Appendix A:
High School Longitudinal Study of 2009 (HSLS:09) Update and High School Transcript Field Test Report

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Chapter 1. Introduction

1.1 Organization of the Field Test Report

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 2012 Update and high school transcript field test. The field test report is divided into seven narrative chapters. The seven narrative chapters are:

- Chapter 1: Introduction—Organization of the Field Test Report, HSLS:09 objectives and components, and the Update and transcript studies
- Chapter 2: Instrumentation for 2012 Update
- Chapter 3: Data Collection and Processing for 2012 Update
- Chapter 4: Data Quality Analysis for 2012 Update
- Chapter 5: Data Collection and Preparation for the High School Transcript Study
- Chapter 6: Analysis of Transcript Quality
- Chapter 7: Conclusions, Recommendations for the Main Study

Please note that various field test materials, such as (for example) the facsimile of the instruments and the codebooks, can be obtained from NCES if needed by a data user: contact NCES at the HSLS Web Page, http://nces.ed.gov/surveys/hsls09/.

1.2 High School Longitudinal Study of 2009

1.2.1 Overview of HSLS:09

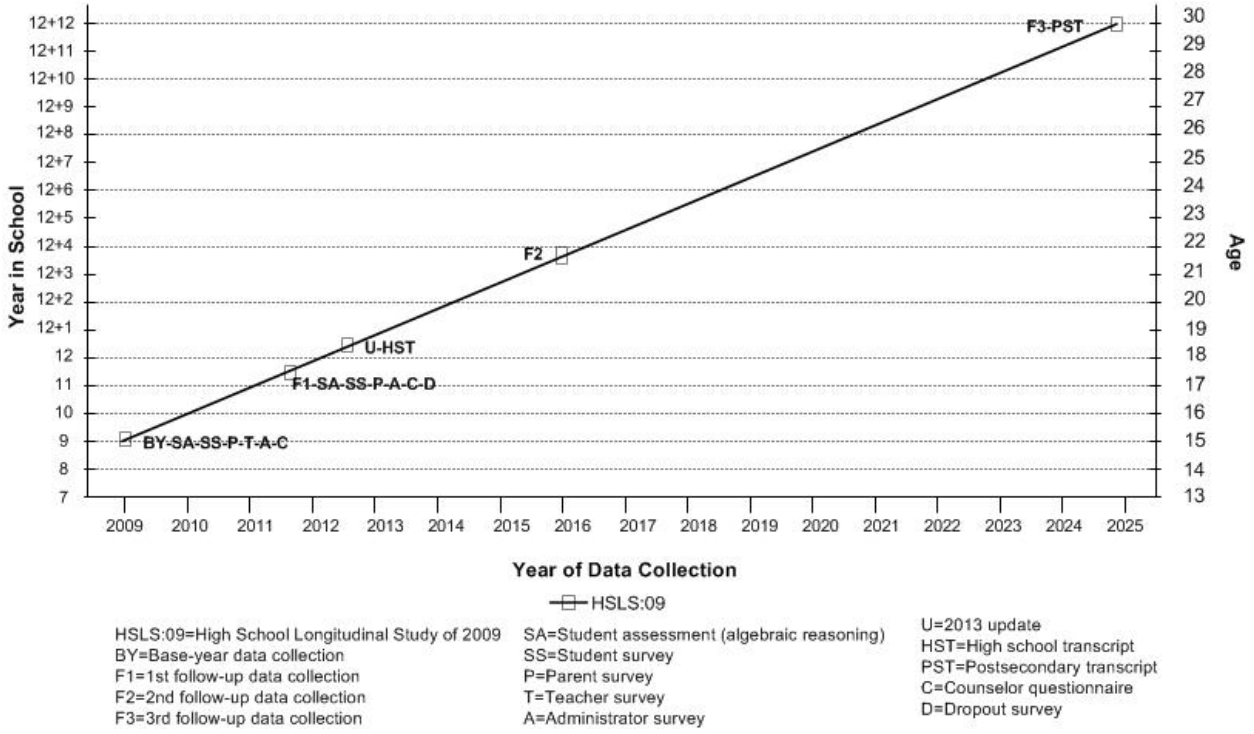
The core research questions for HSLS:09 pertain to secondary to postsecondary transition plans and the evolution of those plans; the paths into and out of STEM (science, technology, engineering, and mathematics); and the educational and social experiences that affect these outcomes.

The tentative longitudinal design of HSLS:09 is illustrated in figure 1. 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.[1] Students completed a mathematics assessment (in algebraic reasoning) and survey.

[1] 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. (2011).

Students' parents, principals, and mathematics and science teachers as well as the school's lead counselor completed surveys on the phone or online.

Figure 1. Longitudinal design for the HSLS:09 ninth-grade cohort: 2009–2025



The first follow-up of HSLS:09 took place in the spring term of 2012, when most sample members were in 11th grade. The student cohort was again assessed in mathematics, and completed a questionnaire. Contextual data were collected from a subsample of parents, and from school administrators and counselors.

The status update that is the subject of this report was field-tested in 2012, with the main study update taking place in the summer/fall of 2013. It was designed to collect information on the cohort's postsecondary plans and choices. More specifically, the Update component of HSLS:09 elicits information concerning high school completion status, applications (and acceptances) to postsecondary institutions; education and work plans for the fall; financial aid applications and offers; choice of institution; and employment experiences.

In the main study, high school transcripts were collected in the 2013–14 academic year; the field test methodology tested in the transcript field test (2012–13) is a major focus of this

report. A second follow-up is scheduled for 2016, when most sample members will be 3 years beyond high school graduation. Although there are plans for an additional and possibly final round of data collection in 2025, the precise number and timing of future follow-ups is yet to be determined.

1.2.2 HSLS:09 Research and Policy Issues

HSLS:09 measures mathematics 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.

More broadly, HSLS:09 focuses on students' decision-making processes. Generally, the study questions students on if, when, why, and how they make decisions about high school courses, postsecondary options, and majors 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 examines 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.

In the second follow-up, when most sample members are 3 years beyond high school graduation, postsecondary access and choice, and subbaccalaureate attainment, will be the chief foci. Although for the high school years HSLS:09 collects information about the base-year school and high schools transferred to, institutional data post–high school are provided by the Integrated Postsecondary Education Data System (IPEDS), which contains information from colleges, universities, and technical and vocational institutions. Further HSLS:09 data collections (interviews and postsecondary transcripts) will examine baccalaureate attainment, rate of return to education, family formation, occupational choice, and other outcomes that mark the transition to adulthood.

Over coming years, HSLS:09 data will allow researchers, educators, and policymakers to understand:

- academic, 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 and First Follow-up

The HSLS:09 base-year field test took place in the 2008–09 school year, with fall-term 2008 ninth-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 first follow-up field test sample provided the basis for the field test of the Update survey and transcript study as well. 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 a nationally representative sample of 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, Pratt et al. 2011b, NCES 2011-328 (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. 2011, NCES 2011-327 (available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011327) and LoGerfo, Christopher, and Flanagan 2011, NCES 2011-355 (available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011355).

The HSLS:09 first follow-up took place in the spring term of 2012 (for the main study) and spring term 2011 (for the field test). The field test evaluated survey instruments (mathematics assessment and student, parent, administrator, and counselor questionnaires) and basic methodologies and procedures; the field test report is appended to the Data File Documentation. The first follow-up main study methods and results are fully documented in the same document, the *HSLS:09 Base-Year to First Follow-up Data File Documentation,* Ingels et al. 2013, NCES 2014-361 (available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014361). Initial findings from the first follow-up main study are documented in Ingels and Dalton 2013, NCES 2014-360 (available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=201360).

1.2.4 HSLS:09 2012 Update and High School Transcript Field Tests

The overall purpose of the two field tests (Update and Transcript) was to provide a trial and evaluation of the instrument and data collection forms, and contact materials and data collection and processing procedures to be used in the main study Update and Transcript studies. (However, various main study statistical procedures, such as weighting, imputation, and disclosure analysis, have no role in the field test and were therefore not evaluated as part of the field test process.)

For both Update and Transcript components, the field test sample comprises 2008 ninth-grade cohort members from the prior rounds of HSLS:09, based on the first follow-up field test subsample of the base-year field test schools.

The main products of the field tests are the recommendations, contained in this report, for how study instruments, forms, and procedures can be improved. Data generated in the field test were used to guide the final choice of Update questionnaire items, to support specific recommendations for the revision of included questionnaire items, and to revise data collection procedures as needed.

Likewise, the transcript field test assessed key features of the main study transcript component design, including identification of the high schools sample members had attended in addition to their base-year schools, enlisting the cooperation of both sets of schools and obtaining transcripts from these schools, use of the course catalogs collected in earlier rounds of HSLS:09, matching transcript titles to catalog titles for both the course offerings and the transcript files, standardization for grades and other measures, success of quality control measures for transcript and catalog entry, training data entry and coding staff, and evaluation of systems for coding and entering transcript data. Some special issues included in the field test analysis and recommendations are the feasibility of capturing dual enrollment, postsecondary credit, online/distance learning, and exam scores for International Baccalaureate and Advanced Placement.

In anticipation of the 2013 Update questionnaire, the 2012 Update (field test) instrument has been evaluated in a number of ways. Analyses (presented in detail in chapter 4) include analysis of response distribution and variance, analysis of levels of item nonresponse, analysis of timing and item position, and analysis of inter-respondent agreement (comparison of responses of matched parent-student pairs). Given the design of the Update, and its central premise that certain items can be asked, with equal validity, from either student or parent (see chapter 2 for further discussion), the analysis of inter-respondent agreement (see chapter 4 for details) for the subset of students and parents with a matched validation interview, is extremely important. In addition to its role in the development of the Update questionnaire, the field test also provides a test of data collection procedures, including procedures for tracing and locating of the dispersing field test sample, gaining cooperation, and data collection results as measured by response rates

and bias indicators. The HSLS:09 Technical Review Panel (TRP) assisted in deliberations on the form and content of the Update and Transcript data collections.

The field test (2012 Update) survey was conducted in the summer and fall of 2012 after expected graduation from high school of the majority of the 2008 ninth-grade cohort, and encompassed all HSLS:09 field test sample members with membership in the first follow-up field test subsample. The field test for transcript collection commenced in the fall after expected graduation of the ninth-grade field test (2008) cohort, running from October 2012 through May 2013 (for the main study, the dates are September 2013 through June 2014). The transcript study is designed to capture course data for a roughly 4-year period, from start of ninth grade through a terminus either in spring term or summer term (as applicable) 2013 (2012 in field test). The study also seeks to obtain the (necessarily) incomplete data available for dropouts and late completers.

Although the transcript study is modeled on prior secondary longitudinal high school studies (while also taking advantage of systems and processes developed for previous NCES postsecondary transcript data collections), strict comparisons cannot be made between the HSLS:09 transcript main study and the prior high school transcript studies (including those of the National Assessment of Educational Progress) because HSLS:09 is based on an entering 9th-grade rather than an exiting 12th-grade sample, and the study does not include a senior cohort freshening sample as in the National Education Longitudinal Study of 1988 or Education Longitudinal Study of 2002.

Chapter 2. Instrumentation

The completed 2012 Update (field test) and 2013 Update (main study) are intended as a brief (15- to 20-minute) status update to take place just after the modal senior year of high school, when most sample members will be at the crossroads between different postsecondary pathways. The Updates supply parent or student data that typically come early in time after the actual decisions as to which postsecondary institution to attend (if any) or not to attend. Such data, as included in the field test 2012 Update instrument, comprise such topics as high school completion, role of school counselors, postsecondary educational applications and acceptances, financial aid applications and offers, reasons for choice of a particular institution, and employment experiences. As earlier indicated, the field test 2012

A further requirement for the Update questionnaire (in addition to its need to equally accommodate either parent or student cohort member) is that the instrument should be suitable both for high school graduates and for those who dropped out or lag behind in high school completion. Thus, for example, the Update asks dropouts about their expected completion and postgraduation educational and work plans, including questions about alternative program participation in anticipation of taking a General Educational Development exam.

For all respondents, the Update gathers contact information that would assist tracing and locating activities for any future follow-ups. Given the high mobility of this cohort at this particular transition point, having post–high school address information for student cohort members or their parents will be a major benefit for the study. Finally, the Update's confirmation of last high school enrolled feeds directly into the needs of the transcript study.

The transcript study includes a detailed information request to schools, at three levels, and success in obtaining this information, and the quality of information, is evaluated in this report, to the extent possible. The three levels are hierarchical, with school-level data at the highest level, and then students within schools, and finally courses within students. *School-level information* encompasses grade scale, course grade weighting system, availability of student-level information, GPA formula, Carnegie unit conversion information, term system used, and course catalogs (if not collected in earlier years). *Student-level information* includes type of high school credential awarded, date awarded, date student left school (if a dropout), reason left school, cumulative GPA, dual (concurrent enrollment) and standardized test scores (PSAT, SAT, ACT, and AP). *Coursetaking histories* are collected for grades 9 through 12 (complete high school data for spring or summer 2013 graduates) with course title and number; year, grade level, and term course taken; number of credits earned; and grade assigned.

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Chapter 3.
Data Collection and Processing

The data collection processes for the 2012 Update field test included identifying the student sample, tracing the sample, and gaining cooperation from sample members to complete the interview. A responsive design methodology for minimizing nonresponse bias was tested to explore possible approaches for the main study. Processes associated with these activities are described in this section as are the field test data collection results. Systems used to collect the data and manage the data collection are also described.

3.1 Data Collection and Processing

3.1.1 Identifying the 2012 Update Sample

The sample for the 2012 Update field test comprised students sampled as ninth-graders as of the fall of 2008 who participated in the 2008 base year of the study, the 2011 first follow-up, or both. The field test sample, as described in the base-year field test report (Ingels et al. 2010; NCES 2011-01), was selected using a two-stage sampling design with primary sampling units defined as schools selected in the first stage and students randomly selected from the sampled schools in the second stage. The 41 participating schools in the base year were selected from public and private high schools in five states: California, Florida, Illinois, New York, and Texas. The base-year student sample consisted of 1,035 ninth-graders from the 41 base-year participating schools.

The High School Longitudinal Study of 2009 (HSLS:09) first follow-up field test used a subsample of 26 of the participating base-year schools. Twenty-four of these schools conducted in-school student sessions. The two remaining schools did not participate in the in-school sessions. Rather, students associated with those two schools were contacted to participate outside of the school setting. The 2012 Update student sample, therefore, included 754 students who were selected as fall 2008 ninth-graders for the HSLS:09 field test sample, attended one of the 26 schools included in the first follow-up field test, and who responded in one or both of the first two rounds of the HSLS:09 field test.

3.1.2 Tracing and Locating the Field Test Sample

Tracing and locating activities began prior to the commencement of 2012 Update data collection and continued throughout the data collection period. Tracing and locating for the 2012 Update was conducted at the parent and student levels, given that either the student or the parent could provide a survey response and most sampled students were known to be 18 years of age or older at the start of or during the data collection period. Locating information for each case was gathered from a variety of sources, both before and during data collection, including a pre–data-

collection mailing to parents to request updated contact information in preparation for the 2012 Update.

All cases were sent to Accurint for batch tracing to confirm 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 were identified. Each case, however, retained all available locating information, unless that information had been determined to be incorrect or obsolete. All mail-out materials were sent to the best-known address unless it was found to be incorrect.

New locating information was often gathered from contacting materials that were returned as undeliverable. When the United States Postal Service (USPS) returned mail-out materials as undeliverable, the old address was marked as no longer current and new any addresses provided by USPS were entered into the locator database. Similarly, the utility of e-mail addresses was determined by undeliverable e-mails, out-of-office notices, and specific requests by the owner of e-mails. Mail-out materials and e-mails were then sent to another address if available.

During data collection, computer-assisted telephone interview (CATI) tracing and intensive tracing were used to locate sample members. CATI tracing is a de facto method of tracing conducted by the telephone interviewers as they work through the various telephone numbers that may be available for each case. When the interviewer makes contact with a household, the interviewer determines whether the student or a parent is a member of that household. If the interviewer determines that the student or parent is not a household member, the interviewer then attempts to gather new locating information from the contact. If the contact does not have any locating information for the student or parent, the interviewer will close out the current number and attempt the next best number.

If the student or parent cannot be reached at any of the telephone numbers associated with the case, the case is then sent to RTI's Tracing Services for intensive tracing. Intensive tracing employs known information associated with the student, the parent, or both, such as names, dates of birth, Social Security numbers, and historical address information, to locate the student or parent in credit reports and other private-use databases. Cases were traced in intensive tracing for up to 60 minutes, or until the sample member's location was discovered. During the last month of data collection, cases that had gone through intensive tracing without locating the student or parent were sent back to intensive tracing for an additional 30 minutes of intensive tracing.

The 2012 Update achieved a provisional locate rate of 98 percent from batch tracing, CATI tracing, and intensive tracing; current or updated information could not be identified for the remaining 2 percent. Contact information for located cases included updates to and confirmations of names, addresses, telephone numbers, and e-mail addresses; such information

became the basis for contacting sample members by mail, telephone, and e-mail to encourage participation in the 2012 Update.

3.1.3 Interviewer Training

The 2012 Update telephone interviewers (TIs) and quality-control supervisors were trained during the second week of June 2012. TIs were responsible for gaining cooperation and conducting the interviews with sample members by telephone. All TIs working on the 2012 Update were previously trained as interviewers for the HSLS:09 first follow-up data collection, and therefore only required an 8-hour training session which focused on topics unique to the 2012 Update. The CATI training for the 2012 Update focused on gaining cooperation, obtaining informed consent, administering the interview to either the student or parent, conducting cross validation reinterviews (see sections 4.4.1 and 4.4.2 for more information about the cross-validation reinterviews), and answering frequently asked questions unique to the 2012 Update. The training agenda is presented below in figure 2.

Figure 2. HSLS:09 field test 2012 update interviewer training agenda: 2012

Day 1	Day 2
Welcome and Introductions	Welcome/Review
Overview of the 2012 Update	Paired Mock 1
Frequently Asked Questions	Reinterview protocol
Front-End Overview	Paired Mock 2
Question-by-Question Review	Monitoring and Supervision
Questionnaire Round Robin	Certification Overview
Front-End Practice	Q&A/Wrap Up

3.2 Web and CATI Data Collection Procedures

Data collection for the 2012 Update consisted of three distinct phases. The first phase began on June 15, 2012, with a 3-week, web-only data collection effort. The second phase consisted of outbound CATI calls, which were placed to nonresponding sample members. After 3 weeks of the second phase, the third data collection phase began, which consisted of targeted nonresponse follow-up. Either the parent or student could complete the 2012 Update questionnaire at any point during the data collection period.

The first phase of data collection—a 3-week, self-administered, web interview period—began on June 15, 2012, after an initial contact packet was mailed to all student and parent sample members. The initial contact packet consisted of a study brochure and a letter, which included the 2012 Update website address, a unique study ID and password, and a request that the sample member complete a self-administered interview on the Web. Parents were informed that the initial contact packets had been sent to the student, and students were informed that their parents had also been sent the initial contact letter. Additionally, the student letters provided instructions to call the help desk in the event that the student did not want his or her parent to be

contacted during the 2012 Update. Initial contact packets were sent to 739 of the 754 students and parents included in the sample. Study materials were not sent to 15 cases lacking valid contacting information for both student and parent sample members. The letters asked the students and parents to log into the study website using the unique login credentials. During the first phase, survey data were primarily collected via the Web instrument; however, CATI interviews were completed if requested by sample members during inbound calls.

Three weeks after the initial contact mailing was sent, the second phase of data collection commenced. In this phase, TIs began placing calls to nonresponding cases. When the interviewers made contact with a household, they attempted to complete the CATI interview with either the student or parent, depending on who was available at the time of the call. Sample members continued to have the option of completing a self-administered questionnaire on the Web throughout the entire data collection period. The third phase, which added a responsive design approach to target nonrespondents after the first 6 weeks of data collection, is described in section 3.2.1.

Some students were still minors during the 2012 Update data collection period. Therefore, parental permission was required before a minor could participate. If a student was a minor, study materials were only sent to parents until parental permission had been obtained. Parents were given several options to provide their permission:

1. Contacting materials sent to the parent also included a second sealed envelope that contained student contacting materials. The parent letter instructed parents to give the enclosed envelope to the students, thereby indicating that they granted their permission to the student.

2. Parent contacting materials instructed parents to log into the study website to provide their permission online, as needed.

3. When a parent deferred participation to a minor student, the TI attempted to gain parent permission. Immediately after gaining parent permission, the interviewer asked to speak with the student to conduct the interview at that time. If the student was not available, the interviewer made an appointment to conduct the interview at a time when the student would be available.

4. If the questionnaire was completed by a parent of a minor student and also selected for a cross-validation reinterview, the parent was prompted to provide permission for the student reinterview at the end of the 2012 Update questionnaire.

After parent permission was granted, all subsequent phone calls, letters, and e-mails were sent to both the student and the parent until the interview was completed. Mailings were sent to nonresponding sample members every 3 weeks, while e-mail reminders were sent every 10 days.

3.2.1 Responsive Design-based Approach to Targeting Nonrespondents

The 2012 Update field test used a responsive design methodology to strategically target nonresponse cases that could potentially contribute to bias if they remained nonrespondents. To address the possible source of nonresponse bias in the 2012 Update sample, the responsive design included generating a Mahalanobis distance function score (a regression-based approach that predicts response propensity) for nonresponding cases to rank them in terms of their overall difference from existing respondents. The Mahalanobis distance function is a case-level measure that can be defined simply as the distance between the value for a single nonresponding case and the mean value for all responding cases. For the 2012 Update, larger distance scores indicate cases likely to be dissimilar from existing respondents. That is, because of the variables used in the calculation of the Mahalanobis distance (see figure 3 below), these cases would be characterized by notable differences in model variables.

Figure 3. Variables used for calculation of Mahalanobis distance

Source	Variables
Survey data	Student enrollment status at first follow-up
Sample frame data	School type Metro area Race Sex
Paradata	Whether sample member contacted the help desk Whether sample member logged in but did not complete the 2012 Update questionnaire Number of contact attempts in the early data collection period Whether sample member made an appointment to complete the interview Whether sample member told interviewer he or she would do the web interview Student base-year and first follow-up response outcomes Parent base-year and first follow-up response outcomes Parent response in the panel maintenance update Reason for prior student nonresponse (refusal, absent) if applicable Call counts in base year and first follow-up

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2012 Update.

As used in the 2012 Update field test, the Mahalanobis distance function determines a likelihood of ultimate response among current nonrespondents. Therefore, paradata (e.g., prior-round response outcomes, results of prior contacts) are useful to include with substantive data (e.g., survey variables and analytic variables) in the case selection process, because of their effectiveness in predicting response outcomes. When targeting cases during nonresponse follow-up, it is most efficient to select nonrespondent cases that differ from respondents across many variables, rather than a single variable. In theory, this nonresponse follow-up approach will target cases that have the greatest potential for bias reduction, because it selects cases that are the most different from existing respondents.

3.2.2 Help Desk

The 2012 Update data collection used a help desk to assist sample members to resolve problems accessing the web interview, answer questions about the study, and give sample members log-in information. Sample members could contact help desk agents via a toll-free telephone number or e-mail. All contacting materials sent to parents and students included both methods of contacting the help desk.

The primary reason sample members contacted the help desk was to request their password, study ID, or both. If a sample member called for a technical problem that was not resolved within 5 minutes, help desk agents offered to conduct a telephone interview with the sample member.

3.2.3 Interviewer Monitoring

Call center supervisory staff conducted live monitoring, which allowed supervisors to oversee TIs in real time. This ensured that interviewers were following scripts, coding responses accurately, and conducting interviews in a professional manner. Each call placed by an interviewer was also recorded, which provided supervisory staff and project staff the flexibility to monitor when time was available. Approximately 5 percent of the cumulative interviewing hours (including activities other than conducting interviews, as listed in section 3.2) were monitored via both live and recorded interviews. Additionally, RTI project staff monitored recorded interviews for quality assurance purposes.

3.2.4 Quality Circle Meetings

Weekly Quality Circle (QC) meetings were held during the first 2 months of data collection, and then biweekly thereafter. The QC meeting established a direct line of communication between telephone interviewers and project staff. QC meeting topics included using successful techniques for gaining participation, avoiding and converting refusals, and getting feedback from interviewers about data collection issues. Notes from each meeting were made available for all interviewers and supervisors so that those who were not at the meeting could be kept informed.

3.2.5 Cross-validation Reinterviews

The 2012 Update data collection design allowed for either the sampled student or a parent to respond to the questionnaire. A cross-validation analysis was conducted to measure the reliability of responses between parents and students. To sufficiently assess the reliability between student and parent respondents, the initial interview and the validation reinterview used the same instrument. At the end of the initial interview, student respondents were informed that their parent would also be asked to complete the questionnaire as part of the validation reinterview. Similarly, parent respondents were informed that the student sample member would

also be asked to complete the questionnaire. Sections 4.4.1 and 4.4.2 of this field test report include discussions about the purposes, methods, and results of the validation reinterviews.

3.3 Data Collection Results

The 2012 Update data collection began on June 15, 2012, and concluded on October 31, 2012. The 2012 Update questionnaire was designed to be completed by the student—or a parent or guardian of the student—in approximately 20 minutes (see chapter 4 for a timing analysis of the questionnaire).

3.3.1 Results by Respondent Type and Mode of Data Collection

Table 1 shows unweighted response rates by respondent type and mode. A total of 514 questionnaires were completed for the 2012 Update for a 68 percent response rate. Of all completed questionnaires, 292 (57 percent) were completed by students and 222 (43 percent) were completed by parents. Approximately 58 percent of the questionnaires were completed via self-administered Web mode, while 42 percent were completed via telephone interviewer.

