded. In Table 22, all student items with an "other" text box are listed and recommendations are provided for changing the item or item set's response options. The original item name (i.e., the item with "other" as a response option, not the text-box item) is provided, as well as recommendations for new or changed response options (if applicable), and the number of "other" text-box responses that would fit under the recommended new response option (if applicable). In situations where one or more "other" specifications refer to the suggested response option plus another concept, the number of cases has a plus sign (+) appended, indicating that more than the reported number of cases may have chosen the suggested response option if it had been available.

In addition to providing a source of potential additions to existing response options, the "other" specifications also raised the possibility of overhauling some items or item sets. For the series of questions asking about field of study being considered for postsecondary education (S2FIELD), there are already 15 response options (in addition to "other" and "don't know"). These were originally derived from the most common academic and occupational courses of postsecondary study, in addition to math and science fields of specific interest to HSLS:09. The addition of arts, as Table 22 suggests, makes this list even longer. Instead of making the list longer, however, this series of items could be replaced with an online coder in which students can choose from a large list. It removes the risk that student responses are being biased toward the provided fields of study, falsely inflating their likelihood among this population. However, the accuracy of student coding is uncertain (compared to collecting text strings and doing the coding with specialists postsurvey), and student coding would take time that might better be used on other items.

The item asking about another reason for taking the identified math course (S2MREASON6) suggests that one of the items in the S2MREASON series is not performing as expected. This reason, "you had no choice, it is a requirement" (S2MREASON2) can be sharpened in its focus if revised to "it is a high school requirement." Another problem with these series is that a number of respondents entered text about preparing for college or career, or enhancing their college or career prospects, both for the math and science items. This shows the need to reinstate items from the base-year questionnaire and add others to align with reasons for not taking math as provided in the "other specify" responses, such as "You will need it to get into college," "You will need it to succeed in college," or "You will need it for your career."

The question about reasons for not taking a job preparation course (S2OCCRSN2) should be modified so that the response option is "no such courses offered or not offered in my grade," as the "other" reasons here reflect this concept.

Table 22. Potential modifications to response options for those items or item sets with an "other" option: HSLS:09 first follow-up field test: 2011

Item	Description	Suggested response option additions	Number of cases
S2AFTER	Main activity expected after high school	None	—
S2CLGRSN	Reason has a specific college in mind	Add "specific program or course of study"	15+
S2COHELP	Other person helped put together educational/career plan	Add "other family"	9+
		Add "friend or friends"	5+
S2CRSRSN	Reason for deciding which high school courses to take this year and next	None	—
S2FIELD14	Other field of study being considered for postsecondary education	Add "Arts or music"	10+
S2INFLU1-3	Who has most influence on your choice of high school courses/college/career?	Add "Myself"	11+ in each
S2LKFWDOTH	Subject student most looks forward to	Add "History/government"	7
S2LOOKFWD	Other thing student most looks forward to	Add "Graduating/finishing"	7
S2MCRSE_12	Math course student is taking	Add "Analysis and functions"	6
S2SCRSE_14	Science course student is taking	Add "Forensics"	7
		Add "Marine science/marine biology"	5
S2MREASON6	Reason taking specific math course	Add "To earn an advanced diploma"	5
S2SREASON6	Reason taking specific math course	Add "To earn an advanced diploma"	1[1]
S2OCCRSN	Main reason taking a job preparation course	None	—
S2OCCRSN2	Main reason not taking a job preparation course	Add "Plan to take later or only available in another grade"	7
S2PREPARE13	Things done to prepare for college	None	—
S2QUALITY11	Qualities looking for in a college	Add "Sports"	5
		Add "Specific program or major"	11+
S2RSNAFT13	Reason for main activity expected after high school	None	—
S2WHYTRANS5	Why did student transfer schools	None	—

— Not applicable.

[1] Although only one case reported this, the response options for S2SREASON and S2MREASON were designed to enable explicit comparisons of science and math coursetaking reasons. Adding this item for math implies adding it for science.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

5.1.2 Reliability Analysis for Student Scales, Item-Scaling Properties

The field test questionnaires were designed to capture multiple data on certain constructs such as a student's mathematics identity and school utility. By soliciting information about a single construct from multiple items, the construct can be measured more accurately and reliably—as part of a single scale—than a single-item question. For the HSLS:09 first follow-up field test, most of the items that were intended to form scales were repeated from the base year, with some changes and additions necessary because of the changing focus of the questionnaire and time constraints. Here, we examine the reliability of old, new, and changed scales.

Thirteen scales were computed from the student questionnaire: 10 scales are versions of base-year scales, and 3 scales are new (although one of the new scales was tested as part of the base-year field test). No scales were computed from items on the parent questionnaire. All of the scales are constructed as the standardized sum of the respondent's answers to a series of related questions.

For each scale, the following measures were computed to assess which scales are recommended for inclusion in the main study: each item's correlation (Pearson's r) with the overall scale, each item's correlation with a scale computed without that item, and the overall reliability (i.e., internal consistency) of the scale (alpha or α, also known as Cronbach's coefficient alpha; Cronbach 1951). The reliability coefficient α is the square of the correlation between the scale and the underlying dimension or factor; α thus represents the expected correlation of the scale with a scale formed from the same number of alternative items. Although this section summarizes findings concerning scale reliability, more details about reliability for each of these scales are presented in appendix H.

Table 23 lists the scales and shows their standardized α. An objective of HSLS:09 is to have moderate to high reliability for all scales, and an α of 0.80 or above was taken as the standard for high reliability, with reliabilities between 0.65 and 0.79 denoting moderate reliability (Nunally and Bernstein 1994).[8] The reliabilities for the 13 scales ranged from a low of 0.219 to a high of 0.928. On the basis of the reliability criteria, 7 of the 13 scales were highly reliable, another 4 scales were moderately reliable, and 2 scales failed to meet the standard for moderate reliability (one by a large extent).

[8] Nunally and Bernstein (1994) suggest that an internal consistency coefficient of 0.80 is sufficient in research contexts where the purpose of scaling is group-level comparison and research. Where clinical decisions or individual judgments are the main focus, reliabilities of 0.90 and above may be required.

Table 23. Reliability analysis of student questionnaire scales: Standardized alpha

Scale name	Number of items	Reliability (alpha)
Scales repeated from the base year		
Math identity	2	0.883
Science identity	2	0.893
Math utility	3	0.762
Science utility	3	0.806
Math self-efficacy	4	0.910
Science self-efficacy	4	0.928
Math interest	4	0.861
Science interest	4	0.864
School belonging	2	0.390
School disengagement	2	0.610
Scales new to the HSLS:09 first follow-up		
School utility scale	6	0.655
Cost of science/math investment	4	0.737
Friends' academic orientation	4	0.718

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

Because of additions, deletions, and changes to base-year questions in the first follow-up questionnaire, not all base-year scales could be reconstructed for the first follow-up using the same set of responses. For the utility and self-efficacy scales, the same questions are used as in the base year, except the questions in the first follow-up apply to math and science broadly instead of being targeted to a specific math or science course the respondent currently takes. The same is true for the interest scales, with the additional change that fewer questions regarding this construct are asked on the first follow-up questionnaire than on the base-year questionnaire. Similarly, the school disengagement scale uses fewer inputs. With the exception of the school disengagement scale, however, none of these scales' reliability appears to be hampered by these differences. The school disengagement scale is slightly below the 0.65 moderate reliability threshold at 0.610 and is not recommended for inclusion in the first follow-up main study dataset.

The school belonging scale uses only two variables: a new input and the only input that was carried over from the base year—and reliability is low for this scale. It is recommended that this scale not be included in the first follow-up. Finally, although all of the items in the cost of math/science investment scale were also asked in the base year, the scale itself was not previously tested. This scale has an alpha of 0.737 and is therefore recommended to be included as part of the first follow-up data.

5.2 Parent Questionnaire

5.2.1 Parent Questionnaire Timing

As with the student questionnaire, the parent questionnaire repeats items from the base year and adds items covering plans, preparation, and anticipated costs and financing for postsecondary education. The goal was a questionnaire that was approximately 30 minutes long, which was not met. The median time that the 442 field test parent respondents took to answer the questionnaire was 35 minutes (the average was slightly higher at 36 minutes). No parent respondents failed to complete the questionnaire, although five parent respondents (1.1 percent) answered fewer than half of the available items. Examination of timing data for individual parent items revealed no specific items of concern.

5.2.2 Parent Questionnaire Distribution of Items and Response Options

Table 24 shows low-frequency (less than 2 percent of cases, or about nine cases) response options for the given items. The minimum criterion of nonzero variability was not met by one item, which asked whether the reason that the parent reported that he or she would not pursue financial aid was because of a bad credit rating (P2NOFIN4). This item had no "yes" answers. (This may be because of the social desirability of avoiding an affirmative answer. This item could be deleted or possibly rephrased to deemphasize its negativity (e.g., "concerns about credit score" instead of the current "bad credit rating").

In addition, several items had problems with variability. A question that asks whether the parent would encourage or discourage a student from enrolling in further education after high school (P2AFTERHS1) had very few responses (less than 1 percent) on the negative pole of "discourage" or "strongly discourage" in addition to having less than 2 percent of responses for "neither encourage nor discourage." In other words, about 98 percent of parent respondents chose "strongly encourage" or "encourage" for this item. The last item in this series, "starting a family," also has very few responses on the positive pole of "strongly encourage" or "encourage"—98 percent are neutral or negative. However, although these items have limited variation, they are worth documenting alongside the other items in this series that ask about jobs, volunteer work, joining the armed forces, and other postsecondary options and that have greater variation. Deleting either of the low-variability items in this series is not recommended, if there is room to accommodate the question.

Table 24. Low-frequency responses on parent questionnaire items from HSLS:09 first follow-up field test: 2011

Variable	Description	Response option	Percent of cases (cases)
P2STRESS5	Events since fall 2008	Parent or guardian died	1.6 (7)
		Teen had a child	0.5 (2)
P2SPECED	Currently receiving special education services	Don't know	1.4 (6)
P2HLPFRQ	How often helped teen with homework	5 or more days a week	1.1 (5)
P2AFTERHS1	Encourage enrolling in further education	Neither encourage nor discourage	1.8 (8)
		Discourage	0.2 (1)
		Strongly discourage	0.2 (1)
P2AFTERHS5	Encourage starting a family	Strongly encourage	0.5 (2)
		Encourage	1.4 (6)
P2PURSUE	How sure student will pursue additional education	Very sure teen won't go	1.6 (7)
P2ATTEND1	How important is "provides a good education" in choosing a college	Somewhat important	1.4 (6)
		Not at all important	0.0 (0)
P2ATTEND2	How important is "campus safety" in choosing a college	Not at all important	0.0 (0)
P2ATTEND7	How important is "a good record of placing graduates in jobs" in choosing a college	Not at all important	1.6 (7)
P2NOFIN4	Reason won't apply for financial aid is because of bad credit rating	Yes	0.0 (0)
P2ADDEDP2	Parent 2 has completed additional education since base year	Yes	1.5 (2)

NOTE: The following follow-up items are not included in the tabular review of low-frequency items because of need for carryover from base year, to establish a baseline for later survey responses, or for a larger number of response options: P2HHTIME (how much of the time teen lives with respondent), P2RELSHP (relationship to teen), P2SPSREL (spouse's/partner's relationship to teen), P2MAR (parent's marital status), P2HHLT18 (specific number of household residents under 18), P2HH18PL (specific number of household residents 18 or over), P2SIBS1 (specific number of siblings), P2RPT (specific grades repeated), P2SKP (specific grades skipped), P2TRANSFR (specific number of times transferred), P21STYR (main activity after high school), P2EDASP (educational aspirations for teen), P2EDEXP (educational expectations for teen), P2PERCENT1-4 (specific percentages expect to pay for various postsecondary levels), P2EDERN1-4 (specific income expect teen to earn for various educational levels), P2WKHRP1-2 (specific hours worked per week by each parent), P2INCOME (household income), P2DEPEND (specific number of dependents), P2PISLP1 (race/ethnicity), P2HHLNG (languages spoken at home), P2HHLNGP (language usually spoken to teen), and P2HHLNGS (language teen usually speaks to parent).
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

The questions in the series that asks about important factors in choosing a college (P2ATTEND) had three response options: "very important," "somewhat important," and "not at all important." Neither the "provides a good education" item (P2ATTEND1) nor the "campus safety" item (P2ATTEND2) had "not at all important" responses. In addition, P2ATTEND1 had less than 2 percent of respondents choosing "somewhat important," and the item "a good record of placing graduates in jobs" (P2ATTEND7) had fewer than 2 percent of respondents choosing "not at all important." At the least, P2ATTEND1 provides almost no differentiation among parents and should be deleted. In addition, P2ATTEND2 and P2ATTEND7 should be removed—particularly P2ATTEND2, whose remaining respondents break 90/10 for "very important" (the breakdown for P2ATTEND7 is 72/26/2 toward "very important"). In addition, because other items in this series show a tendency toward dichotomous choosing between "very

important" and "somewhat important," the questions should be reframed so that respondents directly choose between "more important" and "less important" (alternatively, the series could ask respondents to choose the factor they find most important instead of asking separately about each individual item).

Only one other low-frequency response, associated with the "yes/no" question about whether the second parent, if applicable, had completed additional education since the base-year survey (P2ADDEDP2), prompts concern. Here, 98.5 percent of field test respondents answered "no." Similarly, the corresponding question for the first parent (P2ADDEDP1) returned 97 percent "no" answers. However, this is not cause for deletion, since the response in question is thought to be small in magnitude but, at the same time, critically important.

The other low-frequency items in table 24 are associated with key experiences (e.g., family stress experiences, special education for teen, certainty about teen continuing education) or connected to a meaningful benchmark (helping with homework 5 days or more a week). Retaining them in the main survey should not pose concern. Finally, it should be noted that, as indicated in the student field test sample, few parents of dropouts (11 cases) were surveyed, making evaluation of those items moot.

Parent questionnaire "other" responses. As with the student questionnaire, some individual items or item series on the parent questionnaire allowed field test respondents to specify an "other" response. Table 25 presents the items and any recommended additions to response options based on an examination of these "other" texts.