Table 1. Responses by 2012 update respondent type and mode: 2012

	Questionnaire responses	
	Number	Percent
Total sample	754	100.0
2012 Update response status		
Nonrespondents	240	31.8
Respondents	514	68.2
Respondent type		
Students	292	56.8
Parents	222	43.2
Mode of data collection		
Web	300	58.4
Computer-assisted telephone interview	214	41.6

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2012 Update.

3.3.2 Results by Prior-round Response Status

The 2012 Update field test sample was made up almost entirely of students who had responded to the HSLS:09 base-year field test data collection, first follow-up field test data collection, or both. Although inclusion in the 2012 Update was based on prior student response, either the student or the parent could complete a 2012 Update questionnaire and, together, the student and parent pair constituted a single "case."

Table 2 presents the results of the 2012 Update by prior student response status.[2] Approximately 90 percent of the 2012 Update sample had a completed student questionnaire from the base-year data collection. Of the cases that responded to the 2012 Update, 69 percent of associated students had responded in the base year, and 60 percent were base-year nonrespondents. Similarly, some 75 percent of the cases in the 2012 Update sample completed a student questionnaire for the first follow-up data collection. A 2012 Update questionnaire was completed for 77 percent of the first follow-up student respondents and 40 percent of first follow-up student nonrespondents. Overall, 495 of the 754 cases (66 percent) in the 2012 Update sample had students who responded to both the base-year and first follow-up field test data collections. Of those 495 cases, almost 80 percent of these 495 cases had a 2012 Update questionnaire completed by either a student or parent sample member.

Table 2. Response outcomes by prior-round student response status: 2012

	Outcome in 2012 Update field test			
	Overall			
Prior-round student response status	Eligible sample	Percent of total eligible	Number interviewed[1]	Percent interviewed[1]
Total sample	754	100.0	514	68.2
Base year				
Respondents	681	90.3	470	69.0
Nonrespondents	73	9.7	44	60.3
First follow-up				
Respondents	566	75.1	438	77.4
Nonrespondents	188	24.9	76	40.4
Double respondents	495	65.6	394	79.6
BY respondent/F1 nonrespondent	186	24.7	76	40.9
BY nonrespondent/F1 respondent	71	9.4	44	62.0
Double nonrespondents	2	0.3	0	0.0

[1]Number and percent interviewed includes 2012 Update questionnaires completed by both student and parent sample members.
NOTE: BY = base-year; F1 = first follow-up.
SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2012 Update.

3.3.3 Results of the Responsive Design Implementation

Student and parent sample members completed a total of 209 questionnaires within the first 6 weeks of data collection. Of the remaining 545 cases in the sample, the 375 that were most unlike the 209 respondents were given a $5 prepaid incentive with the promise of an additional

[2] Although either the parent or student could complete the 2012 Update questionnaire, results are discussed in terms of student, because the focus of the questionnaire was on the student sample members.

$10 incentive to be paid after the questionnaire was completed. Results of the phase 3 responsive design approach are presented in table 3.

Table 3. Response rates during the responsive design phase: 2012

		Respondents	
	Eligible cases[1]	Number	Percent
Total	545	305	56.0
Incentive offered	375	205	54.7
No incentive offered	170	100	58.8

[1] Some 209 cases were completed during the early Web and early computer-assisted telephone interview data collection phases. The remaining 545 nonresponding cases were considered for the responsive design targeted intervention: a $5 prepaid incentive with an offer for an additional $10 upon completion of the interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2012 Update.

Table 4 provides a breakout of the respondents during the responsive design phase by respondent type and response mode. Student sample members completed questionnaires for approximately 55 percent of the incentivized cases and 44 percent of the nonincentivized cases. Incentivized and nonincentivized cases were completed via the Web at 53 percent and 54 percent, respectively.

Table 4. Response patterns among completed cases during phase 3 by respondent type and mode of data collection: 2012

	Total	Incentive offered		No incentive offered	
	respondents[1]	Number	Percent	Number	Percent
Total respondents[1]	305	205	100.0	100	100.0
Respondent type					
Students	157	113	55.1	44	44.0
Parents	148	92	44.9	56	56.0
Mode of data collection					
Web	162	108	52.7	54	54.0
Computer-assisted telephone interview	143	97	47.3	46	46.0

[1] Some 209 cases were completed during the early Web and early computer-assisted telephone interview data collection phases. The remaining 305 respondents participated during the responsive design phase.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2012 Update.

As described in section 3.2.1, the method used to calculate the Mahalanobis distance scores indicates that the cases with the highest distance scores should also be those cases that are most difficult to complete. Therefore, the nonresponding cases predicted to be the most difficult to complete were targeted to receive an incentive during phase 3. The goal of the incentive was

to increase the likelihood of response for the 375 targeted cases to reduce the potential for nonresponse bias in key survey estimates.

Because an experimental design was not possible because of the small sample size, it is not possible to estimate the effects of the incentive. However, key survey estimates were examined for indications of reduced nonresponse bias resulting from the phase 3 intervention. Survey estimates were calculated for several subgroups of cases, which included

- nonrespondent cases targeted during phase 3;
- nonresponding cases not targeted during phase 3; and
- all eligible, responding cases in the sample.

Unweighted survey estimates were also calculated for five key variables: (a) earned a high school diploma, (b) taking classes at a college or university, (c) applied to postsecondary institution(s), (d) completed a Free Application for Federal Student Aid (FAFSA), and (e) currently working. Table 5 displays these survey estimates.

Table 5. Unweighted survey estimates for respondent in phase 3 and overall: 2012

Variable	Phase 3 targeted cases (n = 205)	Phase 3 non targeted cases (n = 100)	Overall estimate (n = 514)
Earned a high school diploma	84.4	95.0	91.6
Taking classes at a college or university	67.8	87.0	79.8
Applied to postsecondary institution(s)	35.6	56.0	49.4
Completed a Free Application for Federal Student Aid	62.0	79.0	70.4
Currently working	53.7	41.0	46.5

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2012 Update.

Although the Mahalanobis distance function identified cases that were different from cases completed in phases 1 and 2, the targeted cases also appear to be different in their responses to the 2012 Update questionnaire from the cases not targeted in phase 3. The examination of the survey estimates shows that the targeted respondent set was less likely to have earned a high school diploma, less likely to be taking college or university classes, less likely to have applied to a postsecondary school, less likely to have completed a FAFSA, but more likely to be working. Therefore, the inclusion of these targeted cases may ameliorate nonresponse bias in these key survey estimates. Examining these estimates also suggests that the high-distance cases were a good choice of nonresponding cases to target. Although the survey estimates for the targeted cases look different from the overall survey estimates, the nontargeted phase 3 nonrespondents look more similar to the overall survey estimates. Therefore, targeting the latter set of cases would simply have brought into the respondent pool cases that look similar to those who have already been interviewed, a nonresponse follow-up scenario that is not advisable (Schouten, Cobben, and Bethlehem 2009).

3.4 Automated Systems and Procedures

Systems and processes used in the HSLS:09 2012 Update 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 major systems used for the field test are described in this section:

- Integrated Management System (IMS)—a comprehensive tool used to exchange files between RTI and 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.
- Hatteras Survey Engine and Survey Editor—a web-based application used to develop and administer the 2012 Update questionnaire.
- Computer-Assisted Telephone Interview Case Management System (CATI–CMS)—a call scheduler and case delivery tracking system for parent telephone interviews.
- HSLS:09 sample member website—the sample member website hosted at NCES and used to disseminate study information, collect sample data, and administer the 2012 Update questionnaire.

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 SCS are standard RTI systems used successfully in prior rounds of HSLS:09 and other 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.

3.4.1 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.

3.4.2 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 process.

3.4.3 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 2012 Update field test instruments. Hatteras provided tools to administer the same instrument in multiple modes (i.e., web and CATI). Hatteras provided specification, programming, and testing interfaces for the 2012 Update field test instruments.

3.4.4 CATI-CMS

The 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 by connecting 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. The 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.

3.4.5 HSLS:09 Sample Member Website

The HSLS:09 sample member website, which was hosted at NCES, has acted as the main source for information to state/district/school staff, parents, and students about HSLS:09. The website provided an option for parents to update their locating information. Parents and students used the HSLS:09 website to log into and complete the 2012 Update questionnaire.

Chapter 4.
Data Quality Analysis for 2012 Update

Chapter 4 summarizes the various analyses employed in the evaluation of the field test items. There are four subsections: analysis of item distributional properties, item nonresponse and "don't know" rates, timing, and validation across different respondent types (e.g., agreement of student and parent reports).

Specifically, section 4.1 addresses *item distributional properties.* The minimal distributional criterion for any item is that it exhibit nonzero variability. Beyond that, analysts typically assess whether the response categories that the instrument designers anticipated needing are in fact selected with sufficient frequency to justify a category's standing alone (as contrasted to being collapsed with an adjacent category). Conversely, if a category is quite frequently selected, it may be best to divide it into two categories to make finer distinctions among respondents. Additionally open-ended field test items may also be converted to close-ended response options, based on the field test distributions.

Section 4.2 examines item response rates based on illegitimate skips or high rates of "don't know." Data marginal distributions were examined in order to identify item response problems. Relatedly, in addition to rates of illegitimate skips, rates of "don't know" response need to be evaluated, to determine whether they reflect poor item construction or inappropriateness for the respondent population (i.e., reflect lack of information on the respondents' part), or whether, in contrast, lack of information is in fact a meaningful datum within the research context of the study.

Section 4.3 investigates timing, both at the individual level and overall for the instrument. Section 4.4 looks at cross-validation issues, that is, whether, on factual matters, student respondents and parent respondents agree.

4.1 Analysis of Response Distribution and Variance

Most of the questions in the 2012 Update questionnaire are factual questions where skew in the response distribution may simply reflect actual experiences. For example, one would expect the distribution of high school credentials to be highly skewed toward high school diplomas. These instances are expected and not problematic. On occasion, however, a response pattern to a factual question suggests that respondents are misinterpreting the question. These instances are discussed below. This section of the Field Test Report will also address the matter of response distributions to questions that are subjective in nature, and for which student and parent responses therefore may not be interchangeable.

One noteworthy pattern was a high rate of "don't know" responses to the questions about financial aid. Although it is sometimes suggested that instruments should not ask questions that

respondents cannot answer, in this case the respondents' lack of information is in and of itself noteworthy for public policy. Therefore, rates of "don't know" response are mentioned for these items, but are not necessarily problematic for the instrument's design.

The discussion is partitioned by section headings indicating the screen on which the survey question was located. Results are summarized for unproblematic items and recommendations for revision are made for problematic items.

CUANYDUAL

The percentage of respondents who reported college course enrollment other than Advanced Placement (AP) and International Baccalaureate (IB) was 13.6 percent for science, 17.3 percent for math, and 33.8 percent for all other subjects. These percentages suggest the possibility that in some instances respondents may be including AP or IB courses. Therefore, for the main study instrument, the recommendation is to ask about AP courses, IB courses, and all other college courses separately to help respondents parse their answers and provide more complete data for analysts.

CUFALL2012

More respondents than expected (6.9 percent) indicated that the teenager would be receiving a form of training that was not listed. Upon review of the "other specify" responses to this item, it was clear that respondents were reporting specific fields of training or reporting a type of training that could be categorized within one of the existing categories. Therefore, it is recommended that the item asking for unlisted forms of training be eliminated (alternatively, if space is not an issue, the item could be retained with elimination of "other specify").

Also, a higher percentage of respondents than expected (6.2 percent) reported studying for an industry certification or license. It may be that this item is being misinterpreted to include any type of occupational training.

CUNOFAFSA

This question asks respondents for the reasons that they did not complete a Free Application for Federal Student Aid (FAFSA). Seven reasons were offered. The percentage of positive responses ranged from 44.0 percent for the "can afford school or college" item to 8.1 percent for the "too much work or too time-consuming" item.

CUNOQUALRSN

Respondents who indicated that they did not apply for financial aid because they did not think they would be eligible or qualify were asked why they believed that. Six items were offered. The percentage of positive responses ranged from 69.7 percent for the "income is too high" item to 9.7 percent for the "concerns about a credit score" item.

CUAPPFAFSA

This question asks respondents if they completed a FAFSA. Almost 10 percent did not know; 4.6 percent indicated that they did not know what a FAFSA was and another 4.6 percent did not know if one had been completed.

CUAPPOTHAID

This question asked respondents if they had completed any other financial aid applications besides the FAFSA. Almost 20 percent did not know (18.1 percent). This item either needs to be clarified or eliminated.

CUAIDFALLCLG and CUAIDCHOICE

CUAIDFALLCLG asked respondents what types of financial aid they were offered to attend the college that the teenager would be attending in the fall. The percentage of don't knows ranged from 32.2 percent for "Stafford loan" to 12.5 percent for "other type of scholarship or grant."

CUAIDCHOICE asked respondents what types of financial aid they were offered to attend their first choice college if that college was not the one that they were attending. The percentage of don't knows ranged from 39.6 percent for "Stafford loan" to 10.0 percent for "other type of scholarship or grant."

Taken together, the high percentage of "don't know" responses indicates that respondents are not well informed about the types of financial aid that they were offered. In particular, the relatively low percentages indicating that Stafford loans were received coupled with the high percentage of "don't know" responses suggest that respondents do not know what a Stafford loan is.

CUQUALITY

This question asked respondents about the importance that they placed on various college characteristics when choosing the college they are going to attend in the fall. Eleven college characteristics were offered. Three of the items had very well-balanced responses, with at least 15 percent of respondents selecting each of the three response options: Very important, Somewhat important, and Not at all important. The response distributions of six of these items were highly skewed toward the positive with less than 15 percent of respondents choosing "not at all important": "academic quality or reputation" (3.7 percent), "cost of attendance" (11.6 percent), "a good record of placing graduates in jobs" (10.5 percent), "a good record of placing graduates in graduate or professional schools" (13.5 percent), "a good record of placing graduates in 4-year Bachelor's degree programs" (11.6 percent), and "offers a particular program of study" (12.5 percent). For two items, "Very important" was chosen by less than 15 percent of respondents: "far from home" (13.9 percent) and "opportunity to play sports" (14.5 percent).

CUYNOTATTEND

This question asks respondents who will not be attending a postsecondary institution in the fall why they made that decision. There were nine reasons offered. All but one of the items had well-balanced distributions with at least 15 percent of respondents answering affirmatively to each response option. The one exception was "because you do not want to attend the schools that accepted you" with only 11.1 percent answering "yes."

CUJOBRELATE

This question asks respondents who are currently employed the degree to which their job is related to the job that they want to have when their education is completed: closely related, somewhat related, and not at all related. The response distribution for this question is skewed toward "not at all related" with nearly three-quarters selecting that option (72.6 percent). Nonetheless, this response distribution is expected, given that most of the teenagers had just completed high school at the time of the interview.

CUAPPRENTSHP

This question asks respondents if their current job is a formal apprenticeship. Close to one-fifth of respondents (17.8 percent) indicated that they were working as an apprentice, which is much higher than the expected percentage. The definition of an apprenticeship provided in the question wording should be refined if this question is to be included in the main study instrument.

CUHOWGOTJOB

The percentages of students who reported getting their job through a high school–arranged program (1.3 percent) and with assistance from the school (3.6 percent) are very low but may reflect actual experiences.

CUHSCOUNSEL

This question asked respondents how well their high school counselor prepared them to gain admission to a college or university, to apply for financial aid, and to find a job. The response options were Extremely well, Somewhat well, Not well, Not at all, and Don't know. The responses were positively skewed for gaining admission to college and applying for financial aid and negatively skewed for finding a job.

4.2 Analysis of Levels of Item Response Rates

The item response rates in the field test instrument were generally very high, averaging 95 percent (table 6). A cutoff of 85 percent was used, in accordance with National Center for

Table 6. HSLS:09 field test 2012 update item response rates

Variable	Description	Number responding	Number administered	Item response rate
CUHSCRED	Earned high school credential and credential type	639	639	100.0
CUHSCREDMO	Month high school credential awarded	597	603	99.0
CUHSCREDYR	Year high school credential awarded	599	603	99.3
CUENROLLHS12	High school enrollment status	35	36	97.2
CULASTHSMO	Month last attended high school	16	18	88.9
CULASTHSYR	Year last attended high school	16	18	88.9
CULASTHS	Last attended BY school, F1 school or another school	638	639	99.8
CULASTHSNAME	Name of high school last attended	58	58	100.0
CUOTHHS	Has attended any other high school besides BY school & most recent	633	639	99.1
CUOTHHSNAME	Name of first other high school attended	32	32	100.0
CUOTHHSCOD	CCD or PSS code of first other high school	32	32	100.0
CUOTHERHS	Attended any other high schools	30	32	93.8
CUOTHHSNAME_2	Name of second other high school attended	7	8	87.5
CUOTHHSCOD_2	CCD or PSS code of second other high school	7	8	87.5
CUOTHERHS_2	Attended any other high schools	7	8	87.5
CUOTHHSNAME_3	Name of third other high school attended	3	3	100.0
CUOTHHSCOD_3	CCD or PSS code of third other high school	3	3	100.0
CUOTHERHS_3	Attended any other high schools	3	3	100.0
CUDUALMATH	Has taken a math course for college credit	586	638	91.9
CUDUALSCIENCE	Has taken a science course for college credit	579	638	90.8
CUDUALOTHER	Has taken a course in another subject for college credit	615	638	96.4
CUCLGUNIV	Taking classes at a college or university in fall 2012	634	637	99.5
CUOCCSCHOOL	Taking classes at a school for occupational training in fall 2012	619	637	97.2
CUCERTLIC	Studying for an industry certification or license in fall 2012	617	637	96.9
CUAPPRENTICE	Participating in an apprenticeship program in fall 2012	616	637	96.7
CUOTHTRAIN	Receiving another form of training in fall 2012	613	637	96.2
CUWORK	Working in fall 2012	622	637	97.7
CUMILITARY	Serving in the military fall 2012	618	637	97.0
CUFAMILY	Starting a family or taking care of children in fall 2012	618	637	97.0
CUHS	Attending high school in fall 2012	35	36	97.2
CUGEDCOURSE	Attending a GED completion course in fall 2012	35	36	97.2
CUFOCUS	Teenager's main focus in fall 2012	294	300	98.0
CUBACHELOR	Enrolling in Bachelor's degree program	542	544	99.6
CUAABA	Enrolling in Associate's degree program-plans to transfer to BA/BS	542	544	99.6

See notes at end of table.

Table 6. HSLS:09 field test 2012 update item response rates—continued

Variable	Description	Number responding	Number administered	Item response rate
CUAANOBA	Enrolling in Associate's degree program-no plans to transfer to BA/BS	542	544	99.6
CUCERTPROG	Enrolling in certificate/diploma program at school providing occupational training	542	544	99.6
CUNOPROG	Not enrolling in program, just taking classes	542	544	99.6
CUOTHPROG	Enrolling in another type of program	542	544	99.6
CUDK	Don't know what type of program will enroll in	542	544	99.6
CUCLGFT	Enrolling full-time or part-time	542	544	99.6
CUCLGIPEDS	Fall 2012 postsecondary institution	524	543	96.5
CUMAJOR	Fall 2012 major field of study or doesn't know	541	541	100.0
CUMAJORDK	Does not know fall 2012 major field of study	541	541	100.0
CUMAJORGEN01	Major in Fall 2012 postsecondary institution—general CIP code	449	475	94.5
CUMAJORSPE01	Major in Fall 2012 postsecondary institution—specific CIP code	445	475	93.7
CUWORKFT	Working full-time	293	296	99.0
CUACTDUTY	On active duty	10	10	100.0
CUAPPCLG	Applied to any (other) colleges	618	621	99.5
CUCLGAPPNUM	Number of colleges applied to	328	331	99.1
CUAPP1IPEDS	(Other) college applied to—1	320	327	97.9
CUAPP2IPEDS	(Other) college applied to—2	232	254	91.3
CUCHOICEAPP	First choice of schools applied to, not considering cost	307	309	99.4
CUAPP1STATUS	Status of application at (other) college applied to—1	317	324	97.8
CUAPP2STATUS	Status of application at (other) college applied to—2	236	239	98.7
CUCHOICEACC	First choice of schools accepted to, not considering cost	263	263	100.0
CUAPPFAFSA	Completed a FAFSA	620	621	99.8
CUNODEBT	Did not complete FAFSA because didn't want debt	110	115	95.7
CUCANAFFORD	Did not complete FAFSA because can afford college/school without it	110	115	95.7
CUINELIGIBLE	Did not complete FAFSA because thought ineligible/unqualified	113	115	98.3
CUDKHOW	Did not complete FAFSA because didn't have information on how to	109	115	94.8
CUFORMWORK	Did not complete FAFSA because too much work or time	111	115	96.5
CUDKCOULD	Did not complete FAFSA because didn't know could	109	115	94.8
CUNOPOSTSEC	Did not complete FAFSA because don't plan to continue education	108	115	93.9
CUNOQUALFAM	Thought would not qualify because another family member didn't qualify	47	50	94.0

See notes at end of table.

Table 6. HSLS:09 field test 2012 update item response rates—continued

Variable	Description	Number responding	Number administered	Item response rate
CUNOQUALCRED	Thought would not qualify because of credit score	45	50	90.0
CUNOQUALINC	Thought would not qualify because income is too high	48	50	96.0
CUNOQUALTEST	Thought would not qualify because grades or test scores too low	45	50	90.0
CUNOQUALPT	Thought would not qualify because will attend part-time	46	50	92.0
CUNOQUALOTH	Thought would not qualify for another reason	39	50	78.0
CUAPPOTHAID	Completed financial aid applications besides FAFSA	618	621	99.5
CUFLSTAFFORD	Fall 2012 college offered Stafford loan for first academic year	403	439	91.8
CUFLOTHLOAN	Fall 2012 college offered other loan for first academic year	388	439	88.4
CUFLWKSTD	Fall 2012 college offered work-study for first academic year	381	439	86.8
CUFLPELL	Fall 2012 college offered Pell grant for first academic year	384	439	87.5
CUFLOTHGRNT	Fall 2012 college offered other grant for first academic year	412	439	93.9
CUFLOTHAID	Fall 2012 college offered other financial aid for first academic year	371	439	84.5
CUFLNOAID	Fall 2012 college offered no financial aid for first academic year	353	439	80.4
CUCHSTAFFORD	First choice accepted college offered Stafford loan for 1st academic yr	62	67	92.5
CUCHOTHLOAN	First choice accepted college offered other loan for 1st academic yr	60	67	89.6
CUCHWKSTD	First choice accepted college offered work-study for 1st academic yr	57	67	85.1
CUCHPELL	First choice accepted college offered Pell grant for 1st academic yr	56	67	83.6
CUCHOTHGRNT	First choice accepted college offered other grant for 1st academic yr	60	67	89.6
CUCHOTHAID	First choice accepted college offered other financial aid for 1st academic yr	56	67	83.6
CUCHNOAID	First choice accepted college offered no financial aid for 1st academic year	57	67	85.1
CUAIDANYCLG	Offered financial aid apart from offers from these schools	616	621	99.2
CUCOSTFALLCLG	Total cost of fall 2012 college for 2012–2013 school year	472	540	87.4
CUFALLBORROW	Amount will borrow to pay for fall 2012 college	455	539	84.4

See notes at end of table.

Table 6. HSLS:09 field test 2012 update item response rates—continued

Variable	Description	Number responding	Number administered	Item response rate
CUFALLSCHOLAR	Amount will receive in scholarships and grants for fall 2012 college	462	539	85.7
CUCOSTCHOICE	Total cost of 1st choice accepted college for 2012–2013 school year	70	84	83.3
CUCHCBORROW	Amount would have borrowed to pay for 1st choice accepted college	71	84	84.5
CUCHCSCHOLAR	Amount would have received in scholarships and grants for 1st choice accepted college	67	84	79.8
CUREPUTATION	Importance of academic quality/reputation when choosing fall 2012 college/school	535	538	99.4
CUCOSTATTEND	Importance of cost of attendance when choosing fall 2012 college/school	532	538	98.9
CUCLOSEHOME	Importance of being close to home when choosing fall 2012 college/school	533	538	99.1
CUFARHOME	Importance of being far from home when choosing fall 2012 college/school	521	538	96.8
CUJOBPLC	Importance of job placement when choosing fall 2012 college/school	529	538	98.3
CUGRADSCHPLC	Importance of graduate school placement when choosing fall 2012 college/school	527	538	98.0
CU4YRBAPLC	Importance of placement in 4-yr Bachelor's program when choosing fall 2012 college/school	523	538	97.2
CUSPORTS	Importance of opportunity to play sports when choosing fall 2012 college/school	530	538	98.5
CURECOMMEND	Importance of family/friend recommendations when choosing fall 2012 college/school	531	538	98.7
CUOFFERSPGRM	Importance of program of study when choosing fall 2012 college/school	533	538	99.1
CUSOCIALLIFE	Importance of good social life when choosing fall 2012 college/school	533	538	99.1
CUWHERELIVE	Where student will live in fall 2012	533	538	99.1
CUDISLIKESCH	Not attending school in fall 2012 because does not like school	79	80	98.8
CUDIDPOORLY	Not attending school in fall 2012 because did not do well in school	79	80	98.8
CUCANTAFFORD	Not attending school in fall 2012 because can't afford it	79	80	98.8
CURATHERWORK	Not attending school in fall 2012 because needs to/would rather work	79	80	98.8
CUNOTACCEPTED	Not attending school in fall 2012 because not accepted where wanted	29	30	96.7
CUBADOPTIONS	Not attending school in fall 2012 because did not want to go where accepted	29	30	96.7

See notes at end of table.

Table 6. HSLS:09 field test 2012 update item response rates—continued

Variable	Description	Number responding	Number administered	Item response rate
CUDEFER	Not attending school in fall 2012 because deferred enrollment	29	30	96.7
CUNOTENOUGH	Not attending school in fall 2012 because didn't receive enough financial aid	79	80	98.8
CUOTHRSN	Not attending school in fall 2012 for another reason	74	80	92.5
CUJOBNOW	Currently working for pay	295	295	100.0
CUCURJOBDUT	Current job title	204	204	100.0
CUCURJOBTTL	Current job duties	204	204	100.0
CUJ1OCC2	Current job 2-digit SOC—O*NET code	192	204	94.1
CUJ1OCC6	Current job 6-digit SOC—O*NET code	191	204	93.6
CUJOBRELATE	Current job's relationship to job wants to have when education completed	203	204	99.5
CUAPPRENTSHP	Current job is a formal apprenticeship	203	204	99.5
CULICENSEHRS	Earning hours for license for occupational field on current job	204	204	100.0
CUHSJOB	Started current job while in high school	203	204	99.5
CUHSPRG	Got current job through high school-arranged program	203	204	99.5
CUHSASSIST	Got current job with other assistance from high school	203	204	99.5
CUJOBEARN	Job earnings amount	180	203	88.7
CUJOBUNIT	Job earnings unit	178	203	87.7
CUJOBPLAN	Plans to have current job on November 1, 2012	200	203	98.5
CUNOV1JOBTTL	November 1 job duties	140	140	100.0
CUNOV1JOBDUT	November 1 job title	140	140	100.0
CUJ2OCC2	November 1 job 2-digit SOC—O*NET code	91	140	65.0
CUJ2OCC6	November 1 job 6-digit SOC—O*NET code	85	140	60.7
CUCNSLCLG	How well counselor prepared teenager to gain admission to college	632	632	100.0
CUCNSLAID	How well counselor prepared teenager to apply for financial aid	630	632	99.7
CUCNSLJOB	How well counselor prepared teenager to find a job	624	632	98.7

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2012 Update.

Education Statistics (NCES) standards (unit or item response rates less than 85 percent must be evaluated for the potential magnitude of nonresponse bias [Seastrom 2003]). Only nine items had a response rate less than 85 percent (see shaded rows).

Several of these were items located at the bottom of a list of choices on a screen (CUNOQUALOTH, CUFLOTHAID, CUFLNOAID, and CUCHOTHAID). They asked the respondent to either indicate if there was anything else that applied to their situation or to

indicate that none of the options applied to their situation. The relatively low rates of item response for these items are typical for items of this type and reflect respondent satisficing behavior.

Most of the other items were just shy of the 85 percent response rate and related to financial aid, college costs, and financing (CUCHPELL, CUFALLBORROW, CUCOSTCHOICE, CUCHCBORROW, and CUCHCSCHOLAR). It is likely that nonresponse to these items is indicative of respondents' uncertainty. Therefore, the recommendation is to add an explicit "don't know" option on these screens for the main study instrument.

The two variables with the lowest response rates were the ones that held the 2-digit and 6-digit Occupational Information Network (O*NET) occupation codes that were assigned when the occupation coding application was used to code the teenager's expected job on November 1 (CUJ2OCC2 and CUJ2OCC6). All respondents who were administered the question provided a job title and job duties (CUNOV1JOBTTL and CUNOV1JOBDUT), but only 61 percent selected a detailed 6-digit O*NET code and 65 percent selected a general 2-digit O*NET code for the occupation. The comparable rates for the current job (CUJ1OCC2 and CUJ1OCC6) were 94 percent for both the detailed and the general O*NET code.

4.3 Analysis of Timing

On average, the 2012 Update instrument took 16.8 minutes to complete, slightly longer than the targeted 15 minutes. Excluding the informed consent and introduction screens, there were 62 screens in the instrument. The average time spent on these screens was 29 seconds; the median was 25 seconds. There were nine screens that required textual responses to be coded. All of these screens took longer than average with completion times ranging from 40 seconds to 81 seconds. Providing contact information for the teenager and the parent required 68 seconds and 75 seconds, respectively. Several other screens took more than 1 minute to complete because they had multiple items. These included reasons for choosing a college (74 seconds), reasons for not going to college (65 seconds), and reasons for not applying for financial aid (62 seconds).

4.4 Purposes and Method of the Student-parent Cross-validation Interview

4.4.1 Validity as Student-parent Agreement

The 2012 Update interview was designed to be administered to either the teenage sample member or one of his or her parents. When selecting items for the instrument, preference was given to factual questions that could be answered by either the teenager or the parent and had the highest likelihood of consistent teenager-parent responses. However, some substantively important questions that were subjective in nature were included as well.

To evaluate consistency of responses, the complete field test interview was conducted with both the student and one of his or her parents for 112 pairs. At the beginning of the data

collection cycle, student and parent respondents who reached the end of the interview were asked to provide contact information for the other so RTI could follow up. Student-parent pairs were recruited regardless of the mode of the first interview, self-administered web interview, or computer-assisted telephone interview. RTI then attempted to contact and interview the other or encourage completion by web. When a sample of sufficient size to yield at least 100 pairs of completed interviews had been achieved, participants were no longer recruited.

Two statistics were examined to evaluate the degree of consistency between the student and parent responses: percentage agreement and percentage answering "don't know." The process for deriving each of these is discussed next. A discussion of the results follows in section 4.4.2.

Before the percentage agreement was calculated for a variable, cases with a "don't know" response or a nonresponse to the question were eliminated from the analysis. In other words, both the student and the parent had to have a response other than "don't know" to be considered a valid pair for comparison. Additionally, continuous variables were categorized and job earnings were calculated from the dollar amount provided and the earnings unit. Also, when questions pertained to a particular institution named by the respondent, care was taken to only compare responses when the institutions named by the student and the parent were the same. When the two respondents listed the same schools but in a different order, the responses were matched up by institution before comparison.

Many of the items in the 2012 Update provided an explicit "don't know" option for students and parents. However, students and parents who did not know may have also left the question unanswered. Therefore, for the comparison of the percentage of "don't know" responses, both explicit and implicit forms of "don't know" were counted. Cases where an item was legitimately skipped based on instrument routing were excluded from the analysis.

4.4.2 Summary Statistics and Findings From Student-parent Cross-validation Interview

Results from analysis of the student-parent cross validation interview are presented for each 2012 Update variable in table 7 below. The table presents the number of valid student-parent pairs, the percent of agreement within valid pairs, and the percent of students and parents who either answered with a "don't know" category, or left the item missing. Discussion of rates of agreement appears first followed by discussion of rates of "don't know" and missing responses.

In summary, 106 variables had sufficient and appropriate data to conduct an analysis (table 7). Among these variables, 41 percent (43 variables) had very good or excellent agreement with at least 85 percent of valid pairs giving the same answer. About one-third of the variables (36 variables) had moderate agreement with between 70 and 84.9 percent of valid pairs in agreement. The remaining one-quarter of the variables (27 variables) had relatively poor rates of

Table 7. Percent agreement of valid pairs and percent of students and parents who did not answer item

Variable name	Variable label	Number of valid pairs	Percent agreement of valid pairs	Percent of respondents who answered don't know or did not answer	
				Teenager	Parent
CUHSCRED	Earned high school credential and credential type	112	97.3	0.0	0.0
CUHSCREDDATE	Combined month and year high school credential awarded (recode)	108	88.9	2.7	0.9
CUENROLLHS12	High school enrollment status	#	#	#	#
CULASTHSMO	Month last attended high school	#	#	#	#
CULASTHSYR	Year last attended high school	#	#	#	#
CULASTHS	Last attended BY school, F1 school or another school	111	100.0	0.9	0.0
CULASTHSNAME	Name of high school last attended	#	#	#	#
CUOTHHS	Has attended any other high school besides BY school & most recent	110	100.0	0.0	1.8
CUOTHHSNAME	Name of other high school attended	#	#	#	#
CUOTHERHS	Attended any other high schools	#	#	#	#
CUDUALMATH	Has taken a math course for college credit	91	81.3	8.9	13.4
CUDUALSCIENCE	Has taken a science course for college credit	90	83.3	9.8	13.4
CUDUALOTHER	Has taken a course in another subject for college credit	105	84.8	1.8	4.5
CUCLGUNIV	Taking classes at a college or university in fall 2012	107	97.2	4.5	0.0
CUOCCSCHOOL	Taking classes at a school for occupational training in fall 2012	91	84.6	10.7	9.8
CUCERTLIC	Studying for an industry certification or license in fall 2012	91	92.3	12.5	6.3
CUAPPRENTICE	Participating in an apprenticeship program in fall 2012	91	98.9	11.6	9.8
CUOTHTRAIN	Receiving another form of training in fall 2012	93	93.6	8.0	8.9
CUWORK	Working in fall 2012	83	69.9	16.1	10.7
CUMILITARY	Serving in the military fall 2012	100	99.0	1.8	8.9
CUFAMILY	Starting a family or taking care of children in fall 2012	103	99.0	0.9	7.1
CUHS	Attending high school in fall 2012	#	#	#	#
CUGEDCOURSE	Attending a GED completion course in fall 2012	#	#	#	#
CUFOCUS	Teenager's main focus in fall 2012	27	92.6	0.0	4.5
CUBACHELOR	Enrolling in Bachelor's degree program	100	92.0	0.0	1.0
CUAABA	Enrolling in Associate's degree program-plans to transfer to BA/BS	100	91.0	0.0	1.0
CUAANOBA	Enrolling in Associate's degree program-no plans to transfer to BA/BS	100	99.0	0.0	1.0
CUCERTPROG	Enrolling in certificate/diploma program at school providing occupational training	100	99.0	0.0	1.0
CUNOPROG	Not enrolling in program, just taking classes	100	96.0	0.0	1.0
CUOTHPROG	Enrolling in another type of program	100	100.0	0.0	1.0
CUDK	Don't know what type of program will enroll in	100	97.0	0.0	1.0
CUCLGFT	Enrolling full-time or part-time	95	96.8	6.7	1.0
CUCLGIPEDS	Fall 2012 postsecondary institution	91	98.9	1.0	2.9

See notes at end of table.

Table 7. Percent agreement of valid pairs and percent of students and parents who did not answer item—continued

Variable name	Variable label	Number of valid pairs	Percent agreement of valid pairs	Percent of respondents who answered don't know or did not answer	
				Teenager	Parent
CUMAJORGEN01	Major in Fall 2012 postsecondary institution	82	73.2	12.6	9.6
CUWORKFT	Working full-time	24	83.3	19.2	2.3
CUACTDUTY	On active duty	#	#	#	#
CUAPPCLG	Applied to any (other) colleges	112	76.8	0.0	0.0
CUCLGAPPNUM	Number of colleges applied to	58	70.7	0.0	1.4
CUAPP1IPEDS	(Other) college applied to—1	57	80.7	1.4	0.0
CUAPP2IPEDS	(Other) college applied to—2	45	57.8	8.1	5.4
CUCHOICEAPP	First choice of schools applied to, not considering cost	50	72.0	0.9	1.8
CUAPP1STATUS	Status of application at (other) college applied to—1	46	97.8	1.4	2.9
CUAPP2STATUS	Status of application at (other) college applied to—2	26	100.0	0.0	0.0
CUCHOICEACC	First choice of schools accepted to, not considering cost	46	91.3	0.9	0.9
CUAPPFAFSA	Completed a FAFSA	96	96.9	10.7	4.5
CUNODEBT	Did not complete FAFSA because didn't want debt	9	55.6	6.7	13.6
CUCANAFFORD	Did not complete FAFSA because can afford college/school without it	11	81.8	0.0	4.5
CUINELIGIBLE	Did not complete FAFSA because thought ineligible/unqualified	11	63.6	0.0	9.1
CUDKHOW	Did not complete FAFSA because didn't have information on how to	10	70.0	0.0	13.6
CUFORMWORK	Did not complete FAFSA because too much work or time	11	81.8	0.0	9.1
CUDKCOULD	Did not complete FAFSA because didn't know could	10	80.0	0.0	13.6
CUNOPOSTSEC	Did not complete FAFSA because don't plan to continue education	9	100.0	0.0	18.2
CUNOQUALFAM	Thought would not qualify because another family member didn't qualify	5	80.0	0.0	7.1
CUNOQUALCRED	Thought would not qualify because of credit score	5	100.0	0.0	14.3
CUNOQUALINC	Thought would not qualify because income is too high	5	60.0	0.0	7.1
CUNOQUALTEST	Thought would not qualify because grades or test scores too low	5	80.0	0.0	14.3
CUNOQUALPT	Thought would not qualify because will attend part-time	5	80.0	0.0	14.3
CUNOQUALOTH	Thought would not qualify for another reason	4	75.0	16.7	21.4
CUAPPOTHAID	Completed financial aid applications besides FAFSA	75	86.7	21.4	13.4
CUFLSTAFFORD	Fall 2012 college offered Stafford loan for first academic year	41	80.5	36.6	22.1
CUFLOTHLOAN	Fall 2012 college offered other loan for first academic year	46	63.0	23.2	22.1
CUFLWKSTD	Fall 2012 college offered work-study for first academic year	46	84.8	17.1	22.1
CUFLPELL	Fall 2012 college offered Pell grant for first academic year	37	86.5	30.5	25.6
CUFLOTHGRNT	Fall 2012 college offered other grant for first academic year	59	79.7	11.0	12.8
CUFLOTHAID	Fall 2012 college offered other financial aid for first academic year	38	73.7	25.6	32.6
CUFLNOAID	Fall 2012 college offered no financial aid for first academic year	33	69.7	30.5	36.0

See notes at end of table.

Table 7. Percent agreement of valid pairs and percent of students and parents who did not answer item—continued

Variable name	Variable label	Number of valid pairs	Percent agreement of valid pairs	Percent of respondents who answered don't know or did not answer	
				Teenager	Parent
CUCHSTAFFORD	First choice accepted college offered Stafford loan for 1st academic yr	2	100.0	63.6	36.4
CUCHOTHLOAN	First choice accepted college offered other loan for 1st academic yr	3	100.0	18.2	36.4
CUCHWKSTD	First choice accepted college offered work-study for 1st academic yr	3	100.0	18.2	36.4
CUCHPELL	First choice accepted college offered Pell grant for 1st academic yr	1	100.0	45.5	45.5
CUCHOTHGRNT	First choice accepted college offered other grant for 1st academic yr	3	33.3	0.0	45.5
CUCHOTHAID	First choice accepted college offered other financial aid for 1st academic yr	1	100.0	27.3	45.5
CUCHNOAID	First choice accepted college offered no financial aid for 1st academic yr	3	33.3	18.2	36.4
CUAIDANYCLG	Offered financial aid apart from offers from these schools	103	72.8	5.4	2.7
CUCOSTFALLCLG[1]	Total cost of fall 2012 college for 2012–2013 school year	86	76.7	12.6	6.7
CUFALLBORROW[1]	Amount will borrow to pay for fall 2012 college	70	90.0	21.4	13.5
CUFALLSCHOLAR[1]	Amount will receive in scholarships and grants for fall 2012 college	81	72.8	13.6	9.6
CUCOSTCHOICE[1]	Total cost of 1st choice accepted college for 2012–2013 school year	7	42.9	18.8	16.7
CUCHCBORROW[1]	Amount would have borrowed to pay for 1st choice accepted college	7	71.4	18.8	16.7
CUCHCSCHOLAR[1]	Amount would have received in scholarships and grants for 1st choice accepted college	7	57.1	12.5	16.7
CUREPUTATION	Importance of academic quality/reputation when choosing fall 2012 college/school	91	75.8	1.0	4.8
CUCOSTATTEND	Importance of cost of attendance when choosing fall 2012 college/school	72	75.0	1.9	1.9
CUCLOSEHOME	Importance of being close to home when choosing fall 2012 college/school	42	73.8	1.0	1.9
CUFARHOME	Importance of being far from home when choosing fall 2012 college/school	15	73.3	6.8	11.5
CUJOBPLC	Importance of job placement when choosing fall 2012 college/school	69	60.9	4.9	12.5
CUGRADSCHPLC	Importance of graduate school placement when choosing fall 2012 college/school	59	67.8	6.8	12.5
CU4YRBAPLC	Importance of placement in 4-yr Bachelor's program when choosing fall 2012 college/school	61	57.4	8.7	19.2
CUSPORTS	Importance of opportunity to play sports when choosing fall 2012 college/school	14	71.4	4.9	4.8
CURECOMMEND	Importance of family/friend recommendations when choosing fall 2012 college/school	45	64.4	5.8	6.7

See notes at end of table.

Table 7. Percent agreement of valid pairs and percent of students and parents who did not answer item—continued

Variable name	Variable label	Number of valid pairs	Percent agreement of valid pairs	Percent of respondents who answered don't know or did not answer	
				Teenager	Parent
CUOFFERSPGRM	Importance of program of study when choosing fall 2012 college/school	80	76.3	2.9	4.8
CUSOCIALLIFE	Importance of good social life when choosing fall 2012 college/school	59	64.4	4.9	6.7
CUWHERELIVE	Where student will live in fall 2012	101	95.1	1.0	0.0
CUDISLIKESCH	Not attending school in fall 2012 because does not like school	6	66.7	0.0	0.0
CUDIDPOORLY	Not attending school in fall 2012 because did not do well in school	6	83.3	0.0	12.5
CUCANTAFFORD	Not attending school in fall 2012 because can't afford it	6	66.7	0.0	12.5
CURATHERWORK	Not attending school in fall 2012 because needs to/would rather work	5	40.0	22.2	0.0
CUNOTACCEPTED	Not attending school in fall 2012 because not accepted where wanted	2	100.0	0.0	0.0
CUBADOPTIONS	Not attending school in fall 2012 because did not want to go where accepted	2	100.0	0.0	0.0
CUDEFER	Not attending school in fall 2012 because deferred enrollment	2	100.0	0.0	0.0
CUNOTENOUGH	Not attending school in fall 2012 because didn't receive enough financial aid	6	66.7	0.0	12.5
CUOTHRSN	Not attending school in fall 2012 for another reason	6	50.0	0.0	12.5
CUJOBNOW	Currently working for pay	30	73.3	0.0	0.0
CUJ1OCC2	Current job	18	72.2	3.0	5.7
CUJOBRELATE	Current job's relationship to job wants to have when education completed	19	79.0	3.0	0.0
CUAPPRENTSHP	Current job is a formal apprenticeship	20	65.0	0.0	2.9
CULICENSEHRS	Earning hours for license for occupational field on current job	15	100.0	9.1	11.4
CUHSJOB	Started current job while in high school	20	90.0	0.0	0.0
CUHSPRG	Got current job through high school-arranged program	20	100.0	0.0	0.0
CUHSASSIST	Got current job with other assistance from high school	20	95.0	0.0	0.0
CUJOBEARN	Job earnings (Recoded)	15	66.7	6.1	17.1
CUJOBPLAN	Plans to have current job on November 1, 2012	19	89.5	0.0	2.9
CUJ2OCC2	Job plans to have on November 1, 2012	2	0.0	29.6	41.2
CUCNSLCLG	How well counselor prepared teenager to gain admission to college	102	49.0	2.7	6.3
CUCNSLAID	How well counselor prepared teenager to apply for financial aid	98	38.8	5.4	7.1
CUCNSLJOB	How well counselor prepared teenager to find a job	88	40.9	4.5	17.9

[1] Continuous variable categorized for analysis.

No data available

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2012 Update.

consistency with less than 70 percent in agreement. The discussion that follows will focus on variables that had moderate and relatively low rates of agreement (less than 85 percent agreement).

The retrospective questions about high school and the general questions about the teenager's planned activities for the fall (see CUHSCRED–CUWORKFT) had the highest rates of consistency overall. However, the question about dual enrollment (see CUDUALMATH–CUDUALOTHER) did not perform as well, suggesting that respondents may have been confused about what types of courses to include and exclude. The question about plans for the fall (see CUCLGUNIV–CUGEDCOURSE) had two items that did not perform quite as well as the others. For one item (CUOCCSCHOOL), the terminology "school for occupational training" may have been a source of confusion. For the other (CUWORK), it may be that "working" was ambiguous because it did not specify to exclude unpaid jobs. Answers about the teenager's intended major for the fall (CUMAJORGEN01) were also consistent less often than answers to most of the questions in this block of questions. This is most likely because of the question's hypothetical nature.

Generally, the questions about college applications and acceptances (see CUAPPCLG–CUCHOICEACC) had excellent or moderate rates of agreement. Roughly one-quarter of the valid pairs disagreed on whether the teenager had applied to or registered at a college (apart from the one selected for enrollment, if applicable) (CUAPPCLG). Although about 30 percent of the valid pairs differed in the reported number of college applications (CUCLGAPPNUM), the responses were almost always off by only one. The names of the two colleges applied to or registered at (apart from the one selected for enrollment, if applicable) differed for 19 percent of the valid pairs for the first college named (CUAPP1IPEDS) and 42 percent for the second college named (CUAPP2IPEDS). The analysis accounted for instances where respondents named the colleges in a different order. When respondents had more than two colleges to report in these questions, they were asked to report on the colleges most seriously considered. It appears that in some cases teenagers and their parents have different judgments about the degree of consideration given to colleges in the pool. The fact that 28 percent of valid pairs disagreed on which college was the teenager's first choice of those applied to (CUCHOICEAPP) may also be indicative of somewhat different perspectives of teenagers and their parents about college choice.

Most of the questions about financial aid and college costs (see CUAPPFAFSA–CUCHCSCHOLAR) had moderate rates of agreement. Fortunately, the lead-in question, which asked whether the family had completed a FAFSA (CUAPPFAFSA), was answered consistently by almost all valid pairs (97 percent). Some of the items that did not fare quite as well were among subjective questions that asked for reasons for not applying for financial aid (see CUNODEBT–CUNOQUALOTH), knowledge questions about the specific types of financial aid received (see CUFLSTAFFORD–CUAIDANYCLG), and financial questions that asked for estimates of enrollment costs, scholarship and grant money received, and loan amounts (see

CUCOSTFALLCLG–CUCHCSCHOLAR). Given the policy relevance of these questions, a moderate level of agreement is likely to be acceptable.

Many of the subjective items about the teenager's reasons for choosing his or her college (CUREPUTATION–CUSOCIALLIFE) and reasons for not going to college (see CUDISLIKE–CUOTHRSN) had relatively low rates of agreement. However, selected items in each of these questions performed well. NCES may wish to consider reducing the set of items to those that performed best.

The performance of the questions about the teenager's employment varied (see CUJOBNOW–CUJ2OCC2). Five had excellent rates of agreement, three had moderate rates of agreement, and three had relatively low rates of agreement. The first two questions asked whether the teenager was working for pay (CUJOBNOW) and, if so, what his or her job was (CUJ1OCC2). Each question had consistent responses for almost three-quarters of valid pairs. Relatively low consistency was achieved for the question that asked if the job was an apprenticeship (CUAPPRENTSHP), most likely because of confusion about what an apprenticeship is. Providing a better definition is recommended. The question about job earnings (CUJOBEARN) also had a low rate of agreement, but this may in part be because of assumptions that had to be made to construct a standardized earning estimate. Respondents were allowed to choose the unit in which they reported the earnings. However, the survey did not ascertain how many of those units were worked in a given year. Therefore, standardizations required assumptions such as teenagers whose earnings were reported in weeks worked were assumed to have worked 52 weeks per year. Naturally, these assumptions were not always valid. Adding clarifying questions to the questionnaire may allow for more accurate standardization. Only two pairs were asked to name the job the teenager expected to hold in the fall (CUJ2OCC2), and in both instances, the teenager and the parent disagreed. Given that only two pairs were analyzed, the results must be interpreted with caution. Nonetheless, it may be that the predictive nature of the question is problematic.

The last question in the survey asked respondents to evaluate the high school guidance counselor's performance along three dimensions (see CUCNSLCLG–CUCNSLJOB). Each of these three items had low rates of response consistency. A less subjective and more fact-based question about the counselor's involvement may perform better in the context of a data collection design allowing either the student or the parent to participate.

Also examined were the percentages of teenagers and parents who either selected "don't know" or skipped each item (table 7). Items where either 10 percent or more of teenagers or 10 percent or more of parents answered "don't know" or skipped the item were flagged for review. In summary, almost half of the items (51 variables) were flagged for review for teenagers, parents, or both. Twenty percent of the items (21 variables) were flagged for review for both teenagers and parents, another 20 percent (21 variables) were flagged for review for parents only, and an additional 8 percent of the items (9 variables) were reviewed for teenagers only. Many of

the questions flagged for both teenagers and parents were questions about the specific types of financial aid received (see CUFLSTAFFORD–CUCHNOAID with the minor exception of CUCHOTHGRANT), and financial questions that asked for estimates of enrollment costs, scholarship and grant money received, and loan amounts (see CUFALLBORROW and CUCOSTCHOICE–CUCHCSCHOLAR). This analysis suggests that many teenagers and parents are not well informed about financial aid, a finding with important policy implications. Among the other variables identified for both teenagers and parents were items about whether the teenager would be working in the fall (CUWORK) and what job he or she would hold (CUJ2OCC2). It appears that plans for working are less defined than plans for schooling.

Items that were flagged for review for parents only included subjective items asking about the reasons for not applying for financial aid (CUNODEBT–CUNOQUALOTH), choosing a particular college (CUFARHOME–CU4YRBAPLC), and not attending college (some items in the CUDISLIKESCH–CUOTHRSN series). Items pertaining to job earnings (CUJOBEARN) and job counseling (CUCNSLJOB) were also flagged for parents only.