Table 25. Potential modifications to response options for those items or item sets with an "other" option: HSLS:09 first follow-up field test: 2011

Item	Description	Suggested response option additions	Number of cases
P21STYR	Activity teen most likely to do in first year after high school	Add "travel or take a break"	5
P2ANOTHER	Another activity done with teen	Add "worked on science or math school project with teen"	11+
P2ATTEND11	Characteristic important for choosing college	None	—
P2CIRCUM12	Reasons teen might not complete aspired level of education	Add "Lack of motivation or work ethic"	8+
P2NOFIN13	Reasons not applying for financial aid	None	—
P2OTHCMP	Specific camp outside of school	Add "Athletic or sports camp"	15+
		Add "Religious camp"	12+
P2SOURCE	How obtained financial aid information	Add "College fair or college night at school"	5
P2STEPS6	How teen would pay for college	Add "grants or scholarships"	11+

— Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Field Test.

In addition to the recommendations presented in the table, the "other" responses to one item series indicated problems with that series. This series asks about how a teen might pay for his or her postsecondary education (P2STEPS). The item list is incomplete; it only asks about various types of working for pay and taking out a loan. There is no option for "scholarships or grants," which are reflected in "other" text provided by field test respondents. In addition, "(including work study)" should be added to the end of the "work during school" items, because work study is specified in "other" a few times. Finally, the "other" text responses include a few "apply for financial aid" statements, which suggests that some parents may not recognize that applying for financial aid leads to specific forms of loans or grants or that they are uncertain about the sources of aid that the student might receive. The question stem phrasing of "which of the following steps do you expect your teen to take…" likely helps to prompt "apply for financial aid" because that is an obvious "step" in the college financing process for many parents. Changing the stem to something more in line with what the individual items are asking would be helpful. The following phrasing is recommended: "Which of the following sources does your teen expect to use to pay for his or her education?"

5.2.3 Parent Reliability Reinterview: Design and Results

A subsample of computer-assisted telephone interviewing (CATI) respondents was selected at random to complete a reinterview designed to assess the consistency of selected questions from the parent interview. Reinterviews were conducted in CATI at least 2 weeks following the completion of the first interview. By the end of data collection, 51 parents had completed a telephone reinterview.

The reinterview consisted of questions for which clarity was uncertain—because they were newly written for the HSLS:09 first follow-up field test parent instrument, or they were lengthy, or they used terminology that may not have been familiar to parents. Items were not selected for reinterview if (owing to skip patterns) not enough respondents would be administered the item to yield sufficient data for analysis.

Forty-nine items associated with 17 questions were selected for the reinterview. These are displayed in two tables. Table 26 presents categorical items with response options of yes/no or levels of agreement/disagreement. It shows percentage agreement, a measure of the strength of association (Cramer's V, which ranges from 0 to 1, with 1 indicating perfect association), and the statistical significance of the association between the original interview and reinterview, where cell sizes were sufficiently large to produce valid chi-squared statistics. Because percentage agreement is not as meaningful when the number of possible responses is large, table 27 shows results for continuous variables, mostly addressing college cost issues, and presents percentage agreement, a measure of association (Pearson's correlation coefficient r, which ranges from −1 to 1), and the statistical significance of an F statistic from a bivariate regression between the original and reinterviewed responses. In both tables, values are based on cases where a response was provided in both interviews. Values of 85 percent agreement or

above are seen as exhibiting high reliability, between 55 percent and 85 percent as moderate reliability, and below 55 percent as low reliability.

Table 26. Interview-reinterview agreement for categorical items on the HSLS:09 first follow-up field test parent reliability reinterview: 2011

Item	Percentage agreement	Cramer's V	Statistical significance[1]
Respondent's relationship to teenager	98.0	0.99	Invalid
Teenager stopped going to school for a month or more since starting 9th grade	98.0	1.00	Invalid
Have you participated in any of the following activities to help your teenager to prepare for life after high school?			
Parent attended career day or job fair with teenager	74.0	0.31	$p = .0297$
Parent attended college night with teenager	84.0	0.65	$p < .0001$
Parent visited a college campus with teenager	86.0	0.75	$p < .0001$
Parent arranged for teenager to take an internship or apprenticeship	84.0	0.12	$p = .4042$
Parent arranged for teenager to job shadow/visit a workplace	67.4	0.36	$p = .0115$
Parent arranged for teenager to perform work in job related to career	72.0	0.43	$p = .0021$
Parent searched Internet for college options with teenager	80.0	0.51	Invalid
Parent talked with school counselor about options for after high school with teen	76.0	0.47	$p = .0009$
Parent talked with teachers about options for after high school with teen	88.0	0.75	$p < .0001$
Parent talked with other parents about options for after high school with teen	82.0	0.59	$p < .0001$
Parent arranged for teenager to sit in on or take a college class	67.4	0.34	$p = .0188$
Parent met with coach or scout for a college athletic team with teen	88.0	0.55	$p < .0001$
Parent arranged for teenager to take college admission exam course	80.0	0.59	$p < .0001$
Families have different ideas about what they would like their teenagers to do in the first year after high school. How strongly would you encourage or discourage your teenager if he or she chose each of the following activities?			
Parent encourages/discourages further education in first year after high school	74.0	0.27	Invalid
Parent encourages/discourages getting full-time or part-time job in first year after high school	32.0	0.43	Invalid
Parent encourages/discourages volunteer/mission work first year after high school	52.0	0.54	Invalid
Parent encourages/discourages joining armed services first year after high school	52.0	0.53	Invalid
Parent encourages/discourages starting a family in first year after high school	54.0	0.33	Invalid
Teenager's most likely main activity in first year after high school	86.0	0.72	Invalid
By the time teenager graduates from high school, do you think he/she will have met the minimum requirements needed for admission to…			
When graduates teen will have minimum requirements for 2-year college	92.0	0.38	Invalid
When graduates teen will have minimum requirements for 4-year college	92.0	0.61	Invalid

See notes at end of table.

Table 26. Interview-reinterview agreement for categorical items on the HSLS:09 first follow-up field test parent reliability reinterview: 2011—Continued

Item	Percentage agreement	Cramer's V	Statistical significance[1]
Parent/teenager has information about specific colleges teenager might attend after high school	64.0	0.61	Invalid
Parent helped complete/completed college application in last 5 years	86.0	0.72	$p < .0001$
Considering all sources of funds including any financial aid that teenager might receive, do you think your family would be able to afford to send teenager to…			
Able to afford to send teenager to 2-year college	88.0	0.53	Invalid
Able to afford to send teenager to 4-year public in-state college	74.0	0.47	Invalid
Able to afford to send teenager to 4-year public out-of-state college	68.0	0.53	Invalid
Able to afford to send teenager to 4-year private college	74.0	0.52	Invalid
Have you gotten information on financial aid in any of the following ways?			
Got financial aid information from a family member	88.0	0.77	$p < .0001$
Got financial aid information from other parents/family/friends	76.0	0.53	$p = .0002$
Got financial aid information from financial aid office at college	76.0	0.45	$p = .0014$
Got financial aid information from school counselor at high school	65.3	0.28	$p = .0530$
Got financial aid information from research on Internet	79.6	0.57	$p < .0001$
Got financial aid information in another way	78.3	0.09	Invalid
Parent completed FAFSA in last 5 years	88.0	0.65	Invalid
Will/would apply for financial aid for teenager's education after high school	74.0	0.49	Invalid
Family plans to help teenager pay for postsecondary education	90.0	0.64	Invalid
Parent willing to take out loan to help teenager pay for college	72.0	0.37	Invalid

[1] Test of the chi-squared statistic.

NOTE: FAFSA = Free Application for Federal Student Aid. Invalid = chi square for this item could be invalid; some cells have expected counts of less than five.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

Categorical items. For the categorical variables, the percentage in agreement ranged from 32 percent to 100 percent, with 13 of the 39 items having matched responses in at least 85 percent of the cases (table 26). Twenty-two items had percentage agreement between 55 percent and 84 percent. The remaining four items, all relating to parental encouragement of specific activities after high school (e.g., getting a job or starting a family), had percentage agreement below 55 percent. These four items had the greatest number of response options, being 5-level Likert items. (A fifth item in this series had five response options, but none of the reinterview samples responded "discourage" or "strongly discourage.") The chi-squared measure of association was not valid for these items, because of low cell counts, but an alternative measure of association, Cramer's V, shows that these items have similar or higher levels of association as some items with higher percentage agreements. Cramer's V is 0.33 for "starting a family" and 0.43 or higher for the other three items. Nevertheless, the low percentage agreement is a concern and, compared to the relatively higher percentage agreement for "going to college" (74 percent), suggests that parental feelings about noncollege options are fluid. Instead of dropping these items, we recommend restricting response options to just "discourage," "neither

discourage or encourage," and "encourage." This would allow for feedback about parental opinions on noncollege options but remove the unstable specificity of the longer list of encourage/discourage options.

Of the 22 items with percentage agreement between 55 percent and 84 percent, 10 are associated with the 13-item set asked under "Have you participated in any of the following activities to help your teenager to prepare for life after high school?" One of these 10 items (internship or apprenticeship) shows no statistically significant association between original and subsequent interview and has the second-lowest Cramer's V value of all parent reinterview items (0.12); because of the item's unreliability, the recommendation is to remove it from the main study questionnaire. However, the concentration of lower percentage-agreement values in this series suggests that either wording problems or difficulty in defining the activities contributes to the lack of reliability. The combination of the stem question's wording, which references the parent's activity ("have you participated…") with a set of items that reference the teenager's activities (such as internship and job shadowing) may be confusing. Wording about "arranging" for certain activities may also invoke uncertainty if the teenager participated in the activity but without the explicit arrangements being made by the parent. The recommendation is to simplify the question stem to "Have you done any of the following activities to help your teenager prepare for life after high school?" In addition, the "arranging" wording should be changed to "encourage."

Two other sets of nominal items are between 55 percent and 84 percent. Three of the four items under "Considering all sources of funds including any financial aid that teenager might receive, do you think your family would be able to afford to send teenager to…" fall below 85 percent. For this "affordability" set, there is no clear reason responses would be relatively less stable than other items, other than inherent uncertainty about college costs. For that reason, there is no clear rationale for dropping these items. Rather, additional questions appended to each item and asking about "How sure are you about your estimate?" are recommended.

In addition, five of the six items under "Have you gotten information on financial aid in any of the following ways?" fall between 55 percent and 84 percent agreement. One item here ("Got financial aid information from school counselor at high school") shows no statistical association across original and subsequent interviews and has a relatively low Cramer's V value (0.28), and it is recommended that it be dropped from this series. The agreement rates below 85 percent throughout this series are troubling, however, considering that these are factual questions. The meaning of "information on financial aid" may not be clear to respondents and may include anything from brief exchanges or tidbits gleaned from some sources to packets of printed materials, books, or computer files. Clarifying what "information" means here may help respondents think concretely and increase the stability of their response. Adding examples to the question following the word "information" is recommended in this instance: "(such as conversations, appointments, e-mails, or documents)."

Four additional items have percentage agreement between 55 percent and 84 percent: "Parent encourages/discourages further education in first year after high school" (part of the particularly low-percentage agreement group mentioned above); "Parent/teenager has information about specific colleges teenager might attend after high school"; "Will/would apply for financial aid for teenager's education after high school;" and "Parent willing to take out loan to help teenager pay for college." Again, some fluidity is apparent in questions concerning information about college and financial aid. The question about "information about specific colleges" is the only one with a clear methodological issue, in that it asks about both the parent and teenager having information when the parent may not fully know what the teenager knows. It seems sensible to ask only about parent knowledge for that item. However, the other items here do not possess obvious item construction weaknesses. (The "will/would" construction in the third item refers to conditional wording that depends on whether the parent has indicated his or her teenager will go to college; no respondent gets both wordings.) No recommendation is made for them.

Continuous items. Table 27 shows the 11 continuous items that were asked in reinterviews. Percentage agreement ranges from 15 percent to 98 percent, with 9 of the 11 items showing agreement below 85 percent. The eight lowest agreement items are attached to two questions: "Approximately what percentage of the total cost of teenager's education do you think he/she should finance if he/she attended…" and "How much money do you think teenager would earn in a year of working if he/she had the following levels of education? (Please provide your best guess.)." Although percentage agreement for these items is low, F tests of bivariate regressions show that all but one of the original/reinterview item pairs are statistically significantly associated with each other, and the correlation coefficients are positive and at least moderate in size (0.34 or larger). The other item with low percentage agreement is a count of the number of dependents. Although the F test is statistically significant and the coefficient in the bivariate regression is close to 1 (0.82), this is a factual question with a limited range of responses (0 to 5 in this sample). It is not encouraging that 22 percent of reinterviewed parents provided a different number of dependents. The full wording for this question may be too confusing for some respondents: "Altogether, how many people are financially dependent upon you [or your spouse/partner]? Include all people who receive one-half or more of their financial support from you [or your spouse/partner], regardless of whether they live in the same household. Do not include yourself [or your spouse/partner]." (The brackets contain conditional wording that is added depending on whether the respondent has a spouse or partner.) The tax law–like language potentially requires multiple calculations—the item asks the respondent to add certain members based on a calculation of total financial support (which may not be accurately knowable for dependents whose custody is shared or for step-dependents) and then to subtract the spouse or partner. This item clearly needs simplification for the main study questionnaire. Using "Not including yourself [nor your spouse/partner], how many people depend on you for more than half of their financial support? Include dependents who do not live with you" may be preferable.

Table 27. Interview-reinterview agreement for ordinal or continuous items on the HSLS:09 first follow-up field test parent reliability reinterview: 2011

Item	Percentage agreement	Pearson's correlation coefficient (*r*)	Statistical significance (F test)
We would like to know how many people live in your household including yourself, your spouse, your teenager, etc. who are…			
Number of household residents less than 18 years of age	92.0	0.96	F < .0001
Number of household residents 18 years or older	98.0	0.95	F < .0001
Approximately what percentage of the total cost of teenager's education do you think he/she should finance if he/she attended…			
Percent of total cost teen should pay if attends 2-year college	57.5	0.45	F < .0039
Percent of total cost teen should pay if attends 4-year public in-state college	44.7	0.60	F < .0001
Percent of total cost teen should pay if attends 4-year public out-of-state college	32.4	0.37	F < .0227
Percent of total cost teen should pay if attends 4-year private college	30.3	0.34	F < .0516
How much money do you think teenager would earn in a year of working if he/she had the following levels of education? (Please provide your best guess.)			
Amount of money parent thinks teen would earn per year if teen left high school without finishing	28.9	0.48	F < .0007
Amount of money parent thinks teen would earn per year if teen finishes high school with GED	22.4	0.69	F < .0001
Amount of money parent thinks teen would earn per year if teen finishes high school with a diploma	18.2	0.69	F < .0001
Amount of money parent thinks teen would earn per year if teen finishes college	14.9	0.53	F < .0001
Number of dependents on parent 1 and spouse/partner	78.0	0.83	F < .0001

NOTE: GED = General Educational Development.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

5.3 Administrator Questionnaire

5.3.1 Timing Analysis, Item Distributional Properties, Closing Open-ended Responses, Methodological Probes

5.3.1.1 Timing Analysis

The following analysis is based on data from 24 administrator surveys[9] (no respondents failed to complete the questionnaire). The overall average time to complete the field test administrator survey was 42.3 minutes. The average time to complete the individual sections ranged from 2.8 minutes to 20.9 minutes. The items in section A gathered information about the characteristics of the school, such as school type, calendar, and course schedule. On average,

[9] As noted in chapter 4 (section 4.6), 26 administrators completed the administrator survey. However, two administrator questionnaires were received too late for inclusion in the analysis.

respondents took 2.8 minutes to complete this section. Section B focused on school programs, policies, and statistics. Respondents completed this section in 20.9 minutes. Section C asked about the number of teachers in the school, teacher certification, teaching vacancies, and support for new teachers. This section took an average of 7.3 minutes to complete. Section D took an average of 11.4 minutes to complete. This final section asked about principals' backgrounds and their opinions regarding school climate.

5.3.1.2 Item Distributional Properties

Overall, responses to the items were well distributed. A small number of items in which the distribution was limited are described below. Because of the small number of respondents to the field test, caution should be used when interpreting these results because the field test sample may not be representative of the population.

> A2EXCUSE: Which of the following occur when high school students are absent without an excuse? (a) Parents are notified, (b) Students receive detentions, (c) Students receive in-school suspensions, (d) Students receive out-of-school suspensions, (e) Something else occurs when high school students are absent without an excuse (specify).

Although all participants selected option (a), responses varied for the remaining choices. It is recommended that this item be kept as is, because there will likely be more variability when the survey is administered to a larger sample.

> A29ASIST: On what basis are 11th-graders who are struggling academically recommended to receive assistance? (a) Absentee record, (b) Having poor or failing grades, (c) Insufficient credits for promotion to 12th grade, (d) Having disciplinary problems, (e) Teacher's referral, (f) Counselor's referral, (g) Parental request, (h) Student request, (i) Electronic grading systems that identify failing students early in a term, (j) Another way (specify).

There was very little variation in participants' responses to options (b), (e), (f), (g), and (h). As a result, it is recommended that this item be removed from the survey.

> A2PROOFF: Which of the following programs or courses does your school offer on-site? (a) Alternative program (such as a program that addresses the needs of students who are at risk for dropping out of high school), (b) Dropout prevention program that is not part of an alternative program, (c) College Board Advanced Placement (AP) courses, (d) Programs to develop student study skills (such as AVID), (e) Childcare services.

Most participants answered "yes" to (c), and all participants responded "no" to (e). Responses varied for the remaining choices. It is recommended that options (c) and (e) be retained because there will likely be more variability when the survey is administered to a larger sample.

A2SUPPORT: Which of the following kinds of support does your school provide to new high school math and science teachers? (a) Formal new teacher inductions program, (b) Reduced teaching schedule or number of preparations, (c) Common planning time with other math and science teachers, (d) Seminars or classes for beginning teachers, (e) Extra classroom assistance such as teacher assistants or teacher aids, (f) Regular supportive communication with principals, other administrators, or department chair, (g) Ongoing guidance or feedback from a master or mentor teacher in the same subject area, (h) Ongoing guidance or feedback from a master or mentor teacher in a different subject area, (i) Opportunities to attend subject-specific professional development, (j) Opportunities to attend non–subject-specific professional development, (k) Other (specify).

Except for response options (c) and (h), there was very little variation in participants' responses. However, it is recommended that this item be retained to describe the kinds of support schools are providing to new high school mathematics and science teachers.

A2PRALT: Did you become a principal through an alternative principal preparation program, such as New Leaders for New Schools?

Nearly all respondents indicated "no" to this item. However, it is recommended that this item be kept because there will likely be more variability when the survey is administered to a larger sample.

5.3.1.3 Closing Open-ended Responses

Seven questions on the field test survey solicited an open-ended response. The following is an analysis of these items.

A2CHOICE: In which of the following types of public school choice programs does your high school participate? (a) Students assigned to [school name] can choose to enroll in [school name] or another school within the district, (b) Students can enroll in a public school in another district at no tuition cost to themselves or their families, (c) Students from other districts can enroll in [school name] at no tuition cost to themselves or their families, (d) Students assigned to [school name] can choose to enroll in a private school using state or district funds, (e) Another public school choice program (specify).

No respondents indicated participating in another public school choice program. The recommendation is to leave the current list of response options, with the exception of the "Another public school choice program (specify)" option.

A2CALEN: What kind of academic calendar does your school have for grades 9 through 12? (a) Semester calendar, (b) Trimester calendar, (c) Quarter calendar, (d) Other calendar (specify).

No respondents indicated they have another type of school calendar. It is recommended that "Other calendar" be retained because this response option was on the base-year questionnaire but that the "specify" be dropped.

> A2EXCUSE: Which of the following occur when high school students are absent without an excuse? (a) Parents are notified, (b) Students receive detentions, (c) Students receive in-school suspensions, (d) Students receive out-of-school suspensions, (e) Something else occurs when high school students are absent without an excuse (specify).

There were four open-ended responses for this item. Of these, two were similar to response option (a), and the other two did not cluster. The recommendation is to leave the current list of response options, but drop the "Something else occurs when high school students are absent without an excuse (specify)" option.

> A29ACSTG: Does your high school offer any of the following programs to assist 11th-graders who are struggling academically? (a) Summer program after 11th grade that provides supplemental instruction, (b) Small learning communities or Achievement Academies for over-aged students who have not met criteria for promotion to 12th grade, (c) Small learning communities or academies separate from the rest of the school that have double-block or extended-block scheduling, (d) Catch-up courses, (e) "Double-dosing" of classes, (f) Classes in study skills, (g) Specific professional development, coaches, or technical assistance for teachers working with struggling 11th-graders, (h) Tutoring, (i) Other (specify).

Of the four open-ended responses, two were similar to response option (h), and the other two did not cluster. The recommendation is to leave the current list of response options, but drop the "Other (specify)" option.

> A29ASSIST: On what basis are 11th-graders who are struggling academically recommended to receive assistance? (a) Absentee record, (b) Having poor or failing grades, (c) Insufficient credits for promotion to 12th grade, (d) Having disciplinary problems, (e) Teacher's referral, (f) Counselor's referral, (g) Parental request, (h) Student request, (i) Electronic grading systems that identify failing students early in a term, (j) Another way (specify).

There were no open-ended responses for this item. Because the survey is overly long and this item is less critical to the goals of the study than others, it is recommended that this item be removed from the survey.

> A2SOURCE: Does your school use any of the following information sources to determine what students do after high school? (a) Student survey, (b) Statewide Longitudinal Data System, (c) National Student Clearinghouse, (d) Another source (specify).

There were three open-ended responses for this item, but they did not cluster. One participant said "alumni survey." Because this practice is likely to be fairly prevalent in schools, it is recommended that response option (a) be reworded to say "Student or alumni survey" and that response option (b) "Another source (specify)" be dropped.

> A2SUPPORT: Which of the following kinds of support does your school provide to new high school math and science teachers? (a) Formal new teacher inductions program, (b) Reduced teaching schedule or number of preparations, (c) Common planning time with other math and science teachers, (d) Seminars or classes for beginning teachers, (e) Extra classroom assistance such as teacher assistants or teacher aids, (f) Regular supportive communication with principals, other administrators, or department chair, (g) Ongoing guidance or feedback from a master or mentor teacher in the same subject area, (h) Ongoing guidance or feedback from a master or mentor teacher in a different subject area, (i) Opportunities to attend subject-specific professional development, (j) Opportunities to attend non–subject-specific professional development, (k) Other (specify).

There were no open-ended responses for this item. The recommendation is to leave the current list of response options but to drop the "Other (specify)" option.

5.3.1.4 Methodological Probes

There were methodological probes associated with three items on the field test survey. The following is an analysis of these probes.

> Survey Item—A29RTRN: What percentage of 11th-graders at your high school in September of 2009 returned to your high school in September of 2010?
>
> > Probe—A29RTRN_B: Before you continue to the next question, we would like to know if you had any difficulty understanding or answering this question so that we may improve it for future surveys. Did you have any difficulty such as not understanding question wording, being uncertain of the meaning of certain terms or response choices, or not having the information needed to answer the question?
> >
> > Probe—A29RTRN_C: If yes, please describe any difficulty you had. Please be as specific as possible.

Three respondents indicated that they had difficulty answering this item, but the open-ended responses did not cluster. One respondent wondered if this item meant returning as 11th-graders or as 12th-graders, so it is suggested to add help text to this item (i.e., text that is not part of the question wording but available in a help box or as additional interviewer instruction if sought) that clarifies that the question refers to returning to school in any grade.

> Survey Item—A29SCOP: For the 2010–11 school year, how many of the [# of FT science teachers] full-time science teachers currently teaching in grades 9 through

12 in your school would you put in the following categories, based on your overall opinion of their teaching ability? (If none of your full-time science teachers fall into a certain category, please enter '0'.) (a) Outstanding teachers (These teachers' levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance in the classroom. They make excellent examples to other teaching faculty members.), (b) Good teachers (These teachers' levels of skills, knowledge, and professionalism make them successful teachers in the classroom. You are glad to have them as part of your faculty, but they are not at the very top of teachers for their grade and subject.), (c) Fair teachers (These teachers only exert the effort necessary to get the job done in the classroom. They do an adequate job but are not exemplars for other teachers. They could potentially improve with proper on-the-job training or coaching), (d) Unsatisfactory teachers (These teachers have levels of skills, knowledge, and professionalism that are inadequate, and they do not belong in the teaching profession.)

No respondents said that they had difficulty answering this item. The recommendation is to leave the item as is.

Survey Item—A2TRAIN: How much training, if any, have you received in each of the following areas? If you have received training in more than one way in a particular area, please choose the type of training that required the most hours. (a) School law, (b) Fiscal management, (c) Long-range planning, (d) Physical plant management, (e) Managing personnel, (f) Instructional leadership, (g) Data-driven decision making.

One respondent indicated that he or she had difficulty with this item but did not provide an open-ended response. The recommendation is to leave the item as is.

5.3.2 Recommendations for Main Study

After analyzing the field test results, the changes needed to the administrator survey involve closing the items with open-ended text fields.

Because the field test survey was overly long, additional items will likely need to be dropped. The following is a summary of recommended deletions.

A2FAILENF: Who is responsible for the course failure policy that is tied to absenteeism? (a) Administrators, (b) School counselors, (c) Teachers, (d) None of these.

The previous item (A2FAILABS) asks if the school has a course failure policy. Because the survey is too long and this item is less central to the main research questions of the study, it is recommended that this follow-up item about who enforces the course failure policy be dropped.

A2ACHIEVEIS: Approximately what percentage of students in grades 9 through 12 in your school were recognized at some point during the 2009–10 school year for their academic achievement (excluding athletics and performing arts) using the following types of acknowledgements? (a) In school, public acknowledgements such as an assembly where the student appears on stage to receive awards or a posting of the honor roll, (b) Out-of-school, public acknowledgement such as an announcement in a community newspaper or media, (c) Private acknowledgement such as a certificate or letter of congratulations that was mailed to the student.

It is recommended that this item be dropped because the survey is too long and this series of items is less central to the goals of the study than others.

5.4 School Counselor Questionnaire

5.4.1 Timing Analysis, Item Distributional Properties, Closing Open-ended Responses, and Methodological Probes

5.4.1.1 Timing Analysis

The following analysis is based on data from 24 counselor surveys[10] (no respondents failed to complete the questionnaire). The overall average time to complete the field test counselor survey was 49.2 minutes. The average time to complete the individual sections ranged from 4.4 minutes to 23.6 minutes.

The items in section A asked about staffing and counseling services offered at the school in relation to counselor responsibilities and knowledge. Overall, respondents took 8.6 minutes to complete this section. Section B focused on the creation and use of career/education plans; programs and supports offered to high-achieving, average-achieving, and struggling students; and school assistance regarding college and work preparation. Respondents completed this section in 23.6 minutes. Section C asked about the math and science courses available to students and about the criteria for placing students into specific math and science courses. This section took an average of 12.6 minutes to complete. The shortest section to complete was section D, taking an average of 4.4 minutes. This final section centered on the types of data schools receive and the ways they use these data.

5.4.1.2 Item Distributional Properties

Overall, responses to the items were well distributed. A small number of items in which the distribution was limited are described below. Because of the small number of respondents to the field test, caution should be used when interpreting these results because the field test sample may not be representative of the population of school counselors.

[10] As reported in chapter 4. 26 counselors completed the questionnaire however, two cases were received too late to be included in the analysis.

C2EDPLANSH: Does your school share students' [career/education/career and education] plans with their parents or guardians?

Nearly all respondents indicated "yes." Because of this lack of variation, it is recommended that this item be dropped.

C2EDPLAN: When does your school share students' [career/education/career and education] plans with their parents or guardians? (a) When the plans are developed, (b) When the plans are revised, (c) During students' 12th-grade year of high school, (d) Upon student request, (e) Upon parent or guardian request, (f) The plans are shared at another time (specify).

Except for response option (c), there was little or no variation in participants' responses. Therefore, it is recommended that this item be dropped.

C2OFFERS: To whom does your school offer these summer school enrichment courses? (a) High-achieving students, (b) Average students, (c) Struggling students.

Although all participants selected option (a), responses varied for the remaining two choices. It is recommended that this item be kept as is, because there will likely be more variability when the survey is administered to a larger sample.