Items that were flagged for review for teenagers only included items on occupational training (CUOCCSCHOOL), industry certification or licensure (CUCERTLIC), and apprenticeships (CUAPPRENTSHP) although parents had relatively high rates of uncertainty as well. Teenagers expressed more uncertainty than parents about whether they would be working full time in the fall (CUWORKFT) and whether a desire to work was a factor in choosing not to go to college (CURATHERWORK). They were also slightly less likely to provide an expected major than parents (CUMAJORGEN01). Finally, although a number of items pertaining to financial aid and college costs were flagged for both teenagers and parents, several were only flagged for students. These were the questions about whether the family had completed a FAFSA (CUAPPFAFSA), the total cost of the college selected for enrollment (CUCOSTFALLCLG), and the amount of scholarships or grants received to attend that college (CUFALLSCHOLAR).

Chapter 5.
Data Collection and Preparation for the High School Transcript Study

The data collection process for the field test transcript collection included identifying the school sample and gaining cooperation from schools to submit student transcripts, course catalogs, and other school information. Procedures associated with these activities are described in this section.

5.1 HSLS:09 Field Test Transcript Sample

Transcripts were collected for students sampled as ninth-graders for the base-year field test and who participated in the 2008 base-year field test, the 2011 field test for the first follow-up, or both. The base-year field test sample was a two-stage sampling design with primary sampling units defined as schools selected in the first stage and students randomly selected from the sampled schools in the second stage. Schools were selected from five states: California, Florida, Illinois, New York, and Texas. Further details on the base-year field test sample design may be found in Ingels et al. 2010 (NCES 2011-01).

The base-year field test included 1,035 ninth-grade student participants from 41 schools. A subsample of schools was included in the first follow-up field test, which comprised 24 schools conducting in-school sessions and two schools that did not participate in the in-school session. Among the 26 schools included in the first follow-up field test, 568 of the 826 study-eligible students remaining in the sample participated.

Students were included in the field test transcript data collection if they were sampled from one of the 26 schools included in the first follow-up field test and if they responded in either of the first two field test rounds of HSLS:09. Among students sampled from the 26 schools in the first follow-up field test, 754 participated in either or both prior rounds.

Transcripts were requested from the 26 base-year schools included in the first follow-up field test and any schools attended by the sample members who transferred out of their base-year school. Eighty-three transfer schools were asked to submit student transcripts.

5.2 Data Collection Materials

Data collection materials were mailed to schools beginning in October 2012. The initial request for transcripts was sent to the principal in each school (base year and transfer). The materials guided school personnel in the preparation of transcripts and related documents. Each school was asked to provide basic enrollment, testing, and coursetaking information for each student, as well as information about the school's grading and graduation policies/requirements. The information requested included the following:

Student-level information:

- Student address
- Participation in specialized programs
- Type of diploma awarded
- Date diploma awarded
- Date student left school (graduation date or final withdrawal date)
- Reason student left school (graduated, transferred, etc.)
- Cumulative GPA
- Standardized test scores and dates taken for the PSAT, SAT/ACT, AP, or SAT subject tests

Coursetaking histories for grades 9 through 12 (plus high school–level courses such as algebra taken before ninth grade):

- Course title and number
- School where course was taken
- Year, grade level, and term course taken
- Number of credits earned
- Grade assigned
- Classification of Secondary School Courses (CSSC) code

School-level information:

- Grade scale
- Course grade weighting system used, if any
- Availability of student-level information
- GPA formula
- Term system used
- Course catalogs (if not collected previously)
- Types of diplomas granted
- Credits required for different types of diplomas

The data collection materials also included the following:

- *Cover letter*: Two letters were used: one for schools that participated in the HSLS:09 base year or first follow-up and one for schools that had not previously been contacted regarding participation in HSLS:09.

- *Transcript request memo*: This memo was addressed to the transcript coordinator or registrar and was intended to be used when the principal passed the request along to the appropriate school contact.
- *Instructions for preparing student transcripts*: These instructions provided details on how to complete the school information page, submit student transcripts, and submit course catalogs.
- *Family Education Rights and Privacy Act (FERPA) information*: Provided relevant text for the schools.
- *Disclosure notice*: Federal regulations required that school staff place a copy of a disclosure notice in the school file of each sample member whose transcript was released.
- *Values and use document*: This document provided a summary of the potential benefits and uses of transcript data.

The instructions for preparing student transcripts requested that transcripts be prepared for the students listed on the secure study website. The transcripts could be uploaded via the secure study website, sent as an encrypted attachment by e-mail, faxed to a secure fax number, sent by Secure File Transfer Protocol (sFTP), sent via the SPEEDE Server at the University of Texas at Austin, or sent by FedEx (redacted transcripts). The information about the school's grading and graduation policies/requirements, called the School Information Page (SIP), could be completed online or by hard copy.

5.3 Data Collection Procedures

From October 2012 through March 2013, materials were sent to 108 schools. This group included 26 schools that participated in the base year or first follow-up and 82 transfer schools that were first contacted regarding HSLS:09 during transcript data collection.

Research applications were completed for 5 districts (11 schools across the districts). Once research approval was granted from these districts, schools in these districts were contacted.

Student or parent consent to release transcripts was required by 17 schools. For each of these schools, RTI prepared and mailed consent forms to the students (or parents if the student was known to be under age 18 or if the school required parental consent). Consent forms were to be returned directly to RTI, where the consent forms would be uploaded to the secure study website for viewing by the school. Students (or parents if the student was known to be under age 18) were also given the option of providing consent via a secure website. A unique study ID and password were included in the materials mailed to the students (or parents if the student was known to be under age 18). The student could then login to the secure website and grant/deny consent for the release of his or her transcript. Students were also able to provide consent over the phone. The Institutional Contactor (IC) would then log into the secure study website and record whether consent for the release of the transcript was granted. Of the 26 sample members

who attended these schools, 5 students (19 percent) provided signed release forms or gave consent over the phone.

Approximately 1 week after the transcript request materials were sent to the school, a follow-up phone call was made by an IC. Follow-up e-mails were also sent by the IC asking the schools to send the requested materials as soon as possible. An automated e-mail was sent to each nonresponding school approximately 8 weeks after the initial request. Nonresponding schools contacted during the telephone prompting frequently requested that the materials be e-mailed to the school. During the telephone contacts, the ICs also identified any additional requirements the school had for releasing transcripts, such as student or parent consent.

Telephone and e-mail follow-up continued through early March 2013. Additional measures were implemented to ensure an adequate response rate. A follow-up letter was sent via FedEx to the remaining nonresponding schools approximately 6 weeks prior to the end of transcript data collection. ICs made follow-up phone calls within 1 or 2 days of the receipt of the letter. If an IC was not able to speak directly to the transcript coordinator or principal, an e-mail was sent to the transcript coordinator or principal requesting that the information be sent as soon as possible.

5.3.1 Transcripts of Transfer Students

In addition to collecting data from base-year schools, transcript data were collected from the transfer schools of students who left their base-year high school. Transfer students were identified at several points in the HSLS:09 data collection process: the enrollment status update completed by the schools in the fall of 2010; information provided by schools, students, and parents during the first follow-up field test in 2011; and most recently, information received during the 2012 Update.

Once the schools were identified, processing transfer schools involved obtaining information about each school, assigning a school ID, and loading it into the HSLS:09 School Contacting System (SCS). To obtain school contact information for the transfer schools, databases such as the most recent Common Core of Data (CCD) and Private School Universe Survey (PSS) were searched. District and school websites were also used to obtain school contact information. Transcripts were requested from each school attended (thus, transcripts were requested for all students from the base-year school and from transfer schools).

5.3.2 Obtaining Consent for Collecting High School Transcripts

Because the Department of Education, under the Family Educational Rights and Privacy Act (FERPA), has the right to obtain transcripts without prior consent for evaluation purposes, and because RTI informed parents, students, and school personnel of the transcript data collection as part of the base-year and first follow-up data collection/consent activities, the first approach to collecting transcripts was a direct mail request to each school. When ICs contacted schools to prompt for the submission of the transcripts and answer any questions, they also

recorded whether the school had additional consent requirements before the school would release student transcripts. Despite assurances that federal regulations permitted the release of transcripts without student or parent consent, 17 schools or the school's associated district required explicit consent from sample members or their parents/guardians. For sample members who attended these schools, RTI sent a letter and consent form to the students and their parent/guardian informing them that a signed consent form was required for the school to release the transcript to RTI. The letters explained that a parent signature was required if the sample member was under age 18 and a sample member's signature was required for students 18 years of age or older. As previously mentioned, of the 26 sample members who attended these schools, 5 students (19 percent) provided signed release forms or gave consent over the phone.

5.3.3 Consent Receipt and Prompting

Incoming consent forms were logged into the Data Receipt System (DRS). A quality control process was established to make certain that the forms contained valid information. During the field test transcript collection, no hardcopy forms were received. Students (or parents if the student was known to be under age 18) were also given the option of providing consent via a secure website. A unique study ID and password were included in the materials. The student/parent could log into the secure website and grant/deny consent for the release of the transcript.

A reminder letter was sent to students and parents to prompt for the return of the transcript explicit consent forms approximately 2 weeks after the initial letter was sent. ICs prompted the students and parents by phone and also sent a reminder e-mail to the student and to the parent if a valid e-mail address was available. Consent prompting was conducted from December 2012 through March 2013.

After explicit consent to release the transcript was received, an e-mail was sent and phone call was made to the school, asking the school to log into the school's secure study website to view the signed consent form or the electronic (time/date stamped) consent.

5.3.4 Course Catalog Data Collection

RTI began the collection of course catalogs in the 2010–11 school year as part of the first follow-up data collection activities. Course catalogs were requested for 4 school years covering 2008–09, 2009–10, 2010–11, and 2011–12 and could be submitted either electronically or in hard copy.

During the transcript collection activities, schools were prompted for catalogs that had not yet been collected. ICs combined prompts for catalogs with transcript-related school contacts when possible. If a school did not have a conventional catalog, then a course list, master teaching schedule, or any other information with course offerings that could be extracted was accepted. If information for the school years covering 2008–09, 2009–10, 2010–11, and 2011–12 was not

available, information from the most recent school year was requested. ICs followed up with schools to clarify information as needed.

5.3.5 Receipt Control

Incoming school information pages and transcripts were logged into the DRS and course catalogs were logged into the SCS. Data clerks entered information from the faxed School Information Pages (SIP) in the DRS. SIP data that were entered online were automatically imported into the DRS and SCS. An automated process was developed that checked for key responses on the SIP. If the school reported the grading scale and term system, the SIP passed quality control. Assigned ICs called and e-mailed schools to follow up if this key information was not reported by the school.

Transcripts that were uploaded via the study website or faxed were automatically imported into the DRS. Transcripts that were e-mailed were moved into the Enhanced Security Network (ESN) and were then imported into the DRS. Transcripts that were sent by FedEx faxed to the secure fax number and stored in the ESN. All hardcopy transcripts were shredded once it was confirmed that the transcripts were in the DRS.

Once the transcripts were in the DRS, the files were assigned to a school. If multiple transcripts were contained in a single file, as was normally the case, the file was split into separate files containing individual transcripts. Data clerks then reviewed the transcripts for legibility and completeness using a quality control checklist. Transcripts that did not pass quality control checks were routed to a supervisor for resolution. Electronic reports were produced and monitored to identify missing or unclear information at the transcript level. ICs followed up to obtain missing documents and to clarify information on the transcripts. Transcripts that passed quality control checks were routed for keying and coding.

5.4 Data Collection Results

A total of 26 of 26 base-year schools submitted transcripts, resulting in a 100 percent participation rate. Among the transfer schools, 48 of 82 schools submitted transcripts, giving an unweighted school participation rate of 58.5 percent. A total of 74 of 108 schools submitted transcripts, resulting in an unweighted school response rate of 68.5 percent.

Of the schools that did not provide transcripts, six transfer schools (5.6 percent) reported that there was no record of the sample member at the school. Seven transfer schools (6.5 percent) reported no coursetaking record because of the brevity of the student's enrollment. Three transfer schools (2.8 percent) refused to submit transcripts citing insufficient staff for transcript preparation. The remaining 18 transfer schools did not provide transcripts because of failure to obtain adequate consent for transcript release or because of reasons not specified.

Seventy-seven schools (71.3 percent) provided information on the SIP. As previously stated, the SIP asked for information about the school's grading and graduation

policies/requirements. RTI personnel received or were able to retrieve from school/district websites at least one course catalog from all but one school that submitted student transcripts.

Final response rates for the transcript data collection are shown in table 8. Among base-year schools, transcripts were received for 92 percent of the students. Transfer school transcripts were received for 59 percent of students. At least one transcript was collected for 698 of the 754 students in the sample (93 percent).

Table 8. Transcripts received by school type

School type	Number of transcripts requested	Number of transcripts received	Percent
Total	846	744	87.9
Base-year	754	690	91.5
Transfer	92	54	58.7

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2012 Update.

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Chapter 6. Transcript Keying and Coding: Procedures and Transcript Quality

6.1 Catalog and Transcript Keying and Coding

The field test was performed to test systems and procedures for collection of data from secondary school course catalogs and student transcripts. A keying and coding system (KCS) was designed and implemented for this task. The KCS included features for quality control and workflow management. Procedures associated with all of these activities were also tested during the field test.

Data gleaned from catalogs are used to produce course offering files for the base-year schools. The catalog data include detailed information on the courses offered at the school, including a course code, which indicates the subject of the course, along with the course name, number, department, program, credit offered, grade levels, terms, and additional course attributes. The additional attributes identified courses as career or vocational, offering dual (secondary/postsecondary) credit, International Baccalaureate or Advanced Placement, honors or advanced, college prep, or internships.

Catalog course coding included careful review of course descriptions to assign a Classification of Secondary School Course (CSSC) code (http://nces.ed.gov/surveys/hst/courses.asp) to each course. Coding was performed in the KCS by data collection staff (keyer/coders) trained to select the most appropriate code for each course. Keyer/coders used a keyword search feature of the KCS and an understanding of the structure and characteristics of the CSSC in selecting course codes.

Data collected from transcripts produce academic histories of sample members' secondary school attendance and coursetaking. These data are collected from all available student transcripts, including base-year transcripts and transcripts collected from transfer schools. Transcript data include sample member addresses, test results included on transcripts, years and academic terms attended at each school, and student course data. Course data include the school year, grade level, and terms when a course was taken, course grade and credit earned, and attributes noted on the transcript. Transcript course attributes replicate those in the catalog keying and coding, with the addition of a "repeated" course attribute.

Any courses shown on a transcript as taken at another school were entered and linked to the other school in the KCS. When a transfer school was named on a transcript, this school was identified from a list of public (Common Core of Data) and private (Private School Universe Survey) secondary schools and added to the KCS. If a postsecondary institution was identified

on a transcript, it was also added to the KCS, identified from a list of institutions from the Integrated Postsecondary Education Data System (http://nces.ed.gov/ipeds/).

Student transcript course data were matched to catalog course data to provide the most comprehensive data possible. In particular, by merging catalog and transcript data, the course subject code was added to the student course record. Catalogs also provided course attributes that may not have been listed in the more limited data present on transcripts, and such catalog course attributes were also merged into the student records.

6.1.1 Keying and Coding Procedures

The keying and coding process began with the school catalog. Then, when catalog keying and coding was complete, the same keyer/coder was assigned to key and code the transcripts received from the school for which the catalog had just been completed. This took advantage of the keyer/coder's familiarity with the school, gained through catalog keying and coding.

Transfer transcripts were keyed and coded in the KCS with a specific utility designed for course coding. Only courses appearing on transfer transcripts were coded, not the entire transfer school catalog. However, transfer school catalogs were requested and, when available, used as a reference for keying and coding of transfer courses.

Course data from the catalog course offerings file were matched to the student transcript files to add important course data, such as the subject code and course attributes found in the catalog. The catalog and transcript courses were matched using course ID or course name. In some cases, such as when school course numbering had changed or when abbreviations were used, the course records did not match. Unmatched transcript courses were compared to all courses in the course offerings file to link unmatched courses.

6.1.2 Keying and Coding Data Quality Control

A number of measures were implemented to encourage and assess data quality during keying and coding. These included:

- Keyer/coder training, designed to develop consistent and accurate keying and coding technique. The training familiarized staff with data elements and source documents, use of the KCS, and proper data entry techniques, including selection of CSSC codes.
- Keying and coding guidance and reference documents, updated during the course of data collection with best practices learned during keying and coding.
- A weekly Quality Circle (QC) meeting, during which keyer/coders received feedback and were able to ask questions of project staff. Notes from each QC meeting were made available, with selected outcomes added to guidance materials.
- A question/resolution system, within the KCS, that enabled keyer/coders to submit "problem sheets" to ask questions or request guidance from project staff. This system

was used to provide timely resolutions and to keep a record of the types of questions asked, which can be used to enhance main study guidance materials and training.

- Expert coding and rekeying, a process where project staff keyed and coded a sample of each keyer/coder's work and compared the results to develop performance feedback and provide a measure of inter-rater reliability.
- The KCS included alpha and numeric data entry restrictions and automated prompts for data fields that were empty or contained unexpected values or combinations.

6.2 Keying and Coding Results

Course catalogs were keyed and coded for 15 schools. A total of 690 transcripts were keyed and coded for 656 sample members. The keyed and coded transcripts included 638 transcripts from base-year schools and 52 transcripts from transfer schools.

Timing for the catalog keying and coding process was assessed using a sample of 430 courses. For this sample, the average time required to key and code a single course was 1.4 minutes. The number of courses per catalog ranged from 64 to 508, with an average of 191 courses per catalog. Based on a sample of 422 transcripts, the average time to key and code a transcript was approximately 19 minutes.

6.2.1 Keyer/Coder Feedback

At the conclusion of the field test, a debriefing meeting was held with keyer/coder staff to obtain information on the field test experience that could be used to prepare for the main study. (The debriefing document appears in section 5.5 of this report.) Keyer/coders indicated that the time required to key and code catalogs and transcripts was dependent not only on the number of courses per catalog or transcript, but also on the clarity of the source document layout or formatting and course descriptions. Although data on some documents were clear and easy to find, others required more time to locate or interpret.

Regarding course coding, keyer/coders reported that coding guidance, whether provided in guidance documents, via problem sheets, or at QC meetings, was very useful during the task of selecting course codes. Some difficulties were experienced because of the design of the CSSC, including inconsistent use of numbers to signify course levels (some use grade level, others use 1–4) and codes with missing or limited definitions that made differentiation difficult. Special education courses were described as difficult to code because the source description often fit better with non-special education codes and in some cases it was difficult to determine whether a course was special education.

Keyer/coders described challenges in using course attributes intended for courses offered in conjunction with postsecondary institutions. The field test course attributes sought to identify courses that offered both secondary and postsecondary credit or were associated with a career/technical program, and also to identify where such courses were taught. Catalogs were

found to offer varying detail on such courses, and these descriptions did not always correspond to the specified attributes.

6.2.2 Quality Control Results

Expert coding was performed on a random sample of courses selected from each catalog. The expert coder, a member of the project team experienced in coding and use of the CSSC, reviewed course information and selected a code without seeing the code already selected by the keyer/coder. A percent agreement rate was calculated between the keyer/coder and expert coder. Percent agreement was calculated at three levels of specificity based on the design of CSSC codes. To test the expert coding system, nine catalogs were expert-coded during the field test.

Each CSSC code contains six digits. The first two digits identify, by subject, the general course category. The next two digits add a subject subcategory, and the final two digits provide the greatest specificity. Based on a sample of 180 courses, at the 2-digit level the keyer/coder and expert coder agreed on 94 percent of courses. At the 4-digit level, agreement was 88 percent, and at 6-digit (perfect agreement), it was 71 percent.

Rekeying was performed in the field test to assess the rekeying application and therefore was only tested on a small sample of transcripts. This application will be used in the main study keying/coding task to assess agreement between keyer/coders on the entry of keyed data from transcripts, such as grade levels, terms, grades, and credits earned. As with expert coding, a second user (either another keyer/coder or project staff) will enter transcript data independently, without seeing the entries of the first keyer/coder.

6.3 Keying and Coding Conclusions

The field test experience will be used to make enhancements to the keying and coding systems and procedures for the main study high school transcript keying and coding operation. In particular, changes will be made to the course code used for catalog course coding, to the catalog course component of the KCS, and to the keyer/coder training.

For the main study, the course code will be changed from the CSSC to the Secondary School Course Classification System: School Codes for the Exchange of Data (SCED). The SCED classification system was developed to assist schools in maintaining, reporting, and communicating data on student coursetaking, and is being adopted by many state and local agencies. The course code descriptions in the SCED are more robust and will enable better differentiation between course subjects for more accurate and reliable coding. The SCED taxonomy uses course level or rigor, course credits, and course sequence to assign a 12-character course code. The HSLS:09 KCS will be modified to add these three elements, and the keyer/coder training will be updated to include instructions on identifying and assigning these elements.

Course attributes for combined secondary/postsecondary courses will be modified for the main study by using a tiered approach. An initial attribute will be used to establish w dual credit was offered for the course, while follow-up attributes will collect more information when it is available, such as where the course was offered and if postsecondary credits were offered.

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Chapter 7.
Summary of Recommendations for the Main Study

This section of the Field Test Report summarizes the combined recommendations from the 2012 Update field test as well as the High School Transcript field test for main study implementation.

The field test effort demonstrated that the data collection procedures for the two components should prove suitable for the main study. Nevertheless, some modifications were recommended and planned for the main study implementation of the two components.

7.1 Recommendations for 2013 Update Questionnaire

In addition to the methodological recommendations for the collection of questionnaire and transcript data set out in sections 7.2 and 7.3 below, the Field Test Report (appendix A of this *Data File Documentation*) contains highly specific item-level recommendations regarding the student-parent Update instrument. Such recommendations include dropping certain items that were not successful and for which there are no prospects of repair, addition of explicit "don't know" options for several items (chiefly, associated with financial aid), and addition of content that will facilitate more accurate standardization. More specifically, revisions are recommended as follows: financial aid questions should be retained without major modification despite high "don't know" responses; it is recommended that the interview ask about AP, IB and all other college courses separately to help respondents parse their answers and provide more complete data for analysis; it is recommended that the item asking for unlisted forms of training be eliminated or (alternatively) retained with elimination of "other specify"; clarification or elimination may be desirable for the question asking about completion of other financial aid applications besides FAFSA; the definition of apprenticeship should be refined if the question remains; while the field test allowed respondents to choose reporting units for work; clarifying information should be added to allow for more accurate standardization; finally, to address the serious response inconsistency (parent vs. student) in the counselor's involvement item, a less subjective question may be preferable.

In the main, response rates were approaching or at least 85 percent, although many students were unable to supply occupation code information for job expected in the coming November. Timing analyses showed that overall length was only slightly longer than target, supporting the recommendation that drastic cuts in items not be made.

7.2 Recommendations for 2013 Update Data Collection Methodology

The 2012 Update and the 2013 Update are designed to collect data when most students have graduated from high school. A June 15 start date was implemented in the 2012 Update field

test so that most students would have had their graduation by the time data collection began. However, many students had left home soon after graduation to attend summer classes in college or for summer or permanent employment. This created challenges in reaching sample members. For this reason, the 2013 Update will begin 2 weeks earlier, with a June 1 start date.

Correspondence will be sent to sample members a couple of months prior to data collection to let them know that they will be contacted for an interview starting in June 2013, and to obtain updated contact information. This pre-data collection contact will help ensure that the most current contact information for sample members is available leading up to the 2013 Update.

Introductory scripts used by telephone interviewers will be updated to more clearly reflect that the calls are for either the student sample member or the parent. Parents often deferred to the student to complete the interview in the field test or assumed that their participation was not needed if the student had already moved out of the home for college or work. This script will also mention the timing of the sampled student's most recent participation in HSLS:09 early in the call to provide legitimacy. Also, because the majority of phone numbers available for sample members are numbers for their parents' homes, computer-assisted telephone interview procedures will be in place to guide interviewers on how to appropriately ask parents for and record new contact information for student sample members. Successful contacts with student sample members and their parents will be an important component of the interviewer training for the main study.

Incentives were paid to the student in the field test regardless of whether it was the student or parent who responded to the questionnaire. For the main study, it is recommended that parents be asked whether they want the incentive check to be made out to them or to the student. Because either the student or parent can respond, mailings and e-mails to sample members will be staggered after the first mailing so that student sample members and their parents receive contact materials on different days.

Finally, the positive role of responsive design techniques in the field test argues for the continuation of this approach in the main study.

7.3 Recommendations for Transcript Data Collection Methodology

The field test transcript collection was designed to test processes and procedures in preparation for the main study. Base-year schools were familiar with HSLS:09 and were more willing to provide student transcripts, especially if the staff who worked on HSLS:09 in the first follow-up or base year were still at the school at the time of the transcript collection. Transfer schools had more questions about the study and required more prompting for transcripts. The lower participation rate of the transfer schools in the field test is a potential concern for the main study, and requires extra effort to bring levels of cooperation closer to those of the base-year schools.

Information was sent to the schools to describe the study and the request for transcripts in particular. Content included the importance and use of transcript data, as well as Family Education Rights and Privacy Act (FERPA) regulations that afford NCES the authorization to collect transcripts. It was determined that schools do not require this level of information in hard copy. It is proposed that documents related to the importance and use of transcript data and FERPA information are posted on the study website and referred to in the letter sent to the school. Hardcopies of these documents would be made available upon request by school staff.