C2DOPRV: On what basis are students in high school recommended for your dropout prevention program? (a) Absentee record, (b) Poor or failing grades, (c) Electronic grading systems that identify failing students early in a grading period, (d) Insufficient credits for promotion, (e) Teacher's referral, (f) Counselor's referral, (g) Parental request, (h) Student request, (i) Disciplinary problems, (j) On another basis (specify).

Except for response option (c), there was little or no variation in participants' responses. This item is still worth asking to describe the ways high school students are recommended for dropout prevention programs.

C2APPLY: In which of the following ways does your high school assist with identifying and applying to colleges or universities? (a) Holding or participating in college fairs, (b) Organizing student visits to colleges or universities, (c) Holding informational sessions for students and parents or guardians, (d) Assisting students with completing college or university applications, (e) Providing access to computerized information about colleges or universities, (f) Providing access to noncomputerized information about colleges or universities, (g) Helping students identify criteria for selecting colleges to apply to such as majors offered, cost, or entry requirements, (h) Another way (specify).

There was little or no variation in participants' responses to options (c), (d), (e), (f), and (g). This item is still worth asking to describe what schools are doing to assist students with identifying and applying to colleges or universities.

> C2EXAM: In which of the following ways does your high school assist with college entrance exams such as the SAT and ACT? (a) Providing information about when and where exams are offered, (b) Providing copies of registration forms, (c) Providing assistance completing the exam registration forms, (d) Providing information about fee waivers, (e) Paying exam registration fees, (f) Offering test-preparation classes at your school, (g) Providing information about external test-preparation classes (such as Kaplan, Princeton Review), (h) Providing sample test items, (i) Another way (specify).

Except for response options (e), (f), and (i), there was little or no variation in participants' responses. This item is still worth asking to describe the ways schools assist students with college entrance exams.

> C2MATHOF: Which of the following math and computer science courses are offered on-site at your high school? (a) Pre-Algebra, (b) Review or Remedial Math, (c) Integrated Math I, (d) Integrated Math II or above, (e) Algebra I, part 1 and part 2, (f) Algebra I, (g) Algebra II, (h), Geometry, (i) Trigonometry, (j) Algebra III, (k) Analytic Geometry, (l) AP Calculus, AB, (m) AP Calculus, BC, (n) Calculus IB, (o) Calculus (other than AP or IB), (p) AP Computer Science, A, (q) AP Computer Science, AB, (r) Computer Science (other than AP or IB), (s) AP Statistics, (t) Statistics or Probability (other than AP), (u) None of these.

There was little to no variation in participants' responses to options (c), (g), (h), (n), and (q). It is recommended that this item be condensed to ask about a few key courses that would be an indicator of academic pressure, such as AP and IB courses.

> C2MTOFS: Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college, or as an online course? (a) Pre-Algebra, (b) Review or Remedial Math, (c) Integrated Math I, (d) Integrated Math II or above, (e) Algebra I, part 1 and part 2, (f) Algebra I, (g) Algebra II, (h) Geometry, (i) Trigonometry, (j) Algebra III, (k) Analytic Geometry, (l) AP Calculus, AB, (m) AP Calculus, BC, (n) Calculus IB, (o) Calculus (other than AP or IB), (p) AP Computer Science, A, (q) AP Computer Science, AB, (r) Computer Science (other than AP or IB), (s) AP Statistics, (t) Statistics or Probability (other than AP), (u) None of these.

Except for response options (l), (m), and (u), there was little or no variation in participants' responses. It is recommended that this item, as per the suggestion of the Technical

Review Panel, be condensed to ask about a few key courses that would be an indicator of academic press, such as AP and IB courses.

> C2SCIOFF: Which of the following science courses are offered on-site at your high school? (a) General Science, (b) Physical Science, (c) Earth Science, (d) Environmental Science, (e) Principles of Technology, (f) Biology I, (g) Life Science, (h) Chemistry I, (i) Physics I, (j) Integrated Science I, (k) Integrated Science II or above, (l) Anatomy or Physiology, (m) AP Environmental Science, (n) AP or IB Advanced Biology or Biology II, (o) AP or IB Advanced Chemistry or Chemistry II, (p) AP or IB Advanced Physics or Physics II, (q) Other biological sciences such as botany, marine biology, or zoology, (r) Other physical sciences such as astronomy or electronics, (s) Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology, (t) None of these.

There was little to no variation in participants' responses to options (e)–(k). It is recommended, as per the recommendations of the Technical Review Panel, that this item be condensed to ask about a few key courses that would be an indicator of academic press, such as AP and IB courses.

> C2SCOFS: Which of the following science courses are offered for credit to your school's students through other means, such as at another high school, community college, or as an online course? (a) General Science, (b) Physical Science, (c) Earth Science, (d) Environmental Science, (e) Principles of Technology, (f) Biology I, (g) Life Science, (h) Chemistry I, (i) Physics I, (j) Integrated Science I, (k) Integrated Science II or above, (l) Anatomy or Physiology, (m) AP Environmental Science, (n) AP or IB Advanced Biology or Biology II, (o) AP or IB Advanced Chemistry or Chemistry II, (p) AP or IB Advanced Physics or Physics II, (q) Other biological sciences such as botany, marine biology, or zoology, (r) Other physical sciences such as astronomy or electronics, (s) Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology, (t) None of these.

There was little to no variation in participants' responses; as a result, it is recommended that this item be condensed to ask about a few key courses that would be an indicator of academic press, such as AP and IB courses.

> C2DATA: Does your school use any of the following types of data to make policy or programmatic decisions? (a) Attendance, (b) Student grades, (c) Discipline, (d) Standardized tests, (e) Academic recovery efforts, (f) Other data (specify).

There was little or no variation in participants' responses; as a result, it is recommended that this item be removed from the survey.

C2DATACHK: Who in your school uses these data? (a) Parents or parent councils, (b) Administrators, (c) Guidance Counselors, (d) Departmental chairs, (e) Teachers, (f) Other school staff (specify).

There was little or no variation in participants' responses; as a result, it is recommended that this item be removed from the survey.

C2DATAUSE: How are these data used at your school? (a) To revise courses, (b) To improve instructional practices, (c) To inform staffing decisions, (d) To identify students needing extra assistance, (e) In another way (specify).

There was little or no variation in participants' responses; as a result, it is recommended that this item be removed from the survey.

C2FFBKEMP: To what extent does your school receive feedback from local employers or other sources in each of the following areas? (a) Employer satisfaction with new hires, (b) Unemployment rates among graduates, (c) Your school receives feedback from local employers or other sources in other areas (specify).

There was no variation in participants' responses to option (b), and there was little variation in responses to options (a) and (c). It is recommended that these items be condensed to a single item asking about feedback from local employers.

5.4.1.3 Closing Open-ended Responses

Twenty questions on the field test survey solicited an open-ended response. The following is an analysis of these items.

C2ASSIGN: Which of the following best describes how counselors are assigned to students at your school? Would you say counselors are … (a) Assigned to all students at school, (b) Assigned to incoming 9th-grade class, (c) Assigned to subset based on last name, (d) Assigned in another way (specify).

Of the two open-ended responses received, both indicated that counselors are assigned to students in a combination of ways. It is recommended that "Assigned in more than one way, such as one counselor for 9th-graders or other special populations and others based on students' last names" be added as a response option and that "Assigned in another way" be dropped.

C2REVISE: When are [career/education/career and education] plans revised? (a) Every year, (b) When warranted by student grades, (c) Upon student request, (d) Upon parent or guardian request, (d) Another time (specify).

Four respondents selected "Another time (specify)" for this item. Two respondents left the open-ended field blank, and the two responses that were provided did not cluster. The recommendation is to leave the current list of response options but to drop the "Another time (specify)" option.

C2EDPLAN: When does your school share students' [career/education/career and education] plans with their parents or guardians? (a) When the plans are developed, (b) When the plans are revised, (c) During students' 12th-grade year of high school, (d) Upon student request, (e) Upon parent or guardian request, (f) The plans are shared at another time (specify).

Of the six open-ended responses received, two said "yearly," and the other four responses did not cluster. The recommendation is to leave the current list of response options but to drop "The plans are shared at another time (specify)."

C2USAGE: How are students' [career/education/career and education] plans used? (a) Selecting high school courses, (b) Identifying colleges to apply to, (c) Identifying relevant financial aid opportunities, (d) Identifying a mentor in a student's area of interest, (e) Selecting workplace preparation activities such as job shadowing, internships, (f) Identifying career-related volunteer or service opportunities, (g) Assessing progress toward goals in formal meetings with counselors, (h) Plans are used in another way (specify).

There were no open-ended responses for this item. As a result, the recommendation is to leave the current list of response options but to drop the "Plans are used in another way (specify)" option.

C2GATE: In which of the following ways does your high school support high-achieving students? (a) Technology and software to support curriculum specifically to meet the needs of the high-achieving students, (b) Gifted students receive pull-out instruction during the regular school day, (c) Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams, (d) Advanced Placement, college or university courses, (e) Scholarships for students to attend special events, programs, or classes, (f) Special incentives or rewards tied to academic performance, (g) A school-arranged match with an adult mentor, (h) Summer activities or programs appropriate for high-achieving students, (i) Your school supports high-achieving students in other ways (specify).

Of the six open-ended responses, two mentioned special honors and awards for high-achieving students, and the remaining four did not cluster. It is recommended that "Special recognitions such as Honor Roll, Honor Society, or Department awards" be added as a response option and that "Your school supports high-achieving students in other ways (specify)" be dropped.

C2DUAL: What type of dual-enrollment program does your school offer? (a) Students can earn college credits, (b) Students can earn an Associate's degree upon graduation, (c) Students can complete a career program (such as nursing assistant or computer network administrator), (d) Students are automatically

accepted into a partner college upon high school graduation, (e) Your school offers other types of dual-enrollment programs (specify).

There were 11 open-ended responses for this item, but there were no obvious patterns. For example, several respondents listed the names of specific colleges with which they partnered to offer dual-enrollment programs. The recommendation is to leave the current list of response options but to drop the "Your school offers other types of dual-enrollment programs (specify)" option.

C2OUTSCH: In which of the following ways may a student take a course for credit if it is not offered by your school? (a) Independent study, (b) Online or distance learning courses, (c) Courses at another traditional high school in the district, (d) Courses at a local career or technical school, (e) Courses at a local community college, (f) Courses at a nearby 4-year college or university, (g) Students may take courses not offered by your school in other ways (specify).

There were only two open-ended responses for this item, and they did not cluster. The recommendation is to leave the current list of response options but to drop the "Students may take courses not offered by your school in other ways (specify)" option.

C2ASSIST: Which of the following steps does your school take for students in high school who need extra assistance? (a) Tutoring during the regular school day, (b) Peer tutoring, (c) School staff work with classroom teachers to provide extra assistance, (d) Pull-out instruction during the regular school day, (e) Homework assistance program, (f) Special incentives or rewards tied to academic performance, (g) A school-arranged match with an adult mentor, (h) Positive behavior interventions and supports such as HS-BEP (high school behavior education program), (i) Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs, (j) Your school takes other steps for students who need extra assistance (specify).

Of the five open-ended responses to this item, two mentioned special education programs, and the remaining responses did not cluster. Because all schools are required to have special education programs, the recommendation is to leave the current list of response options but to drop the "Your school takes other steps for students who need extra assistance (specify)" option.

C2DOPRV: On what basis are students in high school recommended for your dropout prevention program? (a) Absentee record, (b) Poor or failing grades, (c) Electronic grading systems that identify failing students early in a grading period, (d) Insufficient credits for promotion, (e) Teacher's referral, (f) Counselor's referral, (g) Parental request, (h) Student request, (i) Disciplinary problems, (j) On another basis (specify).

There were no open-ended responses for this item. As a result, the recommendation is to leave the current list of response options but to drop the "On another basis (specify)" option.

> C2DOPSRV: Which of the following services does your dropout prevention program offer? (a) Special instructional programs, (b) Tutoring, (c) Incentives for better attendance or classroom performance, (d) Childcare for children of students, (e) Job counseling, (f) Other services offered (specify).

There were two open-ended responses to this item. One said "GED preparation," and the other said "Graduation counseling." Because GED preparation is primarily for students who have already dropped out, it is not recommended that this be added as a response option. However, it is recommended that "Graduation counseling" be added as a response option because this practice is likely to be fairly prevalent. It is also recommended that "Other services offered (specify)" be dropped.

> C2FAID: In which of the following ways does your school assist with college financial aid preparation? (a) Offering informational meetings about the FAFSA (Free Application for Financial Student Aid) process, (b) Assisting students and families with completing the FAFSA, (c) Providing computer access for completing the FAFSA, (d) Sending out reminders of FAFSA deadlines, (e) Assisting with completing financial aid applications other than the FAFSA (such as scholarships, loans, or grants), (f) Offering informational meetings on sources of financial aid (such as scholarships, loans, or grants), (g) Offering individual counseling sessions to help students identify possible sources of financial aid, (h) Providing access to computerized financial aid resources, (i) Providing access to noncomputerized financial aid resources, (j) Another way (specify).

There were four open-ended responses for this item, but there were no obvious patterns. The recommendation is to leave the current list of response options but to drop the "Another way (specify)" option.

> C2APPLY: In which of the following ways does your high school assist with identifying and applying to colleges or universities? (a) Holding or participating in college fairs, (b) Organizing student visits to colleges or universities, (c) Holding informational sessions for students and parents or guardians, (d) Assisting students with completing college or university applications, (e) Providing access to computerized information about colleges or universities, (f) Providing access to noncomputerized information about colleges or universities, (g) Helping students identify criteria for selecting colleges to apply to such as majors offered, cost, or entry requirements, (h) Another way (specify).

Of the nine open-ended responses received, three mentioned meetings with parents, and two mentioned access to the "Go Center." There were four responses that did not cluster. It is

recommended that "Individual or small-group meetings with students and parents or guardians" be added as a response option and that "Another way (specify)" be dropped.

> C2EXAM: In which of the following ways does your high school assist with college entrance exams such as the SAT and ACT? (a) Providing information about when and where exams are offered, (b) Providing copies of registration forms, (c) Providing assistance completing the exam registration forms, (d) Providing information about fee waivers, (e) Paying exam registration fees, (f) Offering test-preparation classes at your school, (g) Providing information about external test-preparation classes (such as Kaplan, Princeton Review), (h) Providing sample test items, (i) Another way (specify).

There were seven open-ended responses for this item, but there were no obvious patterns. One response was "Books for check out," and because this practice is likely to be fairly prevalent, it is recommended to modify response option (h) to say "Providing sample test items or study materials." It is also recommended that the "Another way (specify)" option be dropped.

> C2HSTOJB: Which of the following steps is your school taking during the 2010–11 school year to assist students with the transition from high school to work? (a) Arranging internships with local employers, (b) Offering career awareness activities or class modules, (c) Administering career interest inventories, vocational aptitude tests, or skills assessments, (d) Offering work experience programs, such as internships, co-op, or work study, (e) Holding job fairs, career days, or career nights, (f) Arranging job site visits, field trips, or job shadowing, (g) Facilitating school-based enterprises (businesses run by students and teachers), (h) Offering training in job seeking or interviewing skills, (i) Matching students with career mentors (an adult in the student's career area for advice and support), (j) The school assists students in another way (specify).

The one open-ended response to this item was "Required course called Strategies for Success." The recommendation is to leave the current list of response options but to drop option (j) "The school assists students in another way (specify)."

> C2LEMPLT: Do local employers work with your school in any of the following ways? (a) Employers serve on education advisory committees, (b) Employers offer hiring preferences to qualified students, (c) Employers seek or accept nominations for new hires from school staff, (d) Employers agree to use school grades or transcripts as part of their hiring process, (e) Another linkage (specify).

The one open-ended response to this item was "Employers work with business classes." Because this practice is likely to be fairly prevalent in schools, it is recommended that "Employers come to your school to talk with students about the transition to work" be added as a response option and that "Another linkage (specify)" be dropped.

C2DATA: Does your school use any of the following types of data to make policy or programmatic decisions? (a) Attendance, (b) Student grades, (c) Discipline, (d) Standardized tests, (e) Academic recovery efforts, (f) Other data (specify).

There were two open-ended responses for this item, but they did not cluster. The recommendation is to not add to the list of response options but to drop the "Other data (specify)" option.

C2DATACHK: Who in your school uses these data? (a) Parents or parent councils, (b) Administrators, (c) Guidance counselors, (d) Departmental chairs, (e) Teachers, (f) Other school staff (specify).

There were three open-ended responses for this item, but they did not cluster. The recommendation is to not add to the list of response options but to drop the "Other school staff (specify)" option.

C2DATAUSE: How are these data used at your school? (a) To revise courses, (b) To improve instructional practices, (c) To inform staffing decisions, (d) To identify students needing extra assistance, (e) In another way (specify).

There were no open-ended responses for this item. It is recommended that this item be removed from the survey.

C2FDBKUSE: How is the feedback from the colleges attended by your graduates utilized? (a) Your school makes changes to its courses, (b) Your school makes changes in graduation requirements, (c) The counseling staff uses this feedback to guide students to appropriate college or university choices, (d) In another way (specify).

There were no open-ended responses for this item. As a result, the recommendation is to leave the current list of response options but to drop the "In another way (specify)" option.

C2FDBKKEMP: To what extent does your school receive feedback from local employers or other sources in each of the following areas? (a) Employer satisfaction with new hires, (b) Unemployment rates among graduates, (c) Your school receives feedback from local employers or other sources in other areas (specify).

There were two open-ended responses for this item, but they did not cluster. The recommendation is to leave the current list of response options but to drop the "Your school receives feedback from local employers or other sources in other areas (specify)" option.

5.4.1.4 Methodological Probes

There were methodological probes associated with five items on the field test survey. The following is an analysis of these probes.

Survey Item—C2MEET: On average, how often do counselors at your school meet one-on-one with a typical student from each of the following groups? (a) High-achieving students, (b) Average students, (c) Struggling students.

Probe—C2MEET_B: Before you continue to the next question, we would like to know if you had any difficulty understanding or answering this question so that we may improve it for future surveys. Did you have any difficulty such as not understanding question wording, being uncertain of the meaning of certain terms or response choices, or not having the information needed to answer the question?

Probe—C2MEET_C: If yes, please describe any difficulty you had. Please be as specific as possible.

Eight respondents indicated that they had difficulty answering this item. Of these, six provided open-ended responses, and two left the field blank. The six open-ended responses did not cluster—for example, one indicated that he or she served all students, another indicated that the groupings and the use of language like "typical" and "on average" made answering difficult, and another indicated that more options like "biweekly" should be given. Because nearly one-third of respondents had difficulty with this item, the recommendation is to drop it and instead reinstate an item from the base year to gather information about how counselors spend their time.

Survey Item—C2FAIDPCT: During the 2010–11 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school? (a) Informational meetings about the FAFSA (Free Application for Financial Student Aid) process, (b) Assistance for students and families completing the FAFSA, (c) Computer access for completing the FAFSA, (d) Receiving reminders of FAFSA deadlines, (e) Assistance with completing financial aid applications other than the FAFSA (such as scholarships, loans, or grants), (f) Informational meetings on sources of financial aid (such as scholarships, loans, or grants), (g) Individual counseling sessions to identify possible sources of financial aid, (h) Access to computerized financial aid resources, (i) Access to noncomputerized financial aid resources, (j) Another way (specify).

Three respondents indicated that they had difficulty answering this item, but the open-ended responses did not cluster. Therefore, the recommendation is to leave the item as is.

Survey Item—C2HSTOJBPCT: During the 2010–11 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these work preparation services offered by your school? (a) Internships with local employers, (b) Career awareness activities or class modules, (c) Career interest inventories, vocational aptitude tests, or skills assessments, (d) Work experience programs, such as internships, co-op, or work study, (e) Job fairs, career days, or career nights, (f) Job site visits, field trips, or job shadowing, (g) School-based enterprises (businesses run by students and teachers), (h) Training in job seeking

or interviewing skills, (i) Career mentoring (with an adult in the student's career area for advice and support), (j) Another way (specify).

There were three respondents who indicated that they had difficulty answering this item, but only one respondent provided an open-ended response. The recommendation is to leave the item as is.

Survey Item—C2COURSE: What percentage of the current 12th-graders in your school will have taken the following course by the end of the 2010–11 school year? (a) Pre-calculus, (b) Physics.

All three respondents who indicated that they had difficulty answering this item said they were unable to provide exact percentages without doing some research. Because exact percentages are not required, the recommendation is to reword the item to say, "Approximately what percentage of the current 12th-graders in your school will have taken the following courses by the end of the 2010–11 school year?"

Survey Item—C2FDBK: To what extent does your school receive feedback from the local community or 2-year colleges attended by your graduates in each of the following areas? (a) Student need for remediation, (b) Student persistence past the first semester, (c) Student persistence past the first year, (d) Student persistence to graduation.

Survey ItemC2FDBK_A: To what extent does your school receive feedback from the 4-year institutions attended by your graduates in each of the following areas? (a) Student need for remediation, (b) Student persistence past the first semester, (c) Student persistence past the first year, (d) Student persistence to graduation.

There were three respondents who indicated that they had difficulty answering these items, but the open-ended responses did not cluster. Therefore, the recommendation is to leave the items as they are.

5.4.2 Recommendations for Main Study

The field test results indicate that the counselor survey has open-ended text fields that must be closed. Additional response options must be added to address frequently cited alternatives.

Because of the length of the field test survey, a number of items will need to be dropped. The following is a summary of recommended deletions.

C2MEET: On average, how often do counselors at your school meet one-on-one with a typical student from each of the following groups? (a) High-achieving students, (b) Average students, (c) Struggling students.

Because nearly one-third of respondents reported difficulty with this item in the field test, the recommendation is to drop this series.

C2KNOW: Of the [number] counselors at your school, how many are knowledgeable about… (a) the college application process?, (b) the financial aid application process?, (c) opportunities and eligibility requirements for scholarships?, (d) college entrance tests?, (e) college entrance requirements?, (f) costs of attending a state university?, (g) costs of attending a private or out-of-state university?, (h) local labor market demand?, (i) employers' skill needs?, (j) employers' hiring processes?

It is recommended that this item be dropped because counselors may not be able to accurately speak to the knowledge of other counselors.

C2KNOWALT: Are you knowledgeable about… (a) the college application process?, (b) the financial aid application process?, (c) opportunities and eligibility requirements for scholarships?, (d) college entrance tests?, (e) college entrance requirements?, (f) costs of attending a state university?, (g) costs of attending a private or out-of-state university?, (h) local labor market demand?, (i) employers' skill needs?, (j) employers' hiring processes?

It is recommended that this item be dropped because respondents are not part of a representative sample, and it is therefore unclear how these data would be used.

The following two sets of items each gather information about similar constructs. It is recommended that each set be combined into a single new item:

C2WBJB: Does your school provide students access to the Internet for job searches?
C2OTRJB: Does your school provide students with other sources of information about job opportunities? [Combine with C2WBJB.]
C2FDBK: To what extent does your school receive feedback from the local community or 2-year colleges attended by your graduates in each of the following areas? (a) Student need for remediation, (b) Student persistence past the first semester, (c) Student persistence past the first year, (d) Student persistence to graduation.
C2FDBK_A: To what extent does your school receive feedback from the 4-year institutions attended by your graduates in each of the following areas? (a) Student need for remediation, (b) Student persistence past the first semester, (c) Student persistence past the first year, (d) Student persistence to graduation. [Combine with C2FDBK.]

The following two items are follow-up items to other questions. Because of the length of the survey, these follow-up items are recommended for deletion:

C2LEMPLT: Do local employers work with your school in any of the following ways? (a) Employers serve on education advisory committees, (b) Employers

offer hiring preferences to qualified students, (c) Employers seek or accept nominations for new hires from school staff, (d) Employers agree to use school grades or transcripts as part of their hiring process, (e) Another linkage (specify). [Follow-up to item (C2LEMPL) asking whether the school has formal or informal linkages with local employers.]

C2FDBKUSE: How is the feedback from the colleges attended by your graduates utilized? (a) Your school makes changes to its courses, (b) Your school makes changes in graduation requirements, (c) The counseling staff uses this feedback to guide students to appropriate college or university choices, (d) In another way (specify). [Follow-up to two items (C2FDBK and C2FDBK_A) that gather information about the type and amount of feedback schools receive from the colleges and universities attended by their graduates.]

It is recommended that the following items be dropped because of lack of variation in participants' responses on the field test:

C2EDPLANSH: Does your school share students' [career/education/career and education] plans with their parents or guardians?
C2EDPLAN: When does your school share students' [career/education/career and education] plans with their parents or guardians? (a) When the plans are developed, (b) When the plans are revised, (c) During students' 12th-grade year of high school, (d) Upon student request, (e) Upon parent or guarding request, (f) The plans are shared at another time (specify).
C2DATA: Does your school use any of the following types of data to make policy or programmatic decisions? (a) Attendance, (b) Student grades, (c) Discipline, (d) Standardized tests, (e) Academic recovery efforts, (f) Other data (specify).

C2DATACHK: Who in your school uses these data? (a) Parents or parent councils, (b) Administrators, (c) Guidance Counselors, (d) Departmental chairs, (e) Teachers, (f) Other school staff (specify).

C2DATAUSE: How are these data used at your school? (a) To revise courses, (b) To improve instructional practices, (c) To inform staffing decisions, (d) To identify students needing extra assistance, (e) In another way (specify).

This page left intentionally blank.

Chapter 6. Analysis of Assessment Data

6.1 Field Test Design

As mentioned in chapter 3, section 3.6, the original design for the main study first follow-up assessment included 73 items; 23 items were administered as part of the main study base-year assessment and would serve as linking items, and 50 would be unique to the 11th grade[11] administration. However, there was an interest in developing additional higher level (i.e., more difficult) items.

To frame the design of the first follow-up assessment, core goals for conducting the field test were established:

- Item development: To expand the difficulty range on the higher end—as described in chapter 3, section 3.6, 30 new items were developed and 15 items from the National Assessment of Educational Progress (NAEP) were identified. From these 45 items, through expert review, 10 new items and 10 released NAEP items were identified for administration in the first follow-up field test.
- Linking: To link the grade 11 items (new and previously field tested) to the grade 9 main study statistics, eight grade 9 main study items were included as linking items that every student takes. These 8 items were drawn from the 11 proposed linking items already allocated to the grade 11 router. Updated item statistics: To generate new item statistics for the grade 11 items that were originally field tested with 12th-graders in the fall to determine the degree of shift in any item statistics to better create the grade 11 operational forms, 36 of the 50 previously allocated grade 11 items were allocated, 12 to each of three forms for the field test, with the expectation of getting approximately 150 student responses to each of these previously field-tested items.

In sum, 64 items were in the pool for the field test: 20 new items; 8 linking items that were administered at 9th grade; and 36 items were repeated from the original 11th-grade design (i.e., from the pool of 50 items originally planned for the 11th-grade administration).

Figure 8 shows the resulting field test design.

[11] Although the modal grade for the cohort in the first follow-up will be 11th grade, the assessment is designed to be administered to all cohort members, regardless of grade.

Figure 8. Spring 2011 grade 11 field test design

	Form A	Form B	Form C	Unique items
New items	20			20
Grade 9 main study linking items	8			8
Previously allocated grade 11 items	12	12	12	36
Total number of items	40	40	40	64

The following decision rules were used to populate the field-test design with items from the field-test pool:

- **New items.** On the basis of ensuring the best balance across content, domain, and process, 10 released NAEP items and 10 newly developed items formed the pool of 20 new items that were designated to be field tested with all students on all three forms.
- **Grade 9 main study linking items.** To select the eight linking items, the Item Response Theory (IRT) item difficulty statistics (b-parameter) were used to create an appropriately broad distribution of the b-parameter. All eight selected items were field tested with all students on all three forms.
- **Previously allocated grade 11 items.** The plan for the grade 11 assessment proposed 50 unique items from the original field test for use on the stage 2 grade 11 main study. Some 36 of these 50 items were selected on the basis of their uniqueness. That is, for pairs or trios of similar items (by content and field-test parameters), we selected one item from each pair or trio to eliminate duplication and reduced the pool of 50 items to 36 unique items that were divided into three relatively equivalent sets of 12 items and allocated to three different forms.
- **Item rotation.** Finally, to ensure that within each set of 40 items there was variation in terms of item placement, the following block design was used:

FORM A	FORM B	FORM C
Block 1	Block 1	Block 1
Block 2A	Block 2B	Block 2C
Block 3A	Block 3B	Block 3C

Block 1 consisted of the same eight grade 9 linking items ordered from easiest to hardest on the basis of the main study b-parameter, thus providing a common introduction to each form and emulating the main study router approach.