Catalogs were requested from all 4 years of the student's high school experience. It has been determined that almost universally, only the most recent course catalog is strictly required. Thus, focus should be on obtaining the most recent catalog possible for keying and coding. If older catalogs are available (many have already been collected) these can be used as reference points in the keying/coding process as needed. Since many schools do not retain catalogs from prior school years, under no circumstances should they be asked to reconstruct a record of past offerings. Emphasis should be on the current catalog.

While prompting transfer schools for transcripts, it was confirmed that many students transfer to multiple schools. Procedures have been established to request transcripts from multiple transfer schools when needed.

In terms of keying and coding operations, some changes will be required for the main study to properly reflect the decision (on conceptual grounds) to shift course taxonomies from the CSSC to the SCED (Secondary School Course Classification System: School Codes for the Exchange of Data. The SCED course descriptions are more robust and should foster more accurate and reliable coding. The KCS will be modified accordingly. Also course attributes for combined secondary/postsecondary courses will be improved for full-scale by using a tired approach. Finally, crosswalks will be constructed between SCED and CSSC.

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Appendix B: 2013 Update Facsimile Instrument and Flowcharts

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NOTE: This document is a representation of the full length instrument. [A] indicates screens that were included on the abbreviated instrument.

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SECTION A: HIGH SCHOOL UPDATE

[A]Screen: Introduction to Section A

Question wording: We will begin by getting an update on [your/your teenager's] high school enrollment.

Routing: Go to A01

[A]Screen: S3 A01

Question wording: [Have/Has][you/your teenager] earned a high school credential such as a high school diploma, certificate of attendance, GED or other high school equivalency?

Variable: S3HSCRED

1=Yes
0=No

Routing: If yes, go to S3 A02. Otherwise, skip to S3 A04

Administered to: All respondents

[A]Screen: S3 A02

Question wording: What type of high school credential [have/has] [you/he/she] earned?

Variable: S3HSCREDTYPE

1=High school diploma
2=GED or other high school equivalency
3=Certificate of attendance

Routing: Go to A03

Administered to: Respondents who have earned a high school credential

---

[A]Screen: S3 A03

Question wording: In what month and year did [you/he/she] receive [your/his/her] [high school diploma/GED or other high school equivalency/certificate of attendance/high school credential]?

Variable: S3HSCREDMO

Item wording: Month:

-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December

Variable: S3HSCREDYR

Item wording: Year:

-9=Select one
2009=2009
2010=2010
2011=2011
2012=2012
2013=2013

Routing:

If high school credential is a diploma or certificate of attendance, then skip to S3 A09
Otherwise, go to S3 A08

Administered to: Respondents who have earned a high school credential

---

Screen: S3 A04

Question wording: [At the end of the spring 2013 term, [were/was] [you/your teenager]/[Are/Is][you/your teenager]currently] attending high school, not attending high school, or being homeschooled?

If [you/he/she] [[are/is]/[were/was]] out for a high school break, illness, injury, or vacation, please consider [yourself/him/her] as attending high school.

Variable: S3ENROLLHS13

1=Attending high school
2=Not attending high school
3=Being homeschooled

Routing: If attending high school or being homeschooled, skip to S3 A06. Otherwise, go to S3 A05

Administered to: Respondents who have not earned a high school credential

---

Screen: S3 A05

Question wording: [Do/Does][you/he/she] plan to get a high school credential such as a high school diploma, certificate of attendance, GED or other high school equivalency?

Variable: S3HSPLAN

1=Yes
0=No

Routing: If yes, go to S3 A06. Otherwise, skip to S3 A08

Administered to: Respondents who have not earned a high school credential and are not attending high school or being homeschooled

---

Screen: S3 A06

Question wording: What type of high school credential [do/does] [you/he/she] plan to earn?

Variable: S3HSCREDPLAN

1=High school diploma
2=GED or other high school equivalency
3=Certificate of attendance

Routing: Go to A07

Administered to: Respondents who have not earned a high school credential and are either 1) attending high school or homeschool, or 3) not attending, but planning to get a high school credential.

Screen: S3 A07

Question wording: About what month and year [do/does] [you/he/she] expect to [receive a high school diploma/receive a certificate of attendance/ take the examination for the GED or other high school equivalency/receive a high school diploma or certificate of attendance or to take the examination for the GED or other high school equivalency]?

Variable: S3HSCOMPMO

Item wording: Month

-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December

Variable: S3HSCOMPYR

Item wording: Year

-9=Select one
2013=2013
2014=2014
2015=2015 or later

Variable: Not on data file as a stand-alone variable.

Item wording: Don't know

1=Yes
0=No

Routing: If attending high school or being homeschooled, skip to S3 A09. Otherwise, go to S3 A08.

Administered to: Respondents who have not earned a high school credential and are either 1) attending high school or homeschool, or 3) not attending, but planning to get a high school credential.

Screen: S3 A08

Question wording: In what month and year did [you/he/she] last attend high school?

Variable: S3LASTHSMO

Item wording: Month:

-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October

11=November
12=December

Variable: S3LASTHSYR

Item wording: Year:

-9=Select one
2009=2009
2010=2010
2011=2011
2012=2012
2013=2013

Routing: Go to A09

Administered to: Respondents who 1) have earned a GED (alternative completers) or 2) have not earned a high school credential and are not enrolled in high school

---

[A]Screen: S3 A09

Question wording: What is the name of the high school [from which [you/your teenager] received a diploma]/from which [you/your teenager] received a certificate of attendance/ [you/your teenager] last attended/[you/your teenager] [are/is] currently attending]?

Variable: S3LASTHS

1=[First follow-up high school(X2NCESID)]
2=[Other high school identified in first follow-up (S2OTHHSID1)]
3=[Other high school identified in first follow-up (S2OTHHSID2)]
4=[Base year high school (X1NCESID)]
5=A different high school

Routing: If a different high school or no option is selected, go to S3 A10. Otherwise, skip to BEGIN HIGH SCHOOL LOOP

Administered to: All respondents

[A]Screen: S3 A10

Question wording: What is the full name, city, and state of the high school [from which [you/he/she] received a diploma]/from which [you/he/she] received a certificate of attendance/[you/he/she] last attended/[you/he/she] [are/is] currently attending]? (Do not enter abbreviations.)

Variable: S3LASTHSID

Item wording: School's CCD or PSS ID

Variable: Not on data file

Item wording: School name:

Variable: Not on data file

Item wording: City:

Variable: Not on data file

Item wording: State (or Country):

Routing: Go to BEGIN HIGH SCHOOL LOOP

Administered to: Respondents who last attended a high school other than the base year school, the first follow-up school, or another school identified in the first follow-up

Screen: BEGIN HIGH SCHOOL LOOP

Question wording: [So far we know that [you/your teenager] [have/has] attended these high schools since [you/he/she] [were/was] a 9th-grader in the fall of 2009:

[Last high school attended (S3LASTHSID)]

[First follow-up high school (X2NCESID)]

[Other high school identified in first follow-up (S2OTHHSID1)]

[Other high school identified in first follow-up (S2OTHHSID2)]

[Base year high school (X1NCESID)]

[Have/Has] [you/your teenager] attended any other high school besides [[base year high school]/these] since [you/he/she] [were/was] a 9th-grader in the fall of 2009?

Variable: Not on data file
1=Yes
0=No

Routing: If yes, go to S3 A11. Otherwise, skip to S3 A12.

Administered to: All respondents

Screen: S3 A11

Question wording: What is the full name, city, and state of the other high school [you/he/she] attended? (Do not enter abbreviations.)

Variable: S3OTHHSID1 - S3OTHHSID2
Item wording: Schools' CCD or PSS IDs

Variable: Not on data file
Item wording: School name:

Variable: Not on data file
Item wording: City:

Variable: Not on data file
Item wording: State (or Country):

Routing: Go to REPEAT HIGH SCHOOL LOOP

Administered to: Respondents who have attended a high school other than the base year school, first follow-up school, or other school identified in first follow-up

---

Screen: REPEAT HIGH SCHOOL LOOP

Question wording: [So far we know that [you/your teenager] [have/has] attended these high schools since [you/he/she] [were/was] a 9th-grader in the fall of 2009:

[New high school identified in 2013 Update (S3OTHHSID1)]

[New high school identified in 2013 Update (S3OTHHSID2)]

[Last high school attended (S3LASTHSID)]

[First follow-up high school (X2NCESID)]

[Other high school identified in first follow-up (S2OTHHSID1)]

[Other high school identified in first follow-up (S2OTHHSID2)]

[Base year high school (X1NCESID)]

[Have/Has] [you/your teenager] attended any other high school besides these since [you/he/she] [were/was] a 9th grader in the fall of 2009?

Variable: Not on data file

1=Yes
0=No

Routing: If yes, return to A11. Otherwise, go to S3 A12.

Administered to: Respondents who have attended a high school other than the base year school, first follow-up school, or other school identified in first follow-up

---

Screen: S3 A12

Question wording: [Did [you/he/she] take/[Have/Has][you/your teenager] taken] any high school courses for college credit [when [you/he/she] [were/was] in high school] including AP courses, IB courses, and other courses for college credit? [Include any courses that [you/he/she] [are/is] taking now.]

Variable: S3ANYCLGCRED

1=Yes
0=No

Routing: If yes, go to S3 A13. Otherwise, skip to S3 A17 pre-routing.

Administered to: All respondents

Screen: S3 A13

Question wording: Which of the following types of courses for college credit [did [you/he/she] take/[have/has] [you/he/she] taken[when [you/he/she] [were/was] in high school]?

Variable: S3AP

Item wording: Advanced Placement (AP) courses

1=Yes
2=No
3=Don't know

Variable: S3IB

Item wording: International Baccalaureate (IB) courses

1=Yes
2=No
3=Don't know

Variable: S3DUAL

Item wording: Any other course for college credit such as dual or concurrent enrollment courses

1=Yes
2=No
3=Don't know

Routing: If has taken AP course(s), go to S3 A14. Otherwise, if has taken IB course(s), skip to S3 A15. Otherwise, if has taken other course(s) for college credit, skip to S3 A16. Otherwise, skip to S3 A17 pre-routing.

Administered to: All respondents who have taken courses for college credit while in high school.

Screen: S3 A14

Question wording: In which of the following subjects [did [you/he/she] take/[have/has] [you/he/she] taken] AP courses?

Variable: S3APMATH

Item wording: Math

1=Yes
0=No

Variable: S3APSCIENCE

Item wording: Science

1=Yes
0=No

Variable: S3APOTHER

Item wording: Another subject

1=Yes
0=No

Routing: If has taken IB course(s), go to S3 A15. Otherwise, if has taken other course(s) for college credit, skip to S3 A16. Otherwise, skip to S3 A17 pre-routing.

Administered to: Respondents who have taken AP course(s)

Screen: S3 A15

Question wording: In which of the following subjects [did [you/he/she] take/[have/has] [you/he/she] taken] IB courses?

Variable: S3IBMATH

Item wording: Math

1=Yes
0=No

Variable: S3IBSCIENCE

Item wording: Science

1=Yes
0=No

Variable: S3IBOTHER

Item wording: Another subject

1=Yes
0=No

Routing: If has taken other course(s) for college credit, go to S3 A16. Otherwise, skip to S3 A17 pre-routing.

Administered to: Respondents who have taken IB course(s)

Screen: S3 A16

Question wording: In which of the following subjects [did [you/he/she] take/[have/has] [you/he/she] taken] courses for college credit other than AP and IB?

Variable: S3DUALMATH

Item wording: Math

1=Yes
0=No

Variable: S3DUALSCIENCE

Item wording: Science

1=Yes
0=No

Variable: S3DUALOTHER

Item wording: Another subject

1=Yes
0=No

Routing: Go to A17 pre-routing

Administered to: Respondents who have taken course(s) for college credit (other than AP and IB)

Screen: S3 A17

Pre-Routing: If teenager was enrolled in school at any time during the 2012-2013 school year, go to S3 A17. Otherwise, skip to S3 A18

Question wording: Did [you/your teenager] meet one-on-one with a high school counselor in the 2012-2013 school year about...

Variable: S3CNSLCLG

Item wording: gaining admission to a college or university?

1=Yes
2=No
3=Don't know

Variable: S3CNSLAID

Item wording: applying for financial aid?

1=Yes
2=No
3=Don't know

Variable: S3CNSLJOB

Item wording: finding a job?

1=Yes
2=No
3=Don't know

Routing: Go to A18

Administered to: Respondents who were enrolled in high school for any part of the 2012 - 2013 school year

---

Screen: S3 A18

Question wording: Who has had the most influence on [your/your teenager's] thinking about education after high school, if anyone?

Variable: S3CLGINFLU

1=A high school counselor
2=A counselor hired by your family to help [you/your teenager] prepare for college admission
3=A teacher
4=[Your/His/Her] parents
5=Another family member
6=[Your/His/Her] friends
7=[Your/His/Her] employer
8=A military recruiter

9=A coach or scout
10=[Yourself/Himself/Herself]
11=No one in particular
12=Don't know

Routing: Go to A19

Administered to: All respondents

Screen: S3 A19

Question wording: Who has had the most influence on [your/your teenager's] thinking about financial aid, if anyone?

Variable: S3AIDINFLU

1=A high school counselor
2=A counselor hired by your family to help [you/your teenager] prepare for college admission
3=A teacher
4=[Your/His/Her] parents
5=Another family member
6=[Your/His/Her] friends
7=[Your/His/Her] employer
8=A military recruiter
9=A coach or scout
10=[Yourself/Himself/Herself]
11=No one in particular
12=Don't know

Routing: Go to A20

Administered to: All respondents

Screen: S3 A20

Question wording: Who has had the most influence on [your/your teenager's] thinking about careers, if anyone?

Variable: S3CAREERINFLU

1=A high school counselor
2=A teacher
3=[Your/His/Her] parents
4=Another family member
5=[Your/His/Her] friends
6=[Your/His/Her] employer
7=A military recruiter
8=A coach or scout
9=[Yourself/Himself/Herself]
10=No one in particular
11=Don't know

Routing: Go to Section B

Administered to: All respondents

SECTION B: ACTIVITIES AS OF NOVEMBER 1, 2013

[A]Screen: Introduction to Section B

Question wording: Next we will ask you about what [you/your teenager] [will/were/was] [be] doing on or around November 1st of this year.

[A]Screen: S3 B01

Question wording: Which of the following activities [will/were/was] [you/your teenager] [be] doing on or around November 1st?

Variable: S3CLASSES

Item wording: Taking classes from a college, university, community college, trade school, or other occupational school (such as a cosmetology school or a school of culinary arts)

1=Yes
2=No
3=Don't know

Variable: S3APPRENTICE

Item wording: Participating in an apprenticeship program

1=Yes
2=No
3=Don't know

Variable: S3WORK

Item wording: Working for pay

1=Yes
2=No
3=Don't know

Variable: S3MILITARY

Item wording: Serving in the military including ROTC

1=Yes
2=No
3=Don't know

Variable: S3FAMILY

Item wording: Starting a family or taking care of [your/his/her] children

1=Yes
2=No
3=Don't know

Variable: S3HS

Item wording: Attending high school or homeschool

1=Yes
2=No
3=Don't know

Variable: S3GEDCOURSE

Item wording: Taking a course to prepare for the GED or other high school equivalency exam

1=Yes
2=No
3=Don't know

Routing: If yes to more than one item, go to S3 B02. Otherwise, if taking postsecondary classes, skip to S3 B03. Otherwise, if working or apprenticeship, skip to S3 B04. Otherwise, if serving in the military, skip to S3 B05. Otherwise, if attending high school or GED completion course (and not taking postsecondary classes), skip to Section E. Otherwise, skip to Section C.

Administered to: All respondents

Screen: S3 B02

Question wording: What [will/was][be] [your/his/her] main focus?

Variable: S3FOCUS

1=Taking classes from a college or university, community college, trade school, or other occupational school (such as a cosmetology school or school of culinary arts)?
2=Participating in an apprenticeship program
3=Working for pay
4=Serving in the military
5=Starting a family or taking care of [your/his/her] children
6=Attending high school or homeschool
7=Taking a course to prepare for the GED or other high school equivalency exam
8=[You/Your teenager] [will/were/was][be] equally focused on more than one of these

Routing: If taking postsecondary classes in S3 B01, go to S3 B03. Otherwise, if working or apprenticeship program in S3 B01, skip to S3 B04. Otherwise, if serving in military in S3 B01, skip to S3 B05. Otherwise, skip to Introduction to Section E.

Administered to: Respondents who are pursuing two or more activities in S3 B01

[A]Screen: S3 B03

Question wording: [Will/Were/Was] [you/your teenager][be] enrolled in school full-time or part-time as of November 1st?

Variable: S3CLGFT

1=Full-time
2=Part-time
3=Don't know

Routing: If working or apprenticeship program in S3 B01, go to S3 B04. Otherwise, if serving in military in S3 B01, skip to S3 B05. Otherwise, if not taking postsecondary classes AND attending high school or GED completion course in S3 B01, skip to Section E. Otherwise, skip to Section C

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

[A]Screen: S3 B04

Question wording: As of November 1st, [will/were/was] [you/your teenager][be] working full-time, that is 35 hours or more per week?

Variable: S3WORKFT

1=Yes
2=No
3=Don't know

Routing: If serving in the military in S3 B01, go to S3 B05. Otherwise, if not taking postsecondary classes AND attending high school or GED completion course in S3 B01, skip to Section E. Otherwise, skip to Section C

Administered to: Respondents who are working or apprenticing as of November 1, 2013

Screen: S3 B05

Question wording: In which branch of the military [will/were/was] [you/he/she][be] serving as of November 1st?

Variable: S3MILBRANCH

1=Army
2=Navy
3=Air Force
4=Marine Corps
5=Coast Guard

Routing: If attending high school or GED completion course (and not taking postsecondary classes) in S3 B01, skip to Section E. Otherwise, go to Section C.

Administered to: Respondents who are serving in the military as of November 1, 2013

SECTION C: APPLICATIONS & REGISTRATION AT POSTSECONDARY INSTITUTIONS

[A]Screen: Introduction to Section C

Question wording: In this section of the survey, we will ask you about [your/your teenager's] [education this fall and [your/his/her]] applications to and registration at colleges and schools that provide occupational training. When answering these questions, please answer with November 1st in mind.

Routing:

If taking postsecondary classes in S3 B01, go to S3 C01
Otherwise, skip to S3 C07

[A]Screen: S3 C01

Question wording: What is the name, city and state of the school or college [you/your teenager] [will/were/was][be] attending as of November 1st?

(Please type in the full name. Do not use abbreviations.)

Variable: S3CLGID (Institution's IPEDS ID)

Item wording: Institution's IPEDS ID

Variable: Not on data file

Item wording: Institution name:

Variable: Not on data file

Item wording: City:

Variable: Not on data file

Item wording: State (or Country):

Routing: Go to C02

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

[A]Screen: S3 C02

Question wording: What type of program [will/were/was] [you/your teenager][be] enrolled in?

Variable: S3PROGLEVEL

1=Bachelor's degree program (usually a 4-year degree)
2=Associate's degree program (usually a 2-year degree)
3=Certificate or diploma program from a school that provides occupational training (usually takes 2 years or less to complete, often leading to a license, such as cosmetology)
4=No specific program, but [you/he/she] [will/were/was] [be] taking courses
5=Other
6=You don't know

Routing: If Bachelor's degree, go to S3 C03. Otherwise, if Associate's degree, skip to S3 C04. Otherwise, skip to S3 C05.

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

Screen: S3 C03

Question wording: Will [you/he/she] complete an Associate's degree program before transferring to a Bachelor's degree program?

Variable: S3AAB4BA

1=Yes
0=No

Routing: Skip to C05

Administered to: Respondents who reported enrollment in a Bachelor's degree program as of November 1, 2013

Screen: S3 C04

Question wording: Is this an Associate's degree program designed for transfer to a Bachelor's degree program?

Variable: S3BATRANSFER

1=Yes
0=No

Routing: Go to C05

Administered to: Respondents who reported enrollment in an Associate's degree program as of November 1, 2013

Screen: S3 C05

Question wording: What field of study or program [will/were/was] [you/he/she] [be] considering?

Variable: S3FIELD2 (Field of study's 2-digit CIP code)

Item wording: Field of study's 2-digit CIP code

Variable: S3FIELD6 (Field of study's 6-digit CIP code)

Item wording: Field of study's 6-digit CIP code

Variable: S3FIELD

Item wording: Field of study:

Variable: Not on data file as a stand-alone variable.

Item wording: Check here if you do not know.

1=Yes
0=No

Routing: Go to C06

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

Screen: S3 C06

Question wording: Where [will/were/was] [you/your teenager][be] living on or around November 1st?

Variable: S3WHERELIVE

1=On campus or in college-owned housing (for example, a dorm or residence hall)
2=With parent(s), relative(s), or guardian(s)
3=Off campus (not college-owned housing)

Routing: Go to C07

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

Screen: S3 C07

Question wording: [Including [Nov 1 2013 postsecondary institution], how/How] many colleges or schools [have/has] [you/your teenager] applied to or registered at[, if any]?

Variable: S3CLGAPPNUM

Item wording: ___ colleges or schools (Please enter '0' if [you/he/she] did not apply or register.)/(Please include [Nov 1 2013 postsecondary institution] in the count.)

Routing: If 0, skip to Section D. Otherwise, if 1 and taking postsecondary classes in S3 B01, skip to S3 C13. Otherwise, if 1 and taking postsecondary classes in S3 B01, go to S3 C08. Otherwise, if 2 or more, go to S3 C08. Otherwise, if no response and taking postsecondary classes, skip to S3 C13. Otherwise, skip to Section D.

Administered to: All respondents except those who are pursuing a high school diploma or GED (and not taking postsecondary classes) as of November 1, 2013

Screen: S3 C08

Question wording: [[Not including [Nov 1 2013 postsecondary institution], think/Think] about the two schools [you/he/she] most seriously considered.] What is the name, city and state of [the school/the other school/one of the schools] [you/he/she] applied to or registered at?

Please type in the full name. Do not use abbreviations.)

Variable: S3CLGAPPID1

Item wording: Institution's IPEDS ID

Variable: Not on data file

Item wording: Institution name:

Variable: Not on data file

Item wording: City:

Variable: Not on data file

Item wording: State (or Country):

Routing: If applied to 1 school (and not taking classes at a postsecondary institution), skip to S3 C11. Otherwise, if applied to 2 schools including the November 1 postsecondary institution, skip to S3 C10. Otherwise, go to S3 C09.

Administered to: Respondents who applied to or registered at one or more postsecondary institutions (besides the one attending as of November 1, 2013 if applicable)

Screen: S3 C09

Question wording: What is the name, city and state of the other school [you/he/she] [applied to or registered at/most seriously considered]?

Variable: S3CLGAPPID2

Item wording: Institution's IPEDS ID

Variable: Not on data file

Item wording: Institution name:

Variable: Not on data file

Item wording: City:

Variable: Not on data file

Item wording: State (or Country):

Routing: Go to C10

Administered to: Respondents who applied to or registered at two or more postsecondary institutions (besides the one attending as of November 1, 2013 if applicable)

Screen: S3 C10

Question wording: Not considering the cost of the schools where [you/your teenager] applied, which of the following would be [your/his/her] first choice? Consider all schools regardless of [your/his/her] admission status.

Variable: S3CHOICEAPP

1=[November 1 2013 postsecondary institution]
2=[First postsecondary institution applied to (S3CLGAPPID1)]
3=[Second postsecondary institution applied to (S3CLGAPPID2)]
4=Don't know

Routing: Go to C11

Administered to: Respondents who applied to or registered at least two postsecondary institutions including the one attending as of November 1, 2013 if applicable.

Screen: S3 C11

Question wording: [Were/Was] [you/he/she] accepted, wait-listed or rejected at [first postsecondary institution applied to (S3CLGAPPID1)]? (For schools that admit anyone who registers, answer "accepted.")/

For each of the following schools, indicate if [you/he/she] [were/was] accepted, waitlisted or rejected. (For schools that admit anyone who registers, answer "accepted.")/

[Were/Was] [you/he/she] accepted, waitlisted or rejected at [second postsecondary institution applied to (S3CLGAPPID2)]? (For schools that admit anyone who registers, answer "accepted.")/

Variable: S3APPSTATUS1

Item wording: [First postsecondary institution applied to (S3CLGAPPID1)]

1=Accepted
2=Wait-listed
3=Rejected

Variable: S3APPSTATUS2

Item wording: [Second postsecondary institution applied to (S3CLGAPPID2)]

1=Accepted
2=Waitlisted
3=Rejected

Routing: If accepted by more than one school (including November 1 postsecondary institution, if applicable), go to S3 C12. Otherwise, if taking postsecondary classes in S3 B01, skip to S3 C13. Otherwise, skip to Section D.

Administered to: Respondents who applied to or registered at one or more postsecondary institutions (besides the one attending as of November 1, 2013 if applicable)

Screen: S3 C12

Question wording: Not considering the cost of those schools to which [you/your teenager] [were/was] accepted, which of the following schools was [your/his/her] first choice?

Variable: S3CHOICEACC

1=[November 1 2013 postsecondary institution]
2=[First postsecondary institution applied to (S3CLGAPPID1)]
3=[Second postsecondary institution applied to (S3CLGAPPID2)]
4=Don't know

Routing: If taking postsecondary classes in S3 B01, go to S3 C13. Otherwise, skip to Section D

Administered to: Respondents who were accepted by more than one postsecondary institution including the one attending as of November 1, 2013, if applicable

---

Screen: S3 C13

Question wording: How important to [you/your teenager] [were/was] each of the following characteristics when choosing to attend [November 1 2013 postsecondary institution]?