Blocks 2A, **2B**, and **2C** each consisted of 12 unique previously field-tested grade 11 items, ordered from least difficult to most difficult on the basis of the field-test b-parameter.

Blocks 3A, **3B**, and **3C** each consisted of the 20 new items that were subdivided into sets of 7, 7, and 6, with each set ordered first, second, or third on the three forms to create a rotation of the subsets of items.

6.2 Test-taker Demographics, Timing, Completion Rates, and Motivation

This section describes the demographic characteristics of the students participating in the field test, followed by discussions of the use of time, test completion rates, and students' test-taking motivation.

6.2.1 Test-taker Demographics

A total of 517 students participated in the field test. The students were equally distributed across the three equivalent test forms, with approximately one-third taking each form. Table 28 displays the distribution of students, by sex, race/ethnicity, and test-taking location.

Table 28. Field test test-takers, by sex, race/ethnicity, and test-taking location

	Number	Percent
Total	517	100.0
Sex		
Male	267	51.6
Female	250	48.4
Race/ethnicity		
White	312	60.4
Black	40	7.7
Hispanic	127	24.6
Asian	12	2.3
More than one race or Other race	26	5.0
Location		
In school	459	88.7
Out of school	58	11.3

NOTE: A total of 10 students (less than 2 percent of the total sample) were excluded from the field-test pool because of data patterns that seemed improbable (see section 6.4), yielding 507 respondents.
Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

6.2.2 Timing

Students were given 40 minutes to complete the 40-item test. An online clock gave students a running count of how much time remained. To determine whether students had sufficient time to complete the 40-item test, data on their time use were collected and reviewed. On average, students spent 29 minutes completing the test. Table 29 displays the mean time

spent on the 40 items, by race/ethnicity and test-taking location. The results reveal that Asian students spent more time taking the test than other groups and that students taking the test in school spent more time than students taking the test out of school.

Table 29. Mean time (in minutes) used completing test, by race/ethnicity and location

	N	Mean
Race/ethnicity		
White	309	28.5
Black	40	29.0
Hispanic	127	29.2
Asian	12	36.1
American Indian/Alaska Native	1	—
More than one race	25	27.1
Location		
In school	456	29.7
Out of school	58	22.0

— Statistics not reported because cell size was too small.
NOTE: Analysis was based on data from 514 students for which timing data were available.
Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

6.3 Completion Rates

Another analysis examined the number of items that students reached, including omitted or skipped items, and identified the number of items that students actually answered, regardless of the correctness of the answer. Table 30 shows that 93 percent of the students reached the 40th, or last, item and that 97 percent of the students reached 30 or more items. Furthermore, 70 percent of the students answered all 40 items and 91 percent of all students answered 30 or more items. These results further indicate that students had sufficient time to complete the test and that speededness was not an issue.

Table 30. Number and percentage of students reaching and answering different number of items

	Students reaching items		Students answering items	
Number of items	Number	Percent	Number	Percent
0–9	3	0.6	6	1.2
10–19	4	0.8	9	1.7
20–29	8	1.6	30	5.8
30–34	6	1.2	41	7.9
35–38	10	1.9	41	7.9
39	4	0.8	26	5.0
40	482	93.2	364	70.4

Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

6.4 Motivation

To determine whether students took the field test assessment seriously, the assessment data were examined for possible indicators of lack of motivation to answer questions to the best of their ability. Examples of possible indicators are missing responses and pattern marking (e.g., all answers were "A" or "ABCDABCDABCD…"). Specifically, the following rules were applied:

- **Pattern marking.** Any student record with a run of more than 10 As, Bs, Cs, or Ds, or other pattern marking such as repeating ABCD pattern throughout, will be deemed to have not taken the test seriously and will be excluded from the analysis data.
- **Minimum number of items attempted.** Any student who attempts (i.e., provides an answer to) five or fewer items will be excluded from the analysis data. Any student who attempts only six items and gets them all correct will be excluded because this student will be deemed fully capable of completing the test, but chose not to. All other students attempting six items or more will be included.

As a result of applying these rules, a total of 10 students (less than 2 percent of the total sample; 4 for pattern marking, 6 for non-attempts) were excluded from the field-test pool, resulting in a total of 507 respondents.

6.5 Item Performance

The primary purposes of the first follow-up field test were to gather updated item statistical data to ascertain the effectiveness of each item, to supplement the existing pool of grade 11 main study items, and to inform the revision of the proposed grade 11 main study routers, linking item blocks and Stage 2 low-, medium-, and high-difficulty blocks. Accordingly, both classical and IRT statistical analyses were conducted on the first follow-up field test data to provide information on item performance. 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 observed scores are linearly related to true scores and error components. IRT postulates that the probability of correct responses to a set of questions is a function of true proficiency and of one or more parameters specific to each test question.

6.5.1 Classical Item Analysis

To provide information on the performance of the items, classical item statistics were calculated for each of the items by form. Item statistics include the following:

- *p*-value, the proportion of students who obtained a correct answer to the item;
- adjusted item-test biserial correlations, the correlation coefficient between the item score and the total test score with the item in question deleted;
- omit rate, the proportion of students with omitted (skipped) responses;
- proportion of students who selected each of the incorrect options (distractors);

- adjusted biserial correlations for the distractors; and
- differential item functioning (DIF) statistics.

DIF analyses were conducted to detect potential item bias across major racial/ethnic and gender groups. In DIF analyses, the performance on each item by subgroup members (e.g., Black students, Hispanic students, female students) was compared with the performance of the appropriate reference group (e.g., White students, male students), resulting in three sets of comparisons: Black/White, Hispanic/White, and female/male. The purpose of these analyses was to identify items that may favor students in one group over those of similar ability in another.

The DIF analyses of the field test items were based on the Mantel-Haenszel chi-square procedure (Mantel and Haenszel 1959). This procedure tests the statistical hypothesis that the odds of correctly answering an item are the same for two groups of students with similar ability. For each item, an estimate of the Mantel-Haenszel common odds ratio, expressed as Δ_{MH}, was produced. Positive values indicate items that are differentially easier for the focal group than for the reference group after adjusting for the overall level of proficiency in the two groups. Similarly, negative values indicate items that are differentially more difficult for the focal group than for the reference group. In this analysis, items were flagged for additional fairness and sensitivity reviews if the Mantel-Haenszel ETS Delta value was significantly different than 0 and larger than 1.5 in absolute value.

Table 31 presents a summary of the percentage correct (*p*-value), adjusted biserial correlations, and omit rate. The mean percentage correct for the item pool was 41 percent (with a range from 7 percent on the most difficult item to 89 percent on the easiest item). The *p*-values and adjusted biserial correlations for each of the field test items are presented in appendix E.

Table 31. Summary of percentage correct, adjusted biserial correlations, and omit rates

	Mean	Minimum	Maximum
Percentage correct	41	7	89
Adjusted biserial correlations	0.39	−0.04	0.84
Omit rate (percent)	1	0	7

Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

On the basis of the item statistics described above, items were flagged for review for the following reasons:

- The percentage correct is less than 25 or greater than 95.
- The adjusted biserial correlation statistic is less than .10.
- Adjusted biserial correlations for distractors are greater than .05.
- The omit rate is greater than 15 percent.

- The item is flagged for any DIF contrast. Items were flagged due to evidence of significant DIF. Significant DIF is defined as cases where the Mantel-Haenszel ETS Delta value was significantly different than 0 and larger than 1.5 in absolute value.

Table 32 shows the number of items that were flagged on the basis of each flagging criterion. It should be noted that these analyses were done separately by form, so the number of items shown is not the number of unique items (i.e., an item could be counted more than once if it appeared in multiple forms and was flagged multiple times).

Table 32. Number of flagged items based on classical item statistics

Flagging criterion	Number of items
p-value < .25	28
Omit rates > 0.15	1
Negative adjusted biserial	1
Adjusted biserial < 0.10	4
DIF for male vs. female	6
DIF for White vs. Black	2
DIF for White vs. Hispanic	5

Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

Flagged items were first reviewed to ensure that the data were accurate, were properly analyzed, had correct response keys, and had no obvious problems with the items. The items were further reviewed for content appropriateness and then underwent fairness and sensitivity reviews on the basis of DIF statistics. The content review identified only one flagged item as having content issues. An item that had a negative adjusted biserial was deemed too difficult. Because it also had poor item fit to the IRT model (see section 6.3), the item was deleted from the item pool.

For items that had already been field tested with the 9th- and 12th-graders in the base-year study, their *p*-values from each of the two field tests were compared to examine whether the items performed differently with different student cohorts tested at different times of the school year. Table 33 displays the *p*-values of the eight linking items (i.e., items selected to link with the grade 9 main study) tested at different times. The results indicate the growth from the grade 9 field test to the grade 12 and grade 11 field tests as well as how the items performed on the grade 9 main study among students routed to the low, medium, and high stage 2 tests. The results also indicate that the items performed similarly among the predominantly 11th-grade sample and 12th-graders (differences are not statistically significant). A comparison of other items that were re-field-tested led to a similar finding, with the average *p*-values of .35 at grade 11 and .34 at grade 12.

Table 33. *P*-values of the eight linking items tested at different times

		Base year main study: grade 9				First follow-up field test: grade 11		
Item	Base year field test: grade 9	Low	Medium	High	Base year field test: grade 12	Form A	Form B	Form C
Q037	0.62	0.38	0.66	0.89	0.69	0.74	0.74	0.80
Q063	0.24	0.11	0.18	0.51	0.38	0.39	0.42	0.44
Q088	0.50	0.32	0.64	0.89	0.79	0.74	0.73	0.73
Q090	0.18	0.09	0.1	0.36	0.31	0.36	0.36	0.42
Q114	0.45	0.27	0.39	0.65	0.67	0.78	0.75	0.70
Q178	0.48	0.44	0.52	0.65	0.51	0.46	0.47	0.52
Q237	0.37	0.32	0.48	0.7	0.54	0.66	0.65	0.66
Q329	0.56	0.28	0.47	0.93	0.71	0.87	0.81	0.80

Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

6.5.2 Item Response Theory Scaling and Equating

For the benefit of increased sample size and hence more stable item parameter estimates, students' response data from the High School Longitudinal Study of 2009 (HSLS:09) base-year field test and the first follow-up field test were combined for a joint IRT scaling of all items. The joint scaling produced a set of item parameters for all items in the item pool, including both "old" and "new" items as described in section 6.2, on the same scale. Further, to compare these item parameters directly with the item parameters established during the grade 9 main study, the Stocking-Lord linking procedure (Stocking and Lord 1983) was used to put these new item parameters on the same scale as the grade 9 main study scale.

6.5.2.1 Joint Scaling

Prior to the scaling procedures, the data were scored as follows:

- The correct key for the item was considered Right.
- Nonresponses *that were followed by valid responses to other items in the test* were considered Omitted. Items scored as Omitted were treated as though they were Wrong.
- Nonresponses *that occurred after the last item in the test with a valid response* were considered Not Reached. Items scored as Not Reached were treated as though they had never been presented to the test taker. This was done so as not to underestimate the proficiency of test takers who did not complete an entire test. As reported in table 3, 93.2 percent of test takers reached all 40 items.

The three-parameter logistic (3PL) model from IRT (Hambleton and Swaminathan 1985) was used to estimate item parameters for the HSLS:09 first follow-up field test. The 3PL model is a mathematical model for estimating the probability that a person will respond correctly to an item. This probability is given as a function of one parameter characterizing the proficiency of a

given person and three parameters characterizing the properties of a given item. The model is as follows:

$$P(x_{ij} = 1|\theta_j, a_i, b_i, c_i) = c_i + \frac{1-c_i}{1+e^{-1.7a_i(\theta_j - b_i)}}$$

where

x_{ij} is the response of person j to item i, 1 if correct and 0 if incorrect;

θ_j is the proficiency of person j;

a_i is the slope/discrimination parameter of item i, characterizing its sensitivity to proficiency;

b_i is the locator parameter of item i, characterizing its difficulty; and

c_i is the lower asymptote parameter of item i, reflecting nonzero chances of correct response by guessing.

One of the assumptions under the IRT model is the unidimensionality of the test items. To evaluate whether the first follow-up field test items met that assumption, a one-factor model confirmatory factor analysis (CFA) was conducted. It would be ideal to conduct CFA on the basis of the pool of all 64 items. However, because of the field test assessment design, many item pairs had no common observations and therefore their covariance could not be computed. The large number of missing opportunities to measure covariance would cause unreliable results if the CFA were based on the pool of all 64 items. Therefore, CFA was conducted separately for each of the three forms. This approach would at least determine whether the items were unidimensional within each form.

M-plus[12] was used to carry out the CFA analysis. M-plus computes several model fit indices: Comparative Fit Indices (CFI), Tucker Lewis Index (TLI, also known as Non-Normed Fit Index or NNFI), and Root Mean Square Error of Approximation (RMSEA). For CFI and TLI, a value between 0.90 and 0.95 is viewed as an acceptable fit; a value above 0.95 is viewed as a good fit. For RMSEA, a value less than 0.05 is viewed as a good fit. Table 34 presents the model fit indices resulting from fitting a one-factor model to items in each form. The results indicate a perfect model fit to the one-factor model for Form C and an acceptable fit for Form B. Although the CFI and the TLI for Form A did not reach the 0.90 threshold, they were not low. Moreover, the RMSEA indicated a good model fit for Form A. Overall, the CFA results from using M-Plus suggest that the items were essentially unidimensional within each form.

[12] Muthén B. & Muthén M. (2010). *Mplus* (version 6.1) [computer software]. Muthén & Muthén: Los Angeles, CA.

Table 34. Confirmatory factor analysis: model fit indices, by test form

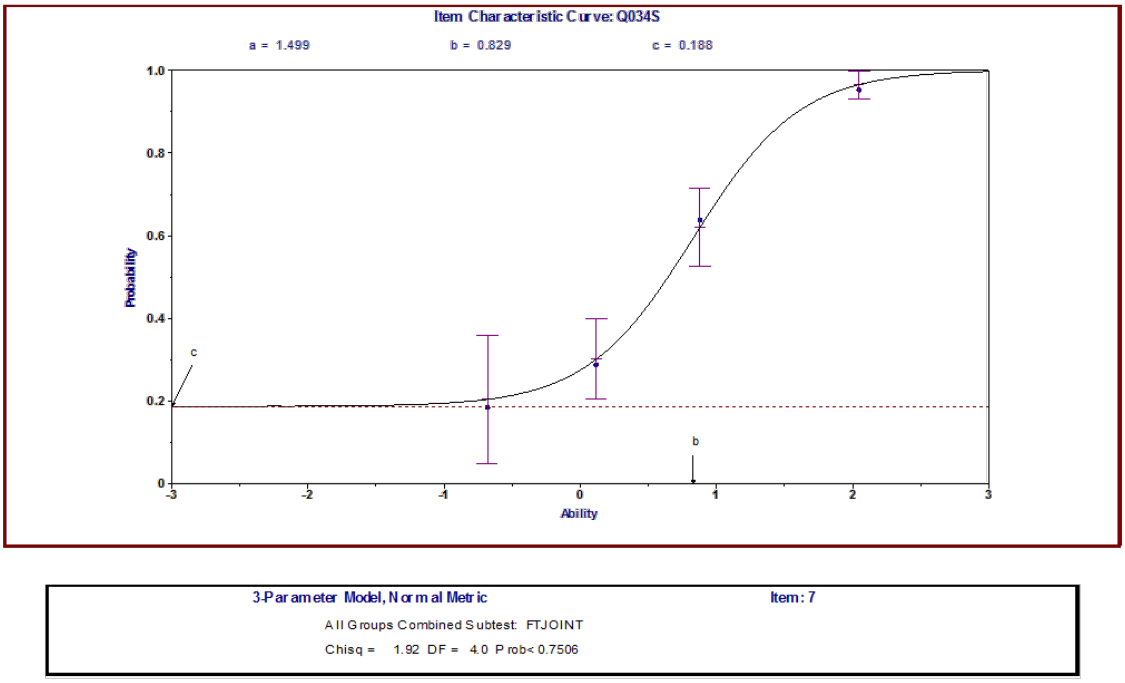
Form	CFI	TLI	RMSEA
A	0.811	0.801	0.026
B	0.919	0.915	0.022
C	1.000	1.103	0.000

NOTE: CFI = Comparative Fit Indices. RMSEA = Root Mean Square Error of Approximation. TLI = Tucker Lewis Index.
Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

BILOG-MG (Zimowski et al. 2003) was used to carry out the joint calibration of all of the items using the combined data from both field tests. In the joint calibration, grade 9 was used as the base grade, and separate, normal population distributions for each grade level were estimated so that achievement differences at the grade levels were clear in the item parameters and test taker proficiency means.

The IRT model fit for each item was evaluated by examining the fit statistics and by inspecting residuals from fitted item response curves from BILOG-MG. Also, the item response curves were visually examined by comparing the empirical item response functions with the theoretical curves. An example of a typical item response curve is presented in figure 9.

Figure 9. Example of the item response curve from the joint calibration of HSLS:09 base-year field test and the first follow-up field test



As a result of this joint calibration process, three items (Q147, Q188, and Q383) were determined to have poor item fit and were dropped from the item pool. The remaining 253 items were successfully calibrated.

6.5.2.2 Stocking-Lord Equating

To put the item parameters obtained from the joint calibration onto the same scale as established during the grade 9 main study so that a direct comparison can be made, we used the Stocking-Lord equating procedure (Stocking and Lord 1983) to rescale the item parameters from the joint calibration onto the established grade 9 main study scale. The Stocking-Lord procedure is a standard method of equating a newly administered set of items onto an existing scale. It is a test characteristic curve (TCC)-based approach to equating based on common items between two tests.

There were 72 items used on the grade 9 main study and on the combined field tests (base-year field test and first follow-up field test), hence two sets of item parameters from each calibration for these items. The strategy of Stocking-Lord is to take the item parameters of these 72 items from the joint calibration of the field tests and apply a transformation to them such that their TCC based on the field test joint calibration is closest to their TCC based on the grade 9 main study. Specifically, suppose that the grade 9 main study is test Y and the set of item parameters is $\hat{a}_i^y, \hat{b}_i^y, \hat{c}_i^y$. Also suppose that the combined field test is test X and the set of item parameters is $\hat{a}_i^x, \hat{b}_i^x, \hat{c}_i^x$. Then, the transformed parameters for test Z (the equated test of X expressed on the scale of test Y) are defined as

$$a_i^z = \frac{a_i^x}{\hat{B}}, b_i^z = \hat{A} + \hat{B} b_i^x, c_i^z = c_i^x$$

where $\hat{A}$ (intercept) and $\hat{B}$ (slope) are the transformation constants in the linear transformation. The variances of the transformed parameters can be estimated as follows:

$$Var\left(a_i^z\right) = \frac{1}{\hat{B}^2} Var\left(a_i^x\right) + \frac{a_i^{x2}}{\hat{B}^4} Var\left(\hat{B}\right)$$

$$Var\left(b_i^z\right) = \hat{B}^2 Var\left(b_i^x\right) + Var\left(\hat{A}\right) + 2b_i^x Cov\left(\hat{A}, \hat{B}\right) + b_i^{x2} Var\left(\hat{B}\right)$$

$$Var\left(c_i^z\right) = Var\left(c_i^x\right)$$

The standard errors of the transformed parameters are obtained by taking the square root of the obtained variances. Table 35 displays the transformation constants and their standard errors used in this study.

Table 35. Transformation constants for linear equating

A (Intercept)	SE_A	B (Slope)	SE_B
−0.169047052	0.035101939	1.037698875	0.025136968

Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

Table 36 summarizes the item parameters expressed on the grade 9 main study scale, separately for the grade 9 main study items, the 20 new items, and items originally proposed for the grade 11 main study. Item parameter estimates for each of the 253 items are presented in appendix F.

Table 36. Summary of Item Response Theory item parameters on grade 9 main study scale

	a (Discrimination)			b (Difficulty)			c (Guessing)		
Test	Mean	Min	Max	Mean	Min	Max	Mean	Min	Max
Grade 9 main study									
Stage 1	0.99	0.18	1.90	0.30	−1.41	1.59	0.19	0.00	0.38
Stage 2 Low	1.59	0.38	3.51	−0.64	−1.80	0.78	0.19	0.00	0.50
Stage 2 Medium	1.27	0.60	2.15	0.57	−0.78	2.38	0.20	0.00	0.34
Stage 2 High	1.32	0.42	2.15	1.54	0.39	2.38	0.23	0.01	0.45
First follow-up field test new items (20 items)	1.30	0.71	2.15	2.31	0.91	3.66	0.19	0.10	0.34
Items originally proposed for grade 11 main study	1.14	0.18	2.15	1.44	−1.41	3.41	0.21	0.00	0.38

Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) First Follow-Up Field Test.

Together, these classical item statistics and the newly obtained IRT item parameters will be used to develop revised grade 11 main study test forms, which will reflect the updated item statistics and best measure achievement gains from the base year to the first follow-up.

In summary, this first follow-up field test successfully expanded the pool of items to include several more difficult items and successfully linked all of the items to be used on the grade 11 main study to the grade 9 main study item statistics to enable more accurate measures

Chapter 7. Survey Control Systems and Data Processing

7.1 Integrated Management System, School Recruitment, and Survey Control Systems

Systems and processes used in the High School Longitudinal Study of 2009 (HSLS:09) first follow-up field test were designed and developed to test and identify areas of improvement in preparation for the main study. The smaller scope of the field test provides opportunities to test new systems and processes which can provide greater efficiencies in the main study. The following are the major systems that were used for the field test:

- Integrated Management System (IMS) (a comprehensive tool used to exchange files between RTI and the National Center for Education Statistics (NCES), and to provide access to a centralized repository of project data and documents);
- Survey Control System (SCS) (the central repository of the status of each activity for each case in the study);
- School Recruitment System (SRS) (a web-based application used to facilitate district and school recruiting);
- Hatteras Survey Engine and Survey Editor (a web-based application used to develop and administer the HSLS:09 instruments);
- computer-based math assessment (a customized web-based mathematics test);
- parent/student computer-assisted telephone interview (CATI)-Case Management System (CMS) (a call scheduler and case delivery tracking system for parent telephone interviews);
- parent/student computer-assisted personal interview (CAPI)-CMS;
- a data receipt system, which serves as a tool to track receipt of parental permission forms; and
- HSLS:09 public website (public website hosted at NCES and used to disseminate information, collect sample data, and administer HSLS:09 surveys).

Each system is described in detail in this chapter.

Systems were developed using the full system development life cycle process. Each system makes necessary safeguards to handle personally identifying information (PII). Systems such as IMS, Hatteras, and SRS are standard RTI systems used successfully in the HSLS:09 base year and past studies and were developed using the latest software tools such as Microsoft.NET and Microsoft SQL Server database.

Processing of PII by all systems was developed in accordance with the Federal Information Processing Standards (FIPS) moderate security standard. Movement of the data containing PII was handled appropriately, meeting the security requirements between the locations. Data when moved between locations were encrypted, which met the FIPS 140.2 standards, and were decrypted once they successfully reached the destination. The automated systems were developed to handle the need of moving data and files between locations in an efficient and secure way.

7.1.1 Integrated Management System

The IMS is a web-based system that provides project management tools to give project staff and NCES ready access to a repository of reports and other project information and deliverables. The IMS website provides online, instant access to project management tools, such as the current project schedule, monthly progress reports, daily data collection reports and status reports, and project plans and specifications.

7.1.2 Survey Control System

The SCS was designed to manage processes at multiple levels of study participation and relationships across levels. The SCS is the main engine that controls various data collection tasks, and functions as the central information system that receives information from all other systems managing various data collection processes.

7.1.3 School Recruitment System

The SRS provides tools for the following:

- Managing the recruitment at multiple levels of the study (state/district/school).
- Managing the state/district/school contact information.
- Managing communications with states, school districts, and schools, including appointments, call notes, and special requirements unique to each sampled entity.
- Managing the various stages of the recruitment process and triggering new processes such as appointments, communications, and new recruitment activity at different levels at predefined conditions.
- Managing e-mail communications to the state/district/school. A set of standard templates that recruiters could use ensured efficient, quick, and error-free e-mail communications.
- Analyzing and monitoring recruitment progress, problem management, appointments, and data collection progress at the school and district levels through the use of a wide array of reports and other user forms.
- Analyzing, reviewing, and processing all pending tasks through the use of a School Contacting Action Needed (SCAN) utility. Hosted within the web application and serving as a central repository for all “to-do” items in the system, the SCAN allows

recruiters to view, organize, and clear their tasks in a manner that best suits the approach of each recruiter.

- Managing test day logistics for in-school student data collection.
- Selecting optimal test dates for each session administrator through the use of a dynamic calendar tool. Populated by live scheduling data, the calendar allows recruiters and other staff to select ideal test dates and ensure that no scheduling conflicts exist.
- Providing assistance to principals and counselors taking their own surveys by using a staff help desk within the application. The staff help desk enables recruiters to provide information to school staff such as forgotten passwords, study website URLs, and other status information.

7.1.4 Hatteras Survey Engine and Survey Editor

Hatteras is the web-based system in which project staff developed, reviewed, tested, modified, and communicated changes to specifications and code for the HSLS:09 field test instruments. Hatteras provides tools to conduct the same survey in multimode (web, CATI, field) survey instruments. Hatteras provided specification, programming, and testing interfaces for the HSLS:09 field test instruments.

Survey Editor is an interactive interface for editing the instrument specifications such as question wording, routing of each survey screen, instructions, help text, item documentation, and to search a library of survey items. All information relating to the instrument was stored in an SQL Server database and was accessed through Survey Editor. Once the web survey had been programmed, testers could enter comments into Hatteras, which included a comprehensive comment tracking system to ensure resolution. Hatteras also facilitated importing and exporting information associated with instrument development.

Hatteras allows nonprogramming staff to do much of the specification work for simple instrument questions and items by automatically translating specifications into web page scripts. For questions involving complex routing, varying question and response content, or unusual page layout or behavior, programmers entered custom programming code (HTML, Javascript, and C#.NET script) into the Hatteras custom code interface. This code was stored in the SQL Server database along with the instrument specifications for compilation by the instrument execution instrument.

The Hatteras system's survey execution engine allowed immediate testing of specification and code content as it was entered and updated, displaying web content as respondents would see it. The execution engine also automatically handled such web instrument functions as backing up and moving forward, recording instrument timing data, and linking to context-specific help text.

7.1.5 Computer-based Math Assessment

The computer-based math assessment was developed using Microsoft.NET 2.0 with a SQL server database. This computer-based model supported the administration of the assessment on multiple modes, including the in-school administration using Sojourn, RTI laptop computers, and self-administration over the Web. The complex mathematical equations and graphs were incorporated using MathML, which is a tool to deal with math content in an effective manner. The assessment content was controlled based on the browser used in the self-administered option to ensure a consistent experience for students completing the self-administered assessment over the Web. For browsers that did not support MathML, the math equations and graphs were presented as images. The response options were provided with alternative keys for easy selection. The assessment provided a web-based calculator with arithmetic and scientific functions which were easily accessible from each question. The assessment provided options to review and skip questions that could be answered later. The assessment provided a review option at the end of the test to review questions that were marked for review and skipped. The assessment enforced the timing for the test, which at the allocated time would force the respondent to the end of the assessment.

7.1.6 Parent/Student CATI-CMS

CATI-CMS facilitated the telephone-based survey of parents and students. The CATI-CMS is a comprehensive system that manages all aspects of telephone-based data collection. The CMS connects the various components of the CATI system, including the questionnaire, utility screens, databases, call scheduler, report modules, links to outside systems, and other system components. CATI-CMS facilitated an efficient way to conduct situations where both parent and student interviews were needed and situations where only parent permission was needed for student interviews.

The call scheduler, a major tool in CATI-CMS, assigns cases to interviewers in a predefined priority order. In addition to delivering appointments to interviewers at the appropriate time, the call scheduler also calculates the priority scores (the order in which cases need to be called based on preprogrammed rules), sorts cases in nonappointment queues, and computes time zone adjustments to ensure that cases are not delivered outside the specified calling hours. The call scheduler also permits callbacks to be set and assigns status codes to the case. In addition, each case contains one or more roster lines that detail specific contact information for a case (e.g., home phone number, work phone number). The call scheduler uses a call algorithm based on the previous call results to determine which roster line should be called next.