Variable: S3REPUTATION

Item wording: Academic quality or reputation

1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3COSTATTEND

Item wording: Cost of attendance

1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3DISTANCE

Item wording: Distance from home

1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3JOBPLC
Item wording: A good reputation of placing students in jobs
1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3GRADSCHPLC
Item wording: A good reputation of placing students in graduate or professional schools
1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S34YRBAPLC
Item wording: A good reputation of placing students in 4-year Bachelor's degree programs
1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3SPORTS
Item wording: Opportunity to play sports
1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3RECOMMEND
Item wording: Recommended by family or friends or a family member went there
1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3OFFERSFIELD
Item wording: Offers a particular program of study
1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3SOCIALLIFE
Item wording: Good social life, sports team or school spirit
1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3ONLINE
Item wording: Offers online courses
1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Variable: S3FITIN

Item wording: Students there are like [you/him/her]

1=Very important
2=Somewhat important
3=Not at all important
4=Don't know

Routing: Go to Section D

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

SECTION D: FINANCIAL AID AND COSTS

[A]Screen: Introduction to Section D

Question wording: Now we will ask you about financial aid[and enrollment costs].

Routing: Go to D01

[A]Screen: S3 D01

Question wording: Did [you/your teenager] or another family member complete a FAFSA, that is the Free Application for Federal Student Aid, for [your/his/her] education?

Variable: S3APPFAFSA

1=Yes
2=No
3=You don't know what a FAFSA is
4=You don't know if [you/your teenager] or another family member completed a FAFSA

Routing: If no, go to S3 D02. Otherwise, if taking postsecondary classes in S3 B01, skip to S3 D04. Otherwise, if was accepted to at least one postsecondary institution, skip to S3 D08. Otherwise, skip to S3 D10.

Administered to: All respondents except those who are pursuing a high school diploma or GED (and not taking postsecondary classes) as of November 1, 2013

[A]Screen: S3 D02

Question wording: What are the reasons [you/he/she] did not complete a FAFSA? Would you say [you/he/she] did not complete a FAFSA...

Variable: S3NODEBT

Item wording: because you do not or your family does not want to take on debt?

1=Yes
0=No

Variable: S3CANAFFORD

Item wording: because you or your family can afford school or college without financial aid?

1=Yes
0=No

Variable: S3INELIGIBLE

Item wording: because you or your family thought [you/your teenager] may be ineligible or may not qualify?

1=Yes
0=No

Variable: S3DKHOW

Item wording: because you or your family did not have enough information about how to complete a FAFSA?

1=Yes
0=No

Variable: S3FORMWORK

Item wording: because you or your family thought the FAFSA forms were too much work or too time-consuming?

1=Yes
0=No

Variable: S3DKCOULD

Item wording: because you or your family did not know you could complete a FAFSA?

1=Yes
0=No

Variable: S3NOPOSTSEC

Item wording: because [you/your teenager] [do/does] not plan to continue [your/his/her] education after high school?

1=Yes
0=No

Routing: If did not complete a FAFSA due to perceptions of ineligibility (S3INELIGBLE=1), go to S3 D03. Otherwise, if taking postsecondary classes in S3 B01, skip to S3 D04. Otherwise, if was accepted to at least one postsecondary institution, skip to S3 D08. Otherwise, skip to S3 D10.

Administered to: Respondents who did not complete a FAFSA

Screen: S3 D03

Question wording: Why did you think [you/your teenager] would not qualify for FAFSA financial aid? Was it…

Variable: S3FAMNOTQUAL

Item wording: because another family member did not qualify?

1=Yes
0=No

Variable: S3CREDIT

Item wording: because you have concerns about a credit score?

1=Yes
0=No

Variable: S3HIGHINCOME

Item wording: because your family's income is too high?

1=Yes
0=No

Variable: S3LOWSCORES

Item wording: because [your/your teenager's] grades or test scores are too low?

1=Yes
0=No

Variable: S3PTNOTQUAL

Item wording: because [you/your teenager] [[are/is] attending/[were/was] attending/would have attended] school or college part-time?

1=Yes
0=No

Routing: If taking postsecondary classes in S3 B01, go to S3 D04. Otherwise, if was accepted to at least one postsecondary institution, skip to S3 D08. Otherwise, skip to S3 D10.

Administered to: Respondents who did not complete a FAFSA because they thought they were ineligible or might not qualify

---

Screen: S3 D04

Question wording: Before financial aid, about how much is the total cost to you and [your family/[your teenager]] of [part-time] enrollment at [Nov 1 2013 postsecondary institution] for the 2013-2014 school year? Include tuition and mandatory fees[, room and board/, off campus housing expenses], and miscellaneous expenses.

Variable: S3CLGCOST

Item wording: $ ___ for the 2013-2014 school year

Variable: Not on data file as a stand-alone variable.

Item wording: Don't know

1=Yes
0=No

Routing: Go to D05

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

Screen: S3 D05

Question wording: Now, to pay for the 2013-2014 school year at [Nov 1 2013 postsecondary institution], about how much are you and [your family/[your teenager]] borrowing?

Variable: S3CLGBORROW

Item wording: Borrowing $__ for the 2013-2014 school year (Please enter 0 if applicable.)

Variable: Not on data file as a stand-alone variable.

Item wording: Don't know

1=Yes
0=No

Routing: Go to D06

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

Screen: S3 D06

Question wording: For the 2013-2014 school year at [Nov 1 2013 postsecondary institution], about how much are you and [your family/[your teenager]] receiving in scholarships and grants that do not have to be repaid?

Variable: S3CLGGRANT

Item wording: Receiving $__ for the 2013-2014 school year (Please enter 0 if applicable)

Variable: Not on data file as a stand-alone variable.

Item wording: Don't Know

1=Yes
0=No

Routing: Go to D07

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

Screen: S3 D07

Question wording: [Were/Was] [you/he/she] offered any of the following types of financial aid to attend [Nov 1 2013 postsecondary institution] for the first academic year?

Variable: S3CLGSTAFFORD

Item wording: Stafford loan or any other type of loan, including private loans

1=Yes
2=No
3=Don't know

Variable: S3CLGWKSTUDY

Item wording: Work-study job

1=Yes
2=No
3=Don't know

Variable: S3CLGPELL

Item wording: Pell grant or any other grant or scholarship

1=Yes
2=No
3=Don't know

Variable: S3CLGOTHAID

Item wording: Other financial aid

1=Yes
2=No
3=Don't know

Routing: If first choice institution (among those where accepted) is different from November 1 postsecondary institution (X3CHOICEACCID is not equal to X3CLGID) go to S3 D08. Otherwise, skip to Section E.

Administered to: Respondents who are taking postsecondary classes as of November 1, 2013

Screen: S3 D08

Question wording: Before financial aid, about how much is the total cost to you and [your family/[your teenager]] of [part-time] enrollment at [first choice among colleges where accepted] for the 2013-2014 school year? Include tuition and mandatory fees, room and board, or housing expenses as applicable, and miscellaneous expenses.

Variable: S3CHCCOST

Item wording: $ ___ for the 2013-2014 school year

Variable: Not on data file as a stand-alone variable.

Item wording: Don't know

0=No
1=Yes

Routing: Go to D09

Administered to: Respondents who are not attending their first choice of postsecondary institutions among those where accepted

Screen: S3 D09

Question wording: [Were/Was] [you/he/she] offered any of the following types of financial aid to attend [first choice among colleges where accepted] for the first academic year?

Variable: S3CHCSTAFFORD

Item wording: Stafford loan or any other type of loan, including private loans

1=Yes
2=No
3=Don't know

Variable: S3CHCWKSTUDY

Item wording: Work-study job

1=Yes
2=No
3=Don't know

Variable: S3CHCPELL

Item wording: Pell grant or any other grant or scholarship

1=Yes
2=No
3=Don't know

Variable: S3CHCOTHAID

Item wording: Other financial aid

1=Yes
2=No
3=Don't know

Routing: If taking postsecondary classes in S3 B01, skip to Section E. Otherwise, go to S3 D10.

Administered to: Respondents who are not attending their first choice of postsecondary institutions among those where accepted

[A]Screen: S3 D10

Question wording: Which of the following are reasons why [you/your teenager] [will/were/was] not [be] attending school as of November 1st? Would you say [you/he/she] [will/were/was] not [be] attending school…

Variable: S3DONOTWANT

Item wording: because [you/he/she] [do/does/did] not want to go to school?

1=Yes
2=No
3=Don't know

Variable: S3NOTADMITTED

Item wording: because [you/he/she] did not get in?

1=Yes
2=No
3=Don't know

Variable: S3CANTAFFORD

Item wording: because [you/he/she] [cannot/could not] afford to go to school?

1=Yes
2=No
3=Don't know

Variable: S3NOCLGOTH

Item wording: for other reasons? (please specify)

1=Yes
2=No
3=Don't know

Variable: Not on data file

Item wording: please specify text

Variable: S3NOCLGOTHRSN

Item wording: coded specify text

Routing: If more than one yes response, go to S3 D11. Otherwise, skip to Section E.

Administered to: Respondents who are not taking postsecondary classes, not enrolled in high school and not taking a GED course

---

Screen: S3 D11

Question wording: Which of these is the main reason? Would you say...

Variable: S3WHYNOTCLG

1=because [you/he/she] [do/does/did] not want to go to school?
2=because [you/he/she] did not get in?
3=because [you/he/she] [cannot/could not] afford to go to school?
4=because of another reason?

Routing: Go to Section E

Administered to: Respondents who 1) are not taking postsecondary classes, not enrolled in high school and not taking a GED course and 2) gave more than one reason for this

SECTION E: EMPLOYMENT

[A]Screen: Introduction to Section E

Question wording: Next we would like to ask you some questions about [your/your teenager's] employment.

Routing: Go to E01

[A]Screen: S3 E01

Question wording: [Are/Is] [you/your teenager] currently working for pay, not counting work around the house? Include apprenticeships.

Variable: S3CURWORK

1=Yes
0=No

Routing: If yes, go to S3 E02. Otherwise, if working for pay or apprentice program in S3 B01, skip to S3 E19. Otherwise, skip to Section F.

Administered to: All respondents

Screen: S3 E02

Question wording: What is [your/your teenager's] job? If [you/he/she] [have/has] more than one job, please report on the one at which [you/he/she] [work/works] the most hours.

What [do/does] [you/he/she] do in this job? That is, what are [your/his/her] main activities or duties?

Variable: S3CURJOB2
Item wording: Occupation's 2-digit O*NET code

Variable: S3CURJOB6
Item wording: Occupation's 6-digit O*NET code

Variable: S3CURJOBTTL
Item wording: Job title:

Variable: S3CURJOBDUT
Item wording: Job duties:

Routing: Go to E03

Administered to: Respondents who are working for pay as of the interview date

---

[A]Screen: S3 E03

Question wording: On this job, how much [do/does] [you/your teenager] currently earn before taxes are taken out? Please include tips if applicable.

Variable: S3CURJOBEARN
Item wording: $ ___ per

Variable: S3CURJOBUNIT
-9=Select one
1=hour
2=week
3=month
4=year

Routing: Go to E04

Administered to: Respondents who are working for pay as of the interview date

---

[A]Screen: S3 E04

Question wording: On this job, how many hours [do/does] [you/he/she] usually work per week?

Variable: S3CURJOBHRS
Item wording: ___ hours per week

Routing: If no response, go to S3 E05. Otherwise, if job earnings unit (S3CURJOBUNIT) is per month then skip to S3 E06. Otherwise, if job earnings unit (S3CURJOBUNIT) is per year then skip to S3 E07. Otherwise, skip to S3 E08.

Administered to: Respondents who are working for pay as of the interview date

[A]Screen: S3 E05

Question wording: [Do/Does] [you/he/she] work full-time (35 hours or more per week) or part-time (less than 35 hours per week) on this job?

Variable: S3CURJOBFT
1=Full-time
2=Part-time
3=Don't know

Routing: If job earnings unit (S3CURJOBUNIT) is per month then go to S3 E06. Otherwise, if job earnings unit (S3CURJOBUNIT) is per year then skip to S3 E07. Otherwise, skip to S3 E08.

Administered to: Respondents who are working for pay as of the interview date, but did not provide the number of hours worked per week

---

[A]Screen: S3 E06

Question wording: On this job, how many weeks [do/does] [you/he/she] usually work per month?

Variable: S3CURWKSPERMO
Item wording: ___ weeks per month

Routing: Go to E08

Administered to: Respondents who reported current job earnings per month

---

[A]Screen: S3 E07

Question wording: On this job, how many weeks [do/does] [you/he/she] usually work per year?

Variable: S3CURWKSPERYR
Item wording: ___ weeks per year

Routing: Go to E08

Administered to: Respondents who reported current job earnings per year

---

[A]Screen: S3 E08

Question wording: Is this job related to the job [you/he/she] [want/wants] to have when [you/he/she] [have/has] completed [your/his/her] education? Would you say…

Variable: S3JOBRELATE
1=Closely related
2=Somewhat related, or
3=Not at all related?

Routing: Go to E09

Administered to: Respondents who are working for pay as of the interview date

---

Screen: S3 E09

Question wording: Is this job a formal apprenticeship in which [you/he/she] [receive/receives] both instruction and on-the-job training and [are/is] paid a training salary?

Variable: S3APPRENTSHIP
1=Yes
2=No
3=Don't know

Routing: Go to E10

Administered to: Respondents who are working for pay as of the interview date

---

Screen: S3 E10

Question wording: What month and year did [you/he/she] start this job?

Variable: S3JOBSTARTMO

Item wording: Month

-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December

Variable: S3JOBSTARTYR

Item wording: Year

-9=Select one
2009=2009 or before
2010=2010
2011=2011
2012=2012
2013=2013

Routing: Go to E11

Administered to: Respondents who are working for pay as of the interview date

---

Screen: S3 E11

Question wording: Did [you/he/she] get this job with assistance from a school staff member or from a school arranged program, such as an internship or co-op program?

Variable: S3HOWGOTJOB

1=Yes
0=No

Routing: Go to E12

Administered to: Respondents who are working for pay as of the interview date

---

Screen: S3 E12

Question wording: [[Besides [your/his/her] job as a [current job title], [are/is]/[Are/Is] [you/your teenager] currently working at any other jobs for pay, not counting work around the house? Include apprenticeships.]

Variable: S3OTHJOB

0=No
1=Yes, one other job
2=Yes, two or more other jobs

Routing: If one other job or two more other jobs, go to S3 E13. Otherwise, if working for pay or apprentice program in S3 B01, skip to S3 E18. Otherwise, skip to Section F.

Administered to: Respondents who are working for pay as of the interview date

---

Screen: S3 E13

Question wording: [[Besides [your/his/her] job as a [current job title], think/Think] about the other job at which [you/he/she] [work/works] the most hours.]

On this other job, how much [do/does] [you/your teenager] currently earn before taxes are taken out? Please include tips if applicable.

Variable: S3OTHJOBEARN

Item wording: $ ___ per

Variable: S3OTHJOBUNIT

-9=Select one
1=hour
2=week
3=month
4=year

Routing: Go to E14

Administered to: Respondents who are working more than one job for pay as of the interview date

---

Screen: S3 E14

Question wording: On this other job, how many hours [do/does] [you/he/she] usually work per week?

Variable: S3OTHJOBHRS

Item wording: ___ hours per week

Routing: If no response, go to S3 E15. Otherwise, if other job earnings unit (S3OTHJOBUNIT) is per month then skip to S3 E16. Otherwise, if other job earnings unit (S3OTHJOBUNIT) is per year then skip to S3 E17. Otherwise, if working for pay or apprentice program in S3 B01, skip to S3 E18. Otherwise, skip to Section F.

Administered to: Respondents who are working more than one job for pay as of the interview date

---

Screen: S3 E15

Question wording: [Do/Does] [you/he/she] work full-time (35 hours or more per week) or part-time (less than 35 hours per week) on this other job?

Variable: S3OTHJOBFT

Item wording: ___ hours per week

1=Full-time
2=Part-time
3=Don't know

Routing: If other job earnings unit (S3OTHJOBUNIT) is per month then go to S3 E16. Otherwise, if other job earnings unit (S3OTHJOBUNIT) is per year then skip to S3 E17. Otherwise, if working for pay or apprentice program in S3 B01, skip to S3 E18. Otherwise, skip to Section F.

Administered to: Respondents who are working more than one job for pay as of the interview date, but did not provide the number of hours worked per week for second job

Screen: S3 E16

Question wording: On this other job, how many weeks [do/does] [you/he/she] usually work per month?

Variable: S3OTHWKSPERMO

Routing: If working for pay or apprentice program in S3 B01, skip to S3 E18. Otherwise, skip to Section F.

Administered to: Respondents who reported second job earnings per month

Screen: S3 E17

Question wording: On this other job, how many weeks [do/does] [you/he/she] usually work per year?

Variable: S3OTHWKSPERYR

Item wording: ___ weeks per year

Routing: If working for pay or apprentice program in S3 B01, skip to S3 E18. Otherwise, skip to Section F.

Administered to: Respondents who reported second job earnings per year

[A]Screen: S3 E18

Question wording: [[Do/Does] [you/your teenager] plan to be / [Were/Was] [you/your teenager]] working at [your/his/her] [job as a [current job title]/current job/current main job] on or around November 1st?

Variable: S3NOV1JOBPLAN

1=Yes
0=No

Routing: If yes, then skip to Section F. Otherwise, go to S3 E19.

Administered to: Respondents who are working or apprenticing as of November 1, 2013

Screen: S3 E19

Question wording: What job [[do/does] [you/your teenager] hope to/did [you/your teenager]] have on November 1st of this year?

What [will/did] [you/he/she] do in this job? That is, what[will/were] [be] [your/his/her] main activities or duties?

Variable: S3NOV1JOB2

Item wording: Occupation's 2-digit O*NET code

Variable: S3NOV1JOB6

Item wording: Occupation's 6-digit O*NET code

Variable: S3NOV1JOBTTL

Item wording: Job title:

Variable: S3NOV1JOBDUT

Item wording: Job duties:

Routing: Go to Section F

Administered to: Respondents who are currently working a different job than the November 1, 2013 job

SECTION F: LOCATING INFORMATION

[A]Screen: Introduction to Section F

Question wording: In this last section, we would like to collect some contact information that will help us locate [you/you and [your teenager]/[your teenager]] in the future for HSLS:09. This information will be kept in secure data files separate from the rest of your answers.

Routing: If sample member is attending high school as of November 1 2013, go to S3 F01A. Otherwise, respondent is routed to screens that collect locating information before going to END.

Screen: F01A

Question wording: What high school [will/were/was] [you/your teenager][be] attending as of November 1st?

Variable: S3FALLHS

1=[New high school identified in 2013 Update (S3OTHHSID1)]
2=[New high school identified in 2013 Update (S3OTHHSID2)]
3=[Last high school attended (S3LASTHSID)]
4=[First follow-up high school (X2NCESID)]
5=[Other high school identified in first follow-up (S2OTHHSID1)]
6=[Base year high school (X1NCESID)]
7=Homeschool
8=A different school

Routing: If a different school, go to S3 F01B. Otherwise, respondent is routed to screens that collect locating information before going to END.

Administered to: Respondents attending high school as of November 1 2013

Screen: F01B

Question wording: What is the full name, city, and state of the high school that [you/your teenager] [will/were/was][be] attending as of November 1st? (Do not enter abbreviations.)

Variable: S3FALLHSID

Item wording: School's CCD or PSS ID

Variable: Not on data file

Item wording: School name:

Variable: Not on data file

Item wording: City:

Variable: Not on data file

Item wording: State (or Country):

Routing: Respondent is routed to screens that collect locating information before going to END.

Administered to: Respondents attending a high school not previously identified

---

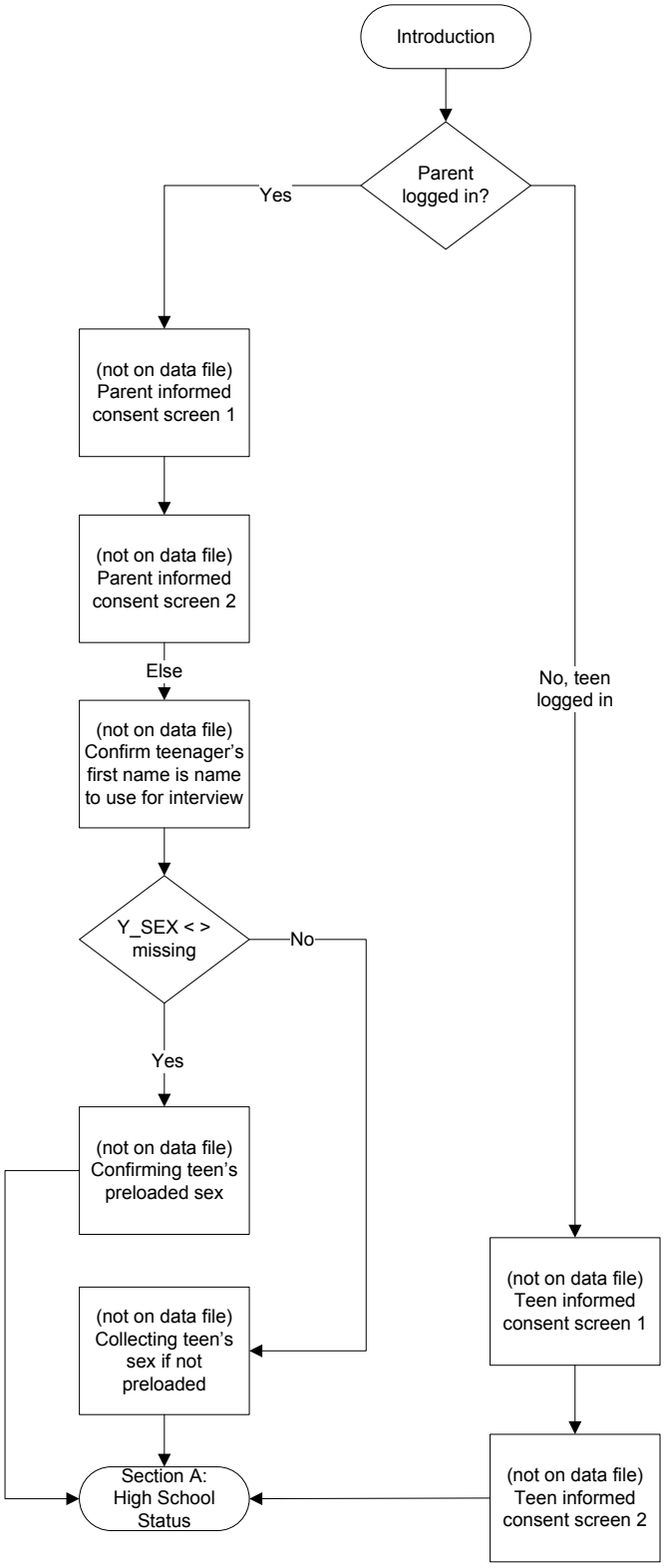
[A]Screen: END

Question wording: Congratulations, you have completed the 2013 Update of HSLS:09!

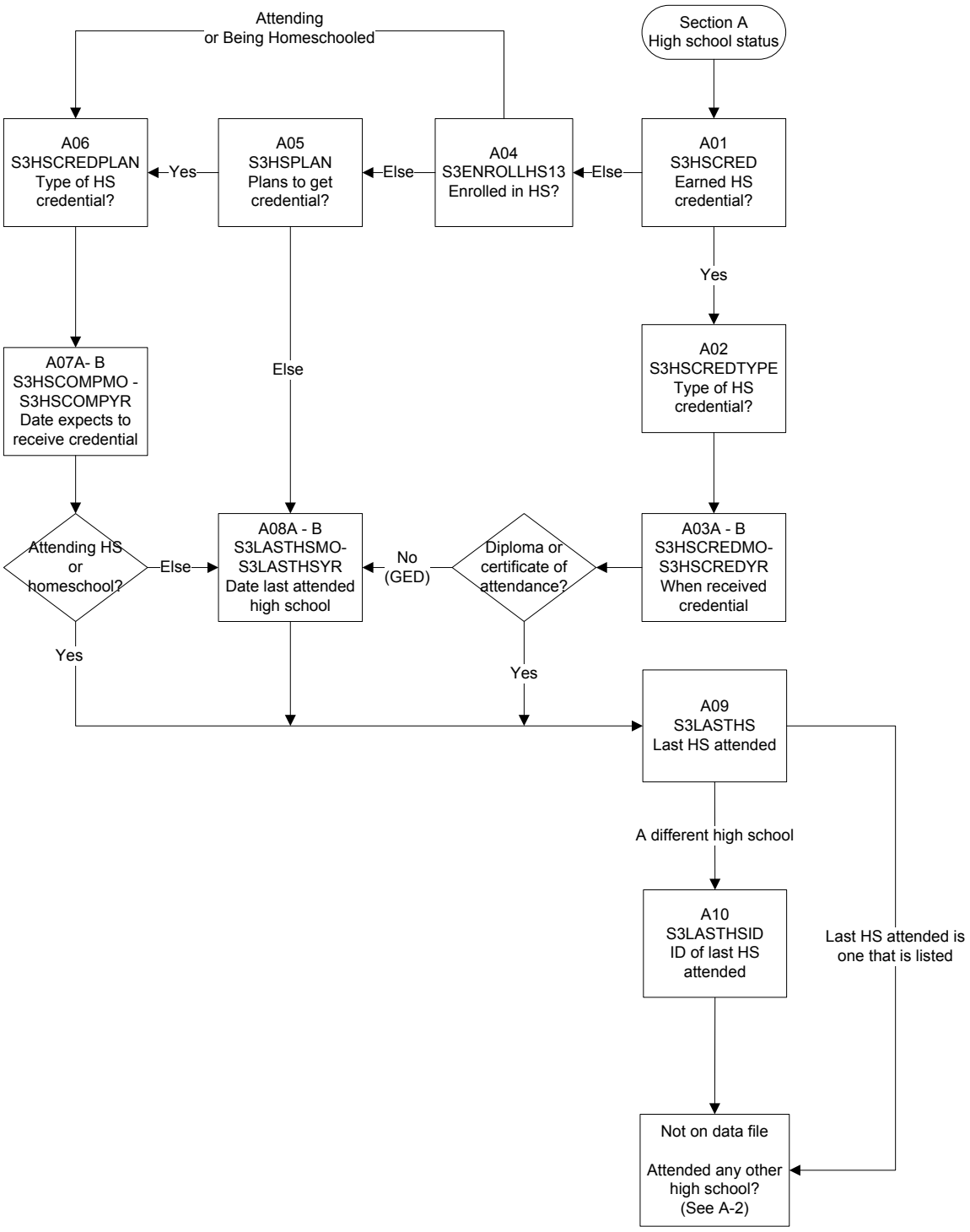
On behalf of the U.S. Department of Education, thank you for your time and cooperation. We greatly appreciate your participation in this study.

Flowcharts

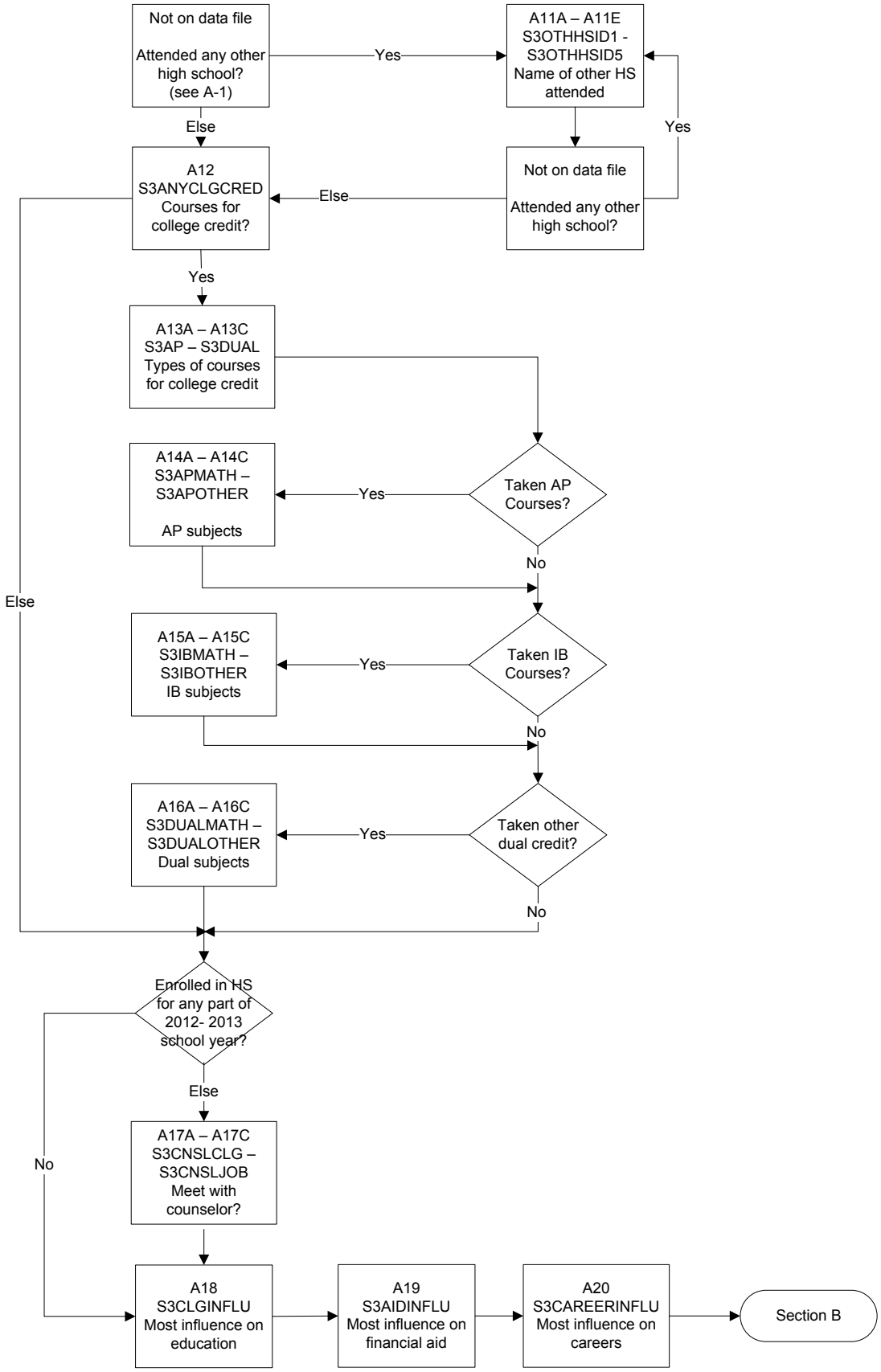
Introduction



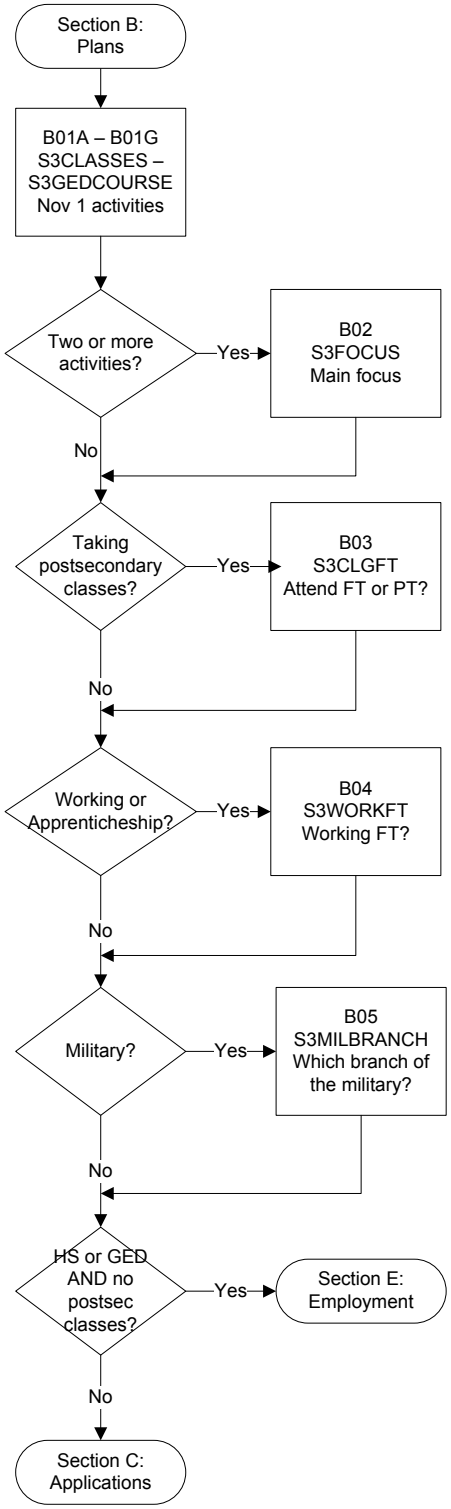
Section A-1


Section A
High school status
A01
S3HSCRED
Earned HS credential?
Else
A04
S3ENROLLHS13
Enrolled in HS?
Else
A05
S3HSPLAN
Plans to get credential?
Yes
A06
S3HSCREDPLAN
Type of HS credential?
Attending or Being Homeschooled
Yes
A02
S3HSCREDTYPE
Type of HS credential?
A03A - B
S3HSCREDMO-
S3HSCREDYR
When received credential
Diploma or certificate of attendance?
No (GED)
A08A - B
S3LASTHSMO-
S3LASTHSYR
Date last attended high school
Else
Else
A07A- B
S3HSCOMPMO -
S3HSCOMPYR
Date expects to receive credential
Attending HS or homeschool?
Yes
Yes
A09
S3LASTHS
Last HS attended
A different high school
A10
S3LASTHSID
ID of last HS attended
Last HS attended is one that is listed
Not on data file
Attended any other high school?
(See A-2)

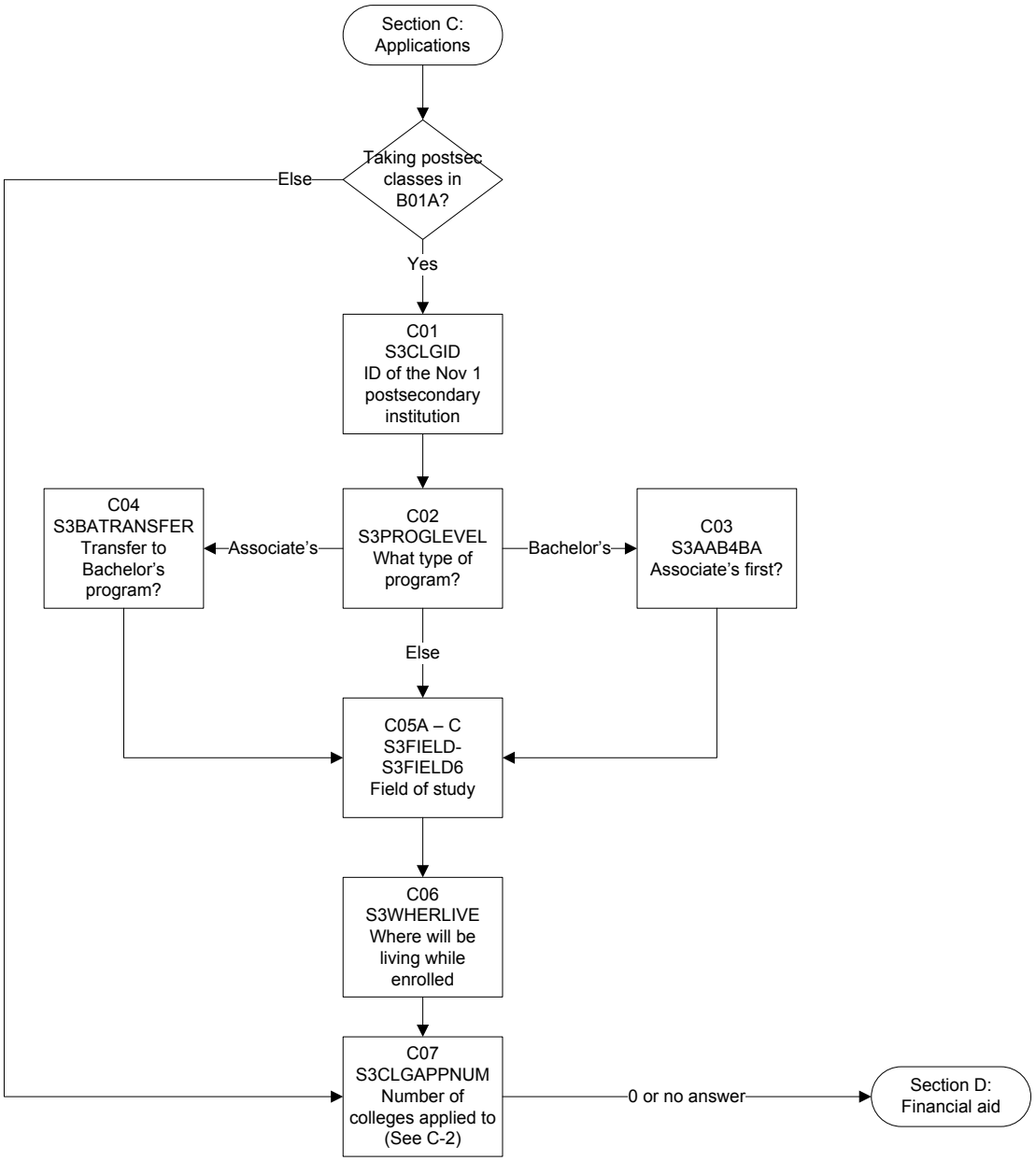
Section A-2


Not on data file
Attended any other high school? (see A-1)
Yes
A11A – A11E S3OTHHSID1 - S3OTHHSID5 Name of other HS attended
Yes
Else
A12 S3ANYCLGCRED Courses for college credit?
Else
Not on data file
Attended any other high school?
Yes
A13A – A13C S3AP – S3DUAL Types of courses for college credit
A14A – A14C S3APMATH – S3APOTHER
AP subjects
Yes
Taken AP Courses?
No
Else
A15A – A15C S3IBMATH – S3IBOTHER IB subjects
Yes
Taken IB Courses?
No
A16A – A16C S3DUALMATH – S3DUALOTHER Dual subjects
Yes
Taken other dual credit?
No
Enrolled in HS for any part of 2012- 2013 school year?
Else
No
A17A – A17C S3CNSLCLG – S3CNSLJOB Meet with counselor?
A18 S3CLGINFLU Most influence on education
A19 S3AIDINFLU Most influence on financial aid
A20 S3CAREERINFLU Most influence on careers
Section B

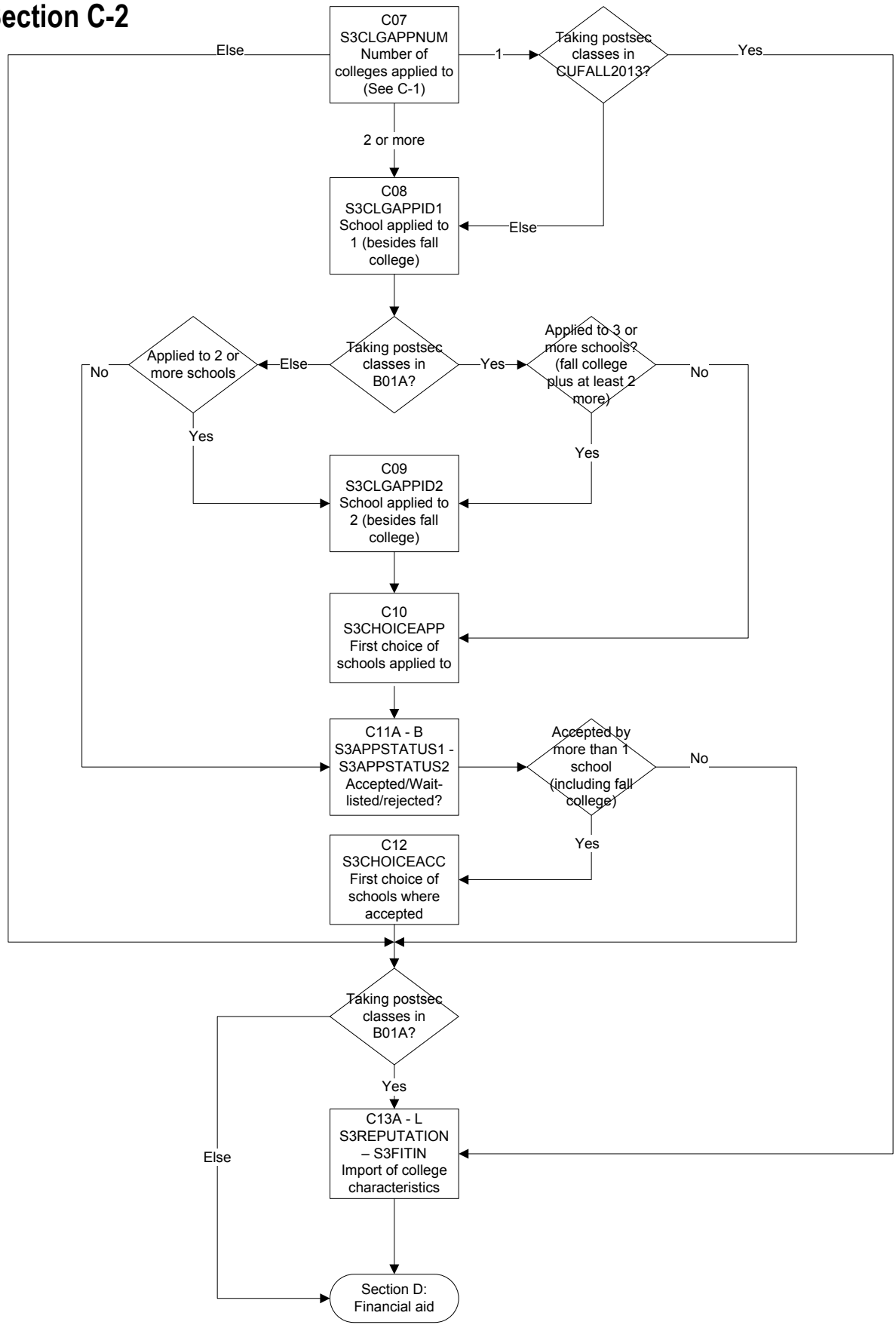
Section B


Section B: Plans
B01A – B01G S3CLASSES – S3GEDCOURSE Nov 1 activities
Two or more activities?
Yes
B02 S3FOCUS Main focus
No
Taking postsecondary classes?
Yes
B03 S3CLGFT Attend FT or PT?
No
Working or Apprenticeship?
Yes
B04 S3WORKFT Working FT?
No
Military?
Yes
B05 S3MILBRANCH Which branch of the military?
No
HS or GED AND no postsec classes?
Yes
Section E: Employment
No
Section C: Applications

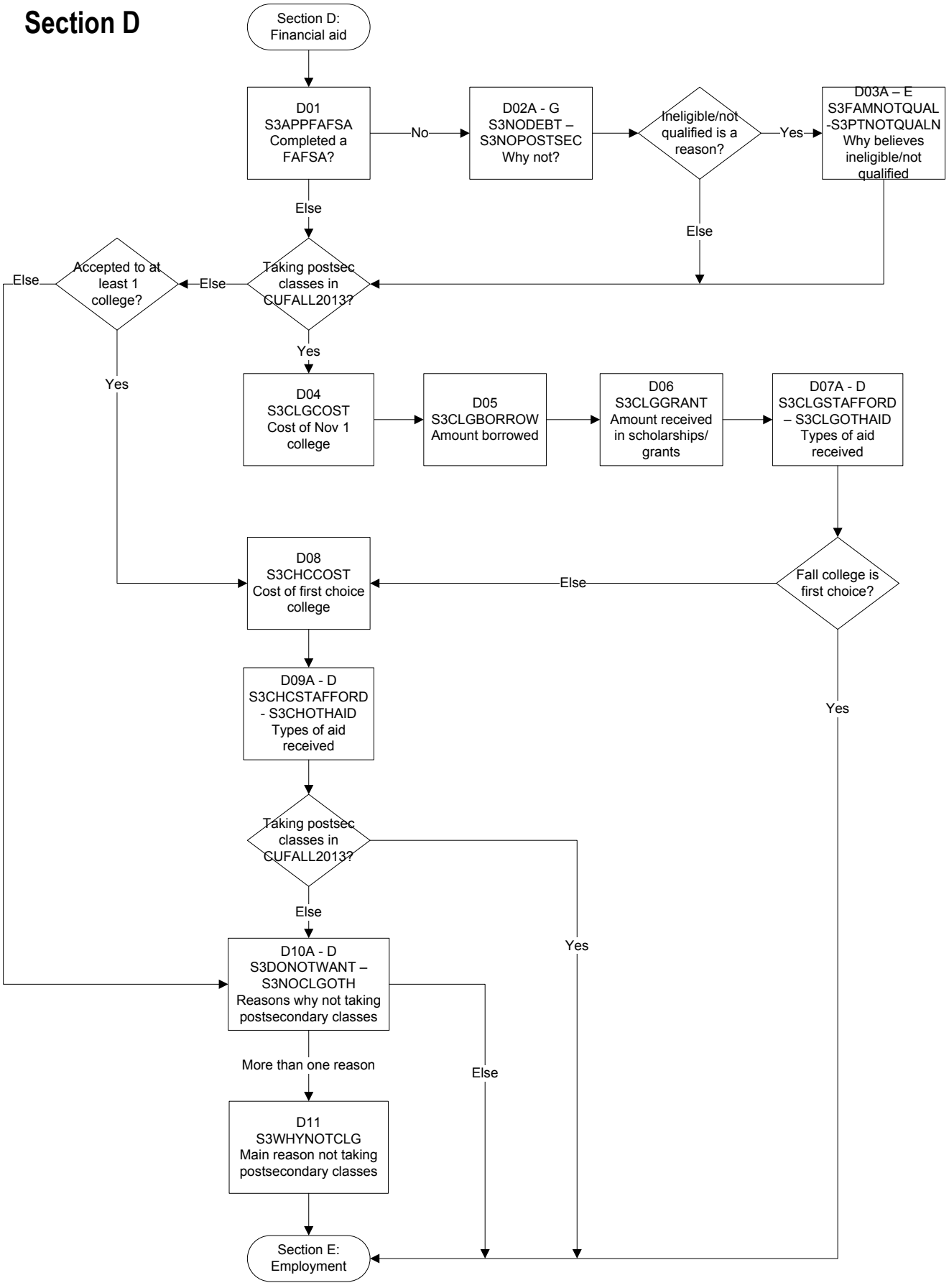
Section C-1


Section C: Applications
Taking postsec classes in B01A?
Else
Yes
C01 S3CLGID ID of the Nov 1 postsecondary institution
C04 S3BATRANSFER Transfer to Bachelor's program?
Associate's
C02 S3PROGLEVEL What type of program?
Bachelor's
C03 S3AAB4BA Associate's first?
Else
C05A – C S3FIELD-S3FIELD6 Field of study
C06 S3WHERLIVE Where will be living while enrolled
C07 S3CLGAPPNUM Number of colleges applied to (See C-2)
0 or no answer
Section D: Financial aid

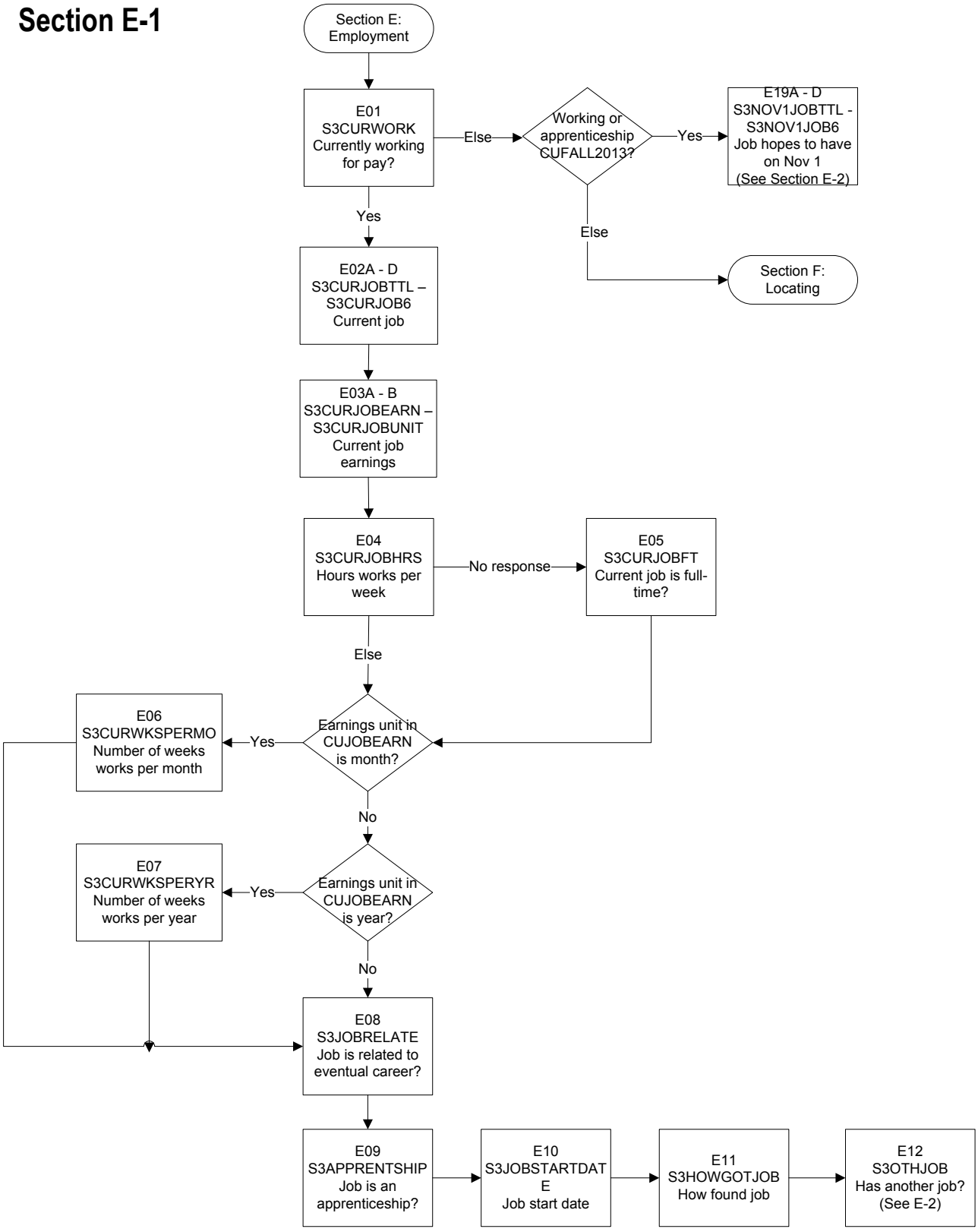
Section C-2


C07
S3CLGAPPNUM
Number of colleges applied to
(See C-1)
Else
1
Taking postsec classes in CUFALL2013?
Yes
2 or more
C08
S3CLGAPPID1
School applied to 1 (besides fall college)
Else
Taking postsec classes in B01A?
Else
Yes
Applied to 3 or more schools? (fall college plus at least 2 more)
No
Yes
Applied to 2 or more schools
No
Yes
C09
S3CLGAPPID2
School applied to 2 (besides fall college)
C10
S3CHOICEAPP
First choice of schools applied to
C11A - B
S3APPSTATUS1 - S3APPSTATUS2
Accepted/Wait-listed/rejected?
Accepted by more than 1 school (including fall college)
No
Yes
C12
S3CHOICEACC
First choice of schools where accepted
Taking postsec classes in B01A?
Yes
C13A - L
S3REPUTATION – S3FITIN
Import of college characteristics
Else
Section D:
Financial aid