7.1.7 Parent/Student CAPI-CMS/IFMS

The CAPI-CMS/Integrated Field Management System (IFMS) facilitated the field-based survey of parents and students. The CAPI-CMS/IFMS is a comprehensive system that manages

all aspects of managing field-based data collection. CAPI-CMS facilitated an efficient way to conduct situations where both parent and student interviews were needed and situations where only parent permission was needed for student interviews.

As part of every CAPI application, interviewers are linked to the IFMS, which allows them to update the status of their cases daily and transmit the updates to RTI, where daily status reports are created for interviewers, supervisors, project staff, and clients. The system also facilitates the assignment of cases to interviewers, the transfer of cases between interviewers, and the daily transmission of interview data from the field to RTI. The system is also designed to deliver software updates to field staff computers if issues should arise during data collection.

7.1.8 Data Receipt System

The data receipt system is a standard RTI system that tracks receipt of documents. The recording of the receipt of the parental permission forms for student participation was conducted using the data receipt system.

7.1.9 HSLS:09 Public Website

The HSLS:09 public website was hosted at NCES servers, which acted as the main source for information to state/district/school staff, parents, and students about HSLS:09. Schools used this website to provide the enrollment status updates for student sample members. The website provided an option for parents to update their locating information. The HSLS:09 website hosted all four HSLS:09 surveys and the math assessment for the students.

7.2 Data Capture

7.2.1 Recruiting

Recruitment activities were conducted using the web-based SRS. All recruitment-level information was captured using this system. The SRS was integrated with the SCS to generate mailings, produce reports, and initiate the staff, parent, and student surveys.

7.2.2 Enrollment Status Update and Processing

A page on the study website was used to facilitate the enrollment status update. School staff received login credentials to access this page because only authorized users could access this page. Once the school staff completed the enrollment status information for the HSLS:09 student sample members selected from their schools, the information flowed back to the SCS and information was processed.

7.2.3 Student, Parent, and Staff Surveys and Student Math Assessment

All surveys were web-based and were deployed on NCES web servers. Data collected from the surveys and math assessments were stored in SQL Server tables. The survey and math assessment data were received at NCES and transferred to RTI using secure processes. Data

collected on RTI-provided laptop PCs used a local version of the same web-based student and parent surveys and student assessment. The information from the laptop PCs was transmitted back to RTI directly.

Chapter 8. Conclusions: Successes, Weaknesses, and Recommendations for the Main Study

8.1 Recommendations for Main Study Recruitment

The first follow-up field test recruitment effort required that a subset of the base-year schools be recruited to participate for the first follow-up. For the main study, all participating base-year schools will be recruited. In the field test, recruitment was easiest when the principal and school coordinator remained the same from the base-year study. Recruiting with a strategy to engage the same school coordinators will be critical to securing cooperation with base-year schools for the first follow-up. It also will be helpful to demonstrate that the burden is less for schools in the first follow-up than in the base year because of the reduced list collection (enrollment status update for sampled students rather than student, parent, and teacher lists) and the omission of the teacher data collection from the first follow-up data collection design. The addition of the magazine selection as a token of appreciation was well received, particularly because school funding cuts are prevalent. Main study schools were promised base-year results if student participation thresholds were met. This offer will be extended for the first follow-up main study as well.

8.2 Recommendations for In-school Data Collection

The in-school data collection was similar to the base-year design. As in the base year, pre–test-day visits were instrumental in ensuring a successful student session; makeup sessions were needed to achieve high student response; and Sojourn continued to work successfully in schools that permitted its use. New to the in-school data collection was the collection of course catalogs to be used for the transcript collection. Pre–test-day visits were productive and valuable to data collection. Used as needed in the base-year field test, and then as a rule for the base-year main study and the first follow-up field test, pre–test-day visits have consistently proven effective at identifying and resolving potential technical or logistical issues before test day. They also help build rapport with school personnel, which can lead to greater commitment from school staff and overall higher levels of student participation. When possible, it also is useful if the sampled students could be assembled during this visit for a brief presentation to explain the study and encourage participation.

Despite the fact that makeup sessions were not conducted during the field test, the High School Longitudinal Study of 2009 (HSLS:09) achieved an overall in-school student response rate of over 80 percent, similar to the rate in the base-year field test. This success is in part attributable to effective recruitment and logistics preparation, strong field staff, student cash

incentives, and the project's ability to adapt to school needs. However, makeup sessions, which are planned for the main study, would help to increase student response rates.

The Sojourn CD, which launches the school's computer directly to the assessment and questionnaire site, continued to be a valuable tool to address system compatibility and data security issues associated with using school computers to conduct the computerized student session. Schools were comfortable with the use of Sojourn because of positive base-year experiences and improvements made to Sojourn between the base year and first follow-up. All but one school used Sojourn in the field test, with the one school using only laptop PCs, at the requirement of the school district.

The course catalog collection was new to the first follow-up. The term "course catalog" was confusing to many school coordinators because schools are referring to them now as a list of course descriptions. Many schools are moving toward an electronic course list, requiring the collection of URLs in addition to hardcopy catalogs. When URLs were collected, RTI staff would download an electronic copy of the course catalog to the RTI network to ensure that the current year's catalog was retained.

8.3 Recommendations for Web/CATI Data Collection

The primary difficulty that the out-of-school data collection task experienced was the shortfall of student interviews, largely because of barriers gaining access to students and getting students on the phone once parent permission was granted. Specifically, before conducting student interviews, the interviewers had to obtain parental permission. However, parents were difficult to reach, and when they answered the phone, they were often busy. Further, assuming the parent gave a telephone interviewer the time to ask for the parent's permission, they then had to agree to allow their student to participate. Finally, assuming the parent provided permission, the telephone interviewers then were required to call the household during a time when the student was there, willing to participate, and had 35 minutes available to complete the interview.

To simplify the permission process for the parents, RTI recommends employing an "implied permission" process to the out-of-school data collection procedures. To implement this, RTI would send letters to parents asking them to hand the student a letter containing information about the study and credentials to log in to the student interview. By asking parents to hand the information to their teen rather than asking them to log into a website to provide permission, the burden associated with granting parental permission is minimized. Alternatively, we will also continue to allow parents to grant their permission for the student interview after they log in to the parent interview, and when they are called by a telephone interviewer.

8.4 Recommendations for Field Data Collection

Field data collection was a new collection mode for HSLS:09 and was used in an effort to have the parents and students with the lowest response propensity participate in the study. By

design, cases sent for field data collection were the most challenging cases in the sample. A combination of telephone and in-person visits made by field interviewers resulted in obtaining cooperation and response.

Data security protocols required that the field data collection effort be paperless. This presented challenges for the field interviewers because they were unable to print the case history or contact information that had been gathered at numerous phases of the base-year and first follow-up studies. Learning to work electronically was new to many field interviewers, and the ensuing learning curve may have reduced the efficiency of some field staff. Supervisors worked very closely with field staff to ensure that the information provided electronically was digested and used effectively. Increased training in the main study is necessary to help field staff work efficiently and successfully in a paperless environment.

Field interviewers reported that another challenge in conducting parent and student interviews was making first contact with the respondent. Many sample members did not pick up the phone when called or answer the door when visited. Several strategies were employed to improve response, including calling from different phone numbers and on different days and times throughout the week. Working the cases by phone prior to visiting in person was an effective way to get completed interviews without increasing costs. Conversations with sample members on the phone and in person revealed that materials and conversations should place a greater emphasis on the base-year school's support for the study to legitimize the study for parents and students.

8.5 School Staff Data Collection

The school staff data collection effort was successful during the field test. Contacting and prompting staff sample members individually and directly seems to be the best strategy. Institutional contactors are currently gathering the administrator and counselor contact information for the main study staff samples. Having this information at the start of the student data collection will enable the session administrators to prompt school staff in person while they are at the school to conduct the student session. It will also allow ample time for follow-up prompting that will use a variety of strategies, including letters, e-mail, and phone calls. Toward the conclusion of the main study school staff data collection period, it is recommended that hard-to-reach cases be turned over to experienced field staff for prompting.

8.6 Propensity Model Lessons Learned

The first follow-up field test represented the first attempt at implementing a response propensity approach on HSLS:09. Although the primary goal of bias reduction could not be tested because of the small number of completed cases across the treatment and control groups, several important lessons were learned which will inform the approaches adopted for the first follow-up.

First, the project team developed effective response propensity models that were able to distinguish between high- and low-propensity cases. In other words, the models effectively predicted response outcomes. This provides confidence that effective response propensity models can be developed and used for the first follow-up.

Second, operationally the response propensity design was implemented effectively. Adapting a treatment on a select group of cases mid–data collection, as was done in the parent first follow-up field test data collection, is complex. The project team successfully carried this out providing confidence that a similar approach could be successfully implemented on the first follow-up.

Third, further consideration must be given to the types of low-propensity cases that are targeted for intervention. In the parent study, the absolute lowest group of low-propensity cases was included in the experimental study, which resulted in the field team pursuing very difficult cases. For all studies, low-propensity cases run a continuum from those that are quite low to those that are on the border between low and high. The ultimate goal of the response propensity approach for HSLS:09 is to diversify the response pool by bringing in the lowest propensity cases that differ from cases usually included in surveys. That would be the lowest propensity cases. However, this approach did result in a burden on interviewers who focused a great deal of time and energy on the most difficult cases in the sample. For the first follow-up, the project team will consider alternative approaches to case targeting that may focus on cases that, although low propensity, are not predicted to be the absolute lowest propensity in the sample or the most difficult to complete. Targeting those types of cases may result in reduced burden on interviewers and could achieve the goal of response pool diversification by including cases unlike high-propensity cases.

8.7 Out-of-school Assessment

Parental permission and the need for respondent access to a suitable computing platform were hurdles for out-of-school assessment. The response rate (around 48 percent) reflects these hurdles. Nevertheless, substantial numbers of cases were captured through this method that otherwise would have been lost. Whole subpopulations—such as dropouts and transfer students—would be missed by the assessment if an out-of-school option were not offered. The HSLS:09 first follow-up field test did establish the feasibility of conducting the mathematics assessment outside the school setting, and did gather evidence that out-of-school respondents could provide serious responses to the assessment items. An examination of raw scores reveals that students taking the test out of school performed similarly to those taking the assessment in school (16.3 score points for out-of-school respondents and 16.7 score points for in-school students), thus demonstrating genuine effort on the part of out-of-school test takers. It is therefore recommended that the out-of-school assessment be offered in the main study, and indeed additional effort should be made to improve the response rate.

8.8 Summary

In summary, although the field test was highly successful and met and overcame its major challenges, a number of areas for improvement in design and methodology were identified. Effectiveness of school recruiting efforts can be enhanced by seeking out the school personnel who already are familiar with the study and highlighting the decreased burden (seen in list collection requirements) associated with the follow-up round. In terms of in-school data collection, pre-session visits helped to engage the school personnel to assist with achieving high student participation on the day of the session, and makeup sessions should be pursued in the main study. Out–of-school assessment should be made available in the main study, but a higher response rate pursued—not just for the assessment but also for the questionnaire. Results for web/computer-assisted telephone interview out-of-school data collection can be improved. The field test revealed that there were difficulties gaining access to parents and thereafter to students. To simplify the permission process for parents, it is recommended that they be approached through an advance letter that would ask the parent to give study information (and log-in credentials) directly to their teen.

This page left intentionally blank.

References

Cronbach, L.J. (1951). Coefficient Alpha and the Internal Structure of Tests. *Psychometrika*, *16*: 297-334.

Hambleton, R.K., and Swaminathan, H. (1985). *Item Response Theory: Principles and Applications*. Boston: Kluwer.

Ingels, S.J., Dalton, B., Holder, T.E., Lauff, E., and Burns, L.J. (2011). *High School Longitudinal Study of 2009 (HSLS:09). A First Look at Fall 2009 Ninth-Graders*. (NCES 2011-327). U.S. Department of Education, Institute of Education Sciences. Washington, DC: National Center for Education Statistics.

Ingels, S.J., Herget, D., Pratt, D.J., Dever, J., and Copello, E. (2010). *High School Longitudinal Study of 2009 (HSLS:09) Base-Year Field Test Report* (NCES 2010-01). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Ingels, S.J., Pratt, D.J. Herget, D.R., Burns, L.J., Dever, J.A., Ottem, R., Rogers, J.E., Jin, Y., and Leinwand, S. (2011). *High School Longitudinal Study of 2009 (HSLS:09). Base-Year Data File Documentation*. (NCES 2011-328). U.S. Department of Education, Institute of Education Sciences. Washington, DC: National Center for Education Statistics.

LoGerfo, L.F., Christopher, E., and Flanagan, K. D. (2011). *High School Longitudinal Study of 2009 (HSLS:09). A First Look at Fall Ninth-Graders' Parents, Teachers, School Counselors and School Administrators.* (NCES 2011-355). U.S. Department of Education, Institute of Education Sciences. Washington, DC: National Center for Education Statistics.

Mantel, N., and Haenszel, W.M. (1959). Statistical Aspects of the Analysis of Data From Retrospective Studies of Disease. *Journal of the National Cancer Institute*, 22: 710-748.

Nunally, J.C., and Bernstein, I.H. (1994). *Psychometric Theory*. 3rd ed. New York: McGraw-Hill.

Peytchev, A., Riley, S., Rosen, J.A., Murphy, J.J., and Lindblad, M. (2010). Reduction of Nonresponse Bias in Surveys Through Case Prioritization. *Survey Research Methods, 4*(1): 21-29.

Rosen, J.A., Murphy, J.J., Peytchev, A., Riley, S. and Lindblad, M. (2011). The Effects of Differential Interviewer Incentives on a Field Data Collection Effort. *Field Methods*, *23*: 24-36.

Stocking, M.L., and Lord, F.M. (1983). Developing a Common Metric in Item Response Theory. *Applied Psychological Measurement*, *7*: 201-210.

Zimowski, M., Muraki, E., Mislevy R., and Bock, D. (2003). *BILOG-MG*. Lincolnwood, IL: Scientific Software International.

This page left intentionally blank.