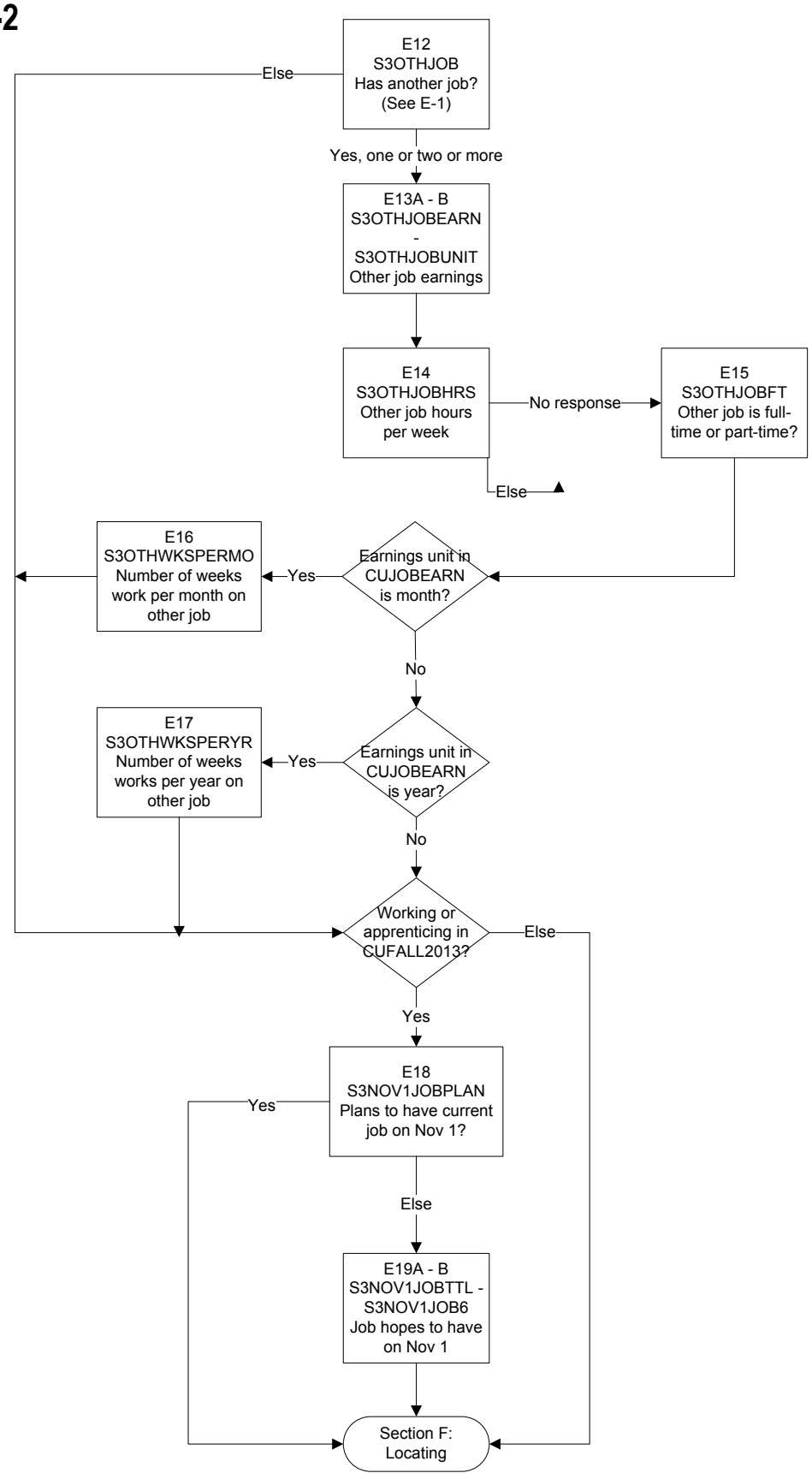
Section D


Section D: Financial aid
D01 S3APPFAFSA Completed a FAFSA?
No
D02A - G S3NODEBT – S3NOPOSTSEC Why not?
Ineligible/not qualified is a reason?
Yes
D03A – E S3FAMNOTQUAL -S3PTNOTQUALN Why believes ineligible/not qualified
Else
Else
Taking postsec classes in CUFALL2013?
Else
Accepted to at least 1 college?
Else
Yes
Yes
D04 S3CLGCOST Cost of Nov 1 college
D05 S3CLGBORROW Amount borrowed
D06 S3CLGGRANT Amount received in scholarships/ grants
D07A - D S3CLGSTAFFORD – S3CLGOTHAID Types of aid received
Fall college is first choice?
Else
D08 S3CHCCOST Cost of first choice college
Yes
D09A - D S3CHCSTAFFORD - S3CHOTHAID Types of aid received
Taking postsec classes in CUFALL2013?
Yes
Else
D10A - D S3DONOTWANT – S3NOCLGOTH Reasons why not taking postsecondary classes
Else
More than one reason
D11 S3WHYNOTCLG Main reason not taking postsecondary classes
Section E: Employment

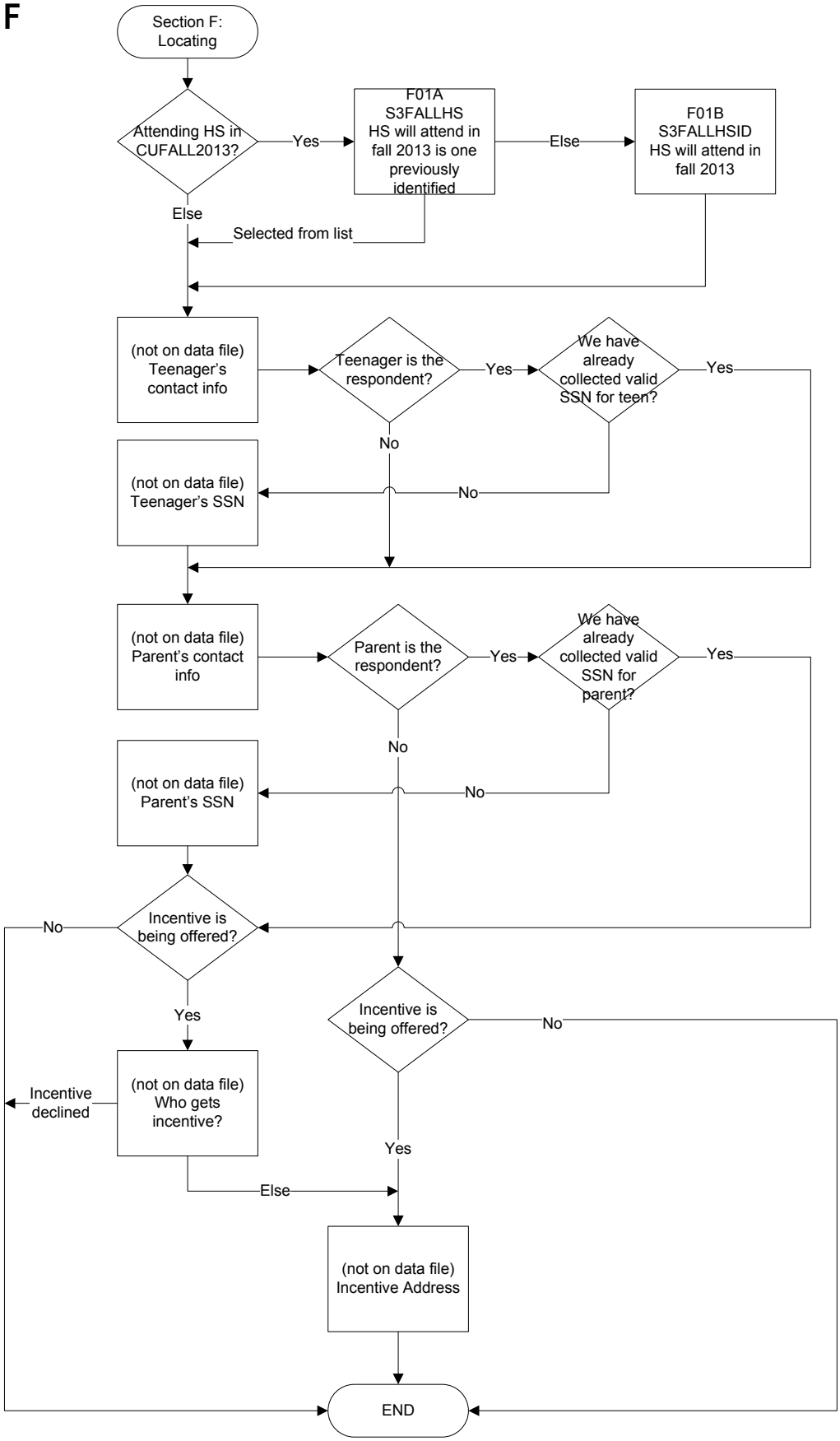
Section E-1


Section E: Employment
E01 S3CURWORK Currently working for pay?
Else
Working or apprenticeship CUFALL2013?
Yes
E19A - D S3NOV1JOBTTL - S3NOV1JOB6 Job hopes to have on Nov 1 (See Section E-2)
Else
Section F: Locating
Yes
E02A - D S3CURJOBTTL – S3CURJOB6 Current job
E03A - B S3CURJOBEARN – S3CURJOBUNIT Current job earnings
E04 S3CURJOBHRS Hours works per week
No response
E05 S3CURJOBFT Current job is full-time?
Else
E06 S3CURWKSPERMO Number of weeks works per month
Yes
Earnings unit in CUJOBEARN is month?
No
E07 S3CURWKSPERYR Number of weeks works per year
Yes
Earnings unit in CUJOBEARN is year?
No
E08 S3JOBRELATE Job is related to eventual career?
E09 S3APPRENTSHIP Job is an apprenticeship?
E10 S3JOBSTARTDATE Job start date
E11 S3HOWGOTJOB How found job
E12 S3OTHJOB Has another job? (See E-2)

Section E-2


E12
S3OTHJOB
Has another job?
(See E-1)
Else
Yes, one or two or more
E13A - B
S3OTHJOBEARN
-
S3OTHJOBUNIT
Other job earnings
E14
S3OTHJOBHRS
Other job hours
per week
No response
E15
S3OTHJOBFT
Other job is full-
time or part-time?
Else
E16
S3OTHWKSPERMO
Number of weeks
work per month on
other job
Yes
Earnings unit in
CUJOBEARN
is month?
No
E17
S3OTHWKSPERYR
Number of weeks
works per year on
other job
Yes
Earnings unit in
CUJOBEARN
is year?
No
Working or
apprenticing in
CUFALL2013?
Else
Yes
E18
S3NOV1JOBPLAN
Plans to have current
job on Nov 1?
Yes
Else
E19A - B
S3NOV1JOBTTL -
S3NOV1JOB6
Job hopes to have
on Nov 1
Section F:
Locating

Section F


Section F: Locating
Attending HS in CUFALL2013?
Yes
F01A S3FALLHS HS will attend in fall 2013 is one previously identified
Else
F01B S3FALLHSID HS will attend in fall 2013
Else
Selected from list
(not on data file) Teenager's contact info
Teenager is the respondent?
Yes
We have already collected valid SSN for teen?
Yes
No
(not on data file) Teenager's SSN
No
(not on data file) Parent's contact info
Parent is the respondent?
Yes
We have already collected valid SSN for parent?
Yes
No
(not on data file) Parent's SSN
No
Incentive is being offered?
No
Yes
Incentive is being offered?
No
(not on data file) Who gets incentive?
Incentive declined
Yes
Else
(not on data file) Incentive Address
END

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Appendix C: Glossary of Terms

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American Indian or Alaska Native: An American Indian or Alaska Native is a person who has origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. The primary source of race/ethnicity categorization in HSLS:09 was respondent self-identification.

Analytic weights: Analytic weights are sometimes called nonresponse-adjusted weights, adjusted (base) weights, or final analytic weights. The analytic weights are constructed by adjusting the base weights for factors such as subsampling of sample units, one or more nonresponse mechanisms (e.g., parent refusal of student participation and student refusal), and calibration (i.e., benchmarked) to population counts. (See also *Base weights* and *Calibration weight adjustment*.)

Asian: An Asian is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The primary source of race/ethnicity categorization in HSLS:09 was respondent self-identification.

Balanced repeated replication (BRR): BRR weights can be used in HSLS:09 for variance estimation. BRR weights are based on a set of procedures that use a balanced set of pseudo-replicates. The BRR variance estimation process involves modeling the design as if it were a two-primary sampling unit (PSU) per stratum design. Variances are then calculated using a random group type of variance estimation procedure, with a balanced set of replicates as the groups. Balancing is done by creating replicates using an orthogonal matrix. An alternative variance estimation method available from the HSLS:09 data set is the Taylor series linearization. (See also *Taylor series linearization*.)

Base weights: Base weights compensate for unequal probabilities of selection into the study sample. A base weight is calculated as the inverse probability of selection and includes all stages of sample design (e.g., two design stages are used for HSLS:09). Base weights are also called raw weights, design weights, unadjusted weights, or sampling weights throughout the survey literature. Estimates using base weights may be contrasted with the corresponding estimates using weights adjusted for nonresponse.). Base weights are calculated for all sample members, respondents and nonrespondents alike. However, the base weights do not appear on the HSLS:09 data files, although they are used to generate response rates reported in the Data File Documentation. (See also *Analytic weights, Nonresponse bias,* and *Nonresponse bias analysis*.)

Bias: Bias is the difference between the reported value and the true value. An estimate of bias is calculated as the difference between the expected value of a sample estimate (e.g., estimated mean) and the corresponding true value for the population. The true values are generally not known and must also be estimated from the data. *Response*

bias is the difference between respondent reports and their true behavior or characteristics. *Nonresponse bias* is defined as the (statistically significant) difference in an estimate calculated from the respondent and nonrespondent subsets of the sample. *Undercoverage bias*, a type of sampling bias, arises because some critical portion of the target population is omitted from the sampling frame. For example, if the set of schools from which a school sample is drawn is incomplete or inaccurate (owing, for example, to the birth of new schools subsequent to the time the set of schools was identified, school undercoverage may occur. (See also *Nonresponse bias* and *Nonresponse bias analysis.*)

Black or African American: A Black or African American person is one having origins in any of the black racial groups of Africa. The primary source of race/ethnicity categorization in HSLS:09 was respondent self-identification.

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

Calibration weight adjustment: This is a weight adjustment that forces survey estimates to match independent population totals for specified characteristics. Poststratification is a specific type of weight calibration that uses the cross-classification of a set of variables to form poststrata (adjustment cells). Calibration adjustments for HSLS:09 were created through a model that included individual variables and a set of interaction terms (Folsom and Singh 2000).

Classification of Secondary School Courses (CSSC): The CSSC was the basic scheme for course coding in the prior high school transcript studies. Although not used directly in HSLS:09, cross walks between the CSSC and the taxonomy that was used (SCED) were also generated. (See also: *School Codes for the Exchange of Data* [*SCED*].)

Cluster: A cluster is a group of sample members (or units) that is selected as one group in an early design stage. Sample members (or subsequent clusters of sample members) are then randomly selected from within the clusters chosen in the previous stage. For example, HSLS:09 clusters are schools and the sample members within the clusters are students. Examples of clusters in other studies include school districts, counties, and residential blocks. (See also *Primary sampling unit*.)

Cluster size: The cluster size is the number of HSLS:09 sample members attending a particular study-eligible base year or first follow-up school.

Codebook: A codebook is a document that contains a detailed description of each variable measured in HSLS:09 or derived from HSLS:09 variables. The description includes the variable name, values used to define each variable, unweighted frequencies, and unweighted and weighted percentages.

Coefficient of Variation (CV): The CV is calculated as the ratio of the estimated population standard deviation over the estimated population quantity (e.g., mean). Both estimates are calculated using the final analysis weights and software that appropriately accounts for the complex, two-stage sample design of HSLS:09. This quantity differs from the *relative standard error* (*relSE*), sometimes referred to as the (estimated) CV. The *relSE* is calculated as the estimated population standard error divided by the estimated population quantity.

Cohort: A cohort is a group of individuals who have a statistical factor in common such as, for example, year of birth, grade in school, year of retirement, or year of high school graduation. The HSLS:09 cohort consists of ninth-grade high school students as of the fall term of the 2009–10 school year. Since no freshening was instituted for 11th grade, the 9th-grade cohort is the sole cohort in HSLS:09, unlike prior multi-cohort studies such as *NELS:88* and *ELS:2002*.

Common Core of Data (CCD): The CCD consists of data annually collected from all public schools in the United States by NCES. Study-eligible public schools were identified from the CCD to form the public school portion of the sampling frame for the HSLS:09 base year.

Composite variable: A composite variable is one that is constructed through either the combination of two or more variables (poverty status, for example, combines household size with family income) or through a mathematical function or statistical transformation (e.g., conversion of raw test scores to quintiles). A composite variable is also referred to as a derived, created, or constructed variable.

Computer-assisted telephone interviewing (CATI): CATI is a mode of data collection administered in HSLS:09 where an electronic questionnaire is administered to a sample member through a telephone interview.

Confidence interval: A confidence interval is a sample-based estimate expressed as an interval or range of values that is expected to contain the true population value given a specified degree of confidence.

Confidentiality protections: NCES is required by law to protect individually identifiable data from unauthorized disclosure. To this end, HSLS:09 data have been subject to a disclosure risk analysis to determine which records require masking to produce the public-use data file from the restricted-use data file. Disclosure coarsening techniques (such as recoding of continuous variables into categorical, top and bottom

coding, and so on), suppression of variables, and data perturbation techniques (e.g., data swapping) have been used to provide disclosure protection to HSLS:09 data. (See also *Data swapping* and *Disclosure risk analysis*.)

Construct: A construct is an abstract image, idea, or theory, formed from a number of simpler observable elements (e.g., socioeconomic status, or science self-efficacy). Constructs help summarize phenomena that are hypothesized to be in some important way(s) related.

Contextual data: In HSLS:09, the primary unit of analysis is the student. Survey information collected from other study participants, referred to as contextual data, should be viewed as extensions of the student data. For example, responses provided in the school administrator, teacher, counselor, and parent questionnaires on the student's school learning environment or home situation are classified as contextual data.

Cross-cohort (or intercohort) comparison and analysis: The HSLS:09 base-year survey is not precisely comparable in timing or grade cohort definition to the prior studies, which involved spring data collections for 8th-, 10th-, or 12th-grade students. HSLS:09 cohort definition is based on a single grade (ninth grade) at a single point in time (autumn term of 2009) reflecting also requirements that base year schools encompass both 9th and 11th grade . Although the transcripts will capture four years of high school coursetaking, because HSLS:09 has no 12th grade freshening, HSLS:09 transcripts cannot be compared to the NELS:88, ELS:2002, and NAEP high school transcript studies, all of which are anchored in high school seniors. Some longitudinal intercohort comparison is possible at a higher level of generality, however—that is, not based on a specific comparison grade—that encompasses modeling the transition from high school to postsecondary education and the workforce that is the subject of all of the secondary longitudinal studies.

Cross-sectional analysis: A cross-sectional design represents events and statuses at a single point in time. For example, a cross-sectional survey may measure the cumulative educational attainment (achievements, attitudes, statuses) of students at a particular stage of schooling, such as the beginning of ninth grade. Cross-sectional analysis in HSLS:09 can only be conducted for the base year (either at the student level or the school level). In contrast, a longitudinal study (or repeated measurement of the same sample units) measures the change or growth in educational attainments that occurs over a particular period of schooling. (See also *Longitudinal or panel survey* and *Cross-cohort comparison and analysis*.)

Data swapping: Data swapping is defined in the *NCES Statistical Standards* (Seastrom 2014) as a perturbation disclosure limitation technique that results in a "confidentiality" edit. An example of a need for data swapping would be to assume that a data file has two variables which in combination constitute a disclosure risk, for example,

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

Design effect: The design effect (*deff*) is a measure of sample efficiency and is the variance of an estimate accounting for the complex nature of a survey design divided by the variance of the estimate that would have occurred if a sample of the same size had been selected using simple random sampling. Historically, the *deff* was used to adjust a variance estimate calculated with software that could not properly account for the sample design. More recently, the *deff* calculated for a set of study characteristics is used to compare the sample efficiency across surveys. Sometimes it is more useful to work with standard errors than with variances. The root design effect (*deft*) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimates from a simple random sample. (See also *Effective sample size*.)

Differential item functioning (DIF): DIF exists when examinees of equal ability differ on an item solely because of their membership in a particular group (e.g., if an item favors males over females, or one racial or ethnic group over another, and cannot be explained by relevant factors such as differential coursetaking). DIF for HSLS:09 mathematics assessment items was examined in the base-year and first follow-up field tests. Items with DIF problems were revised or deleted. In both rounds, a DIF analysis was also conducted with main study data, to confirm that there were no DIF problems (none were identified).

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

Disclosure risk analysis: This involves investigation of study data to evaluate and minimize the risk of identification of individual sample units to preserve the confidentiality of the data. HSLS:09 data have been subjected to a disclosure risk analysis to protect confidential information about individual respondents. For a more detailed account of disclosure risk analysis, and of means of altering data (including masking, data perturbation, and data swapping) to prevent disclosure, see the current NCES Statistical Standards document. (See also *Confidentiality protections, Data swapping,* and *Public-use data file*.)

Domain: A domain, also called a subpopulation, refers to a defined universe of knowledge, skills, abilities, attitudes, interests, or other human characteristics. For example, certain estimates in the Data File Documentation are reported for the public-school domain and for the two domains within sex.

Education Longitudinal Study of 2002 (ELS:2002): ELS:2002 is the immediate predecessor study to HSLS:09 within the series of NCES Secondary Longitudinal Studies. It began with spring high school sophomores in 2002, with follow-up studies in 2004 (with freshening to create a senior cohort), 2006, and 2012. In addition to interview data, postsecondary education transcripts were collected (and high school transcripts were collected) for the ELS:2002 cohorts. URL: http://nces.ed.gov/surveys/els2002/.

Effective sample size: Effective sample size is defined as the ratio of the (unweighted) sample size divided by the design effect. In essence, the effective sample size is the sample size under a simple random sample design that has the same level of precision as obtained from the complex sample design. (See also *Design effect*.)

File: This refers to a data file containing a set of related computerized records.

High School and Beyond (HS&B): HS&B is the second in the series of longitudinal high school cohort studies sponsored by NCES. The HS&B base-year study surveyed sophomore and senior students in 1980. The sophomore cohort was last interviewed in 1992 and their postsecondary transcripts collected in 1993. The senior cohort was last interviewed in 1986. URL: http://nces.ed.gov/surveys/hsb/.

Hispanic or Latino: A Hispanic or Latino/Latina is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture, origin, or ethnicity regardless of race. The primary source of race/ethnicity categorization in HSLS:09 was respondent self-identification. Race/ethnicity was obtained for sampling purposes from administrative records provided by the *School Coordinator*.

Imputation: Imputation involves substituting values for missing or inconsistent data in a data set. Prediction of a missing value is typically based on a procedure that uses a mathematical model in combination with available information. Model covariates are identified from a set of variables known to be statistically and substantively related to the variable requiring imputation and

Individually identifiable data: These are data from any record, response form, completed survey, or aggregation about an individual or individuals from which the identity of a particular individual (or set of individuals) may be revealed.

Item nonresponse: Item nonresponse is defined as a missing response to a particular question item on an instrument when a valid response was expected. For example, a participant did not wish to provide income information and therefore left the question item unanswered (blank). Item nonresponse is generally limited to the set of sample members who have been classified as respondents by providing, for example, responses to key questionnaire items required for analysis. (See also *Nonresponse bias analysis* and *Unit nonresponse*.)

Locale codes: In earlier NCES secondary longitudinal studies, locale codes have been referred to as metropolitan status or urbanicity codes (for example, urbanicity trichotomized into three values—urban, suburban, or rural). The former codes were metro-centric (that is, based on metropolitan statistical areas). The HSLS:09 locale codes, however, use NCES's new urban-centric codes. The new urban-centric locale codes follow the same logic as the older locale codes, but incorporate an approach that prioritizes population size and proximity to an urbanized area in assigning locale. The highest level (four terms) of the new locale code system was used in HSLS:09 school sampling to create substrata (with geography as superstrata). The four major categories are city (large or mid-size city), suburban (urban fringe of large or mid-size city), town (large or small), and rural (outside or inside a Core-Based Statistical Area). Although HSLS:09 uses only the four major or highest categories, each of the four categories is further subdivided in the NCES geocode scheme (for example, "town" comprises three statuses in relation to an urbanized area: fringe, distant, or remote from an urbanized area).

Longitudinal or panel study: In a longitudinal design, similar measurements—of the same sample of individuals, institutions, households, or of some other defined unit—are taken at multiple time points. HSLS:09 employs a longitudinal design that follows the same individuals over time and permits the analysis of individual-level change. (See also *Cross-sectional analysis*.)

Microdata (microrecords): These are observations of individual sample members, such as those contained on the HSLS:09 public use and restricted use data files.

Mode effects: Mode of administration effects can sometimes present difficulties for surveys. Typically the HSLS:09 questionnaires were administered in two modes: self-administration (via web) and interviewer administration (via web-based computer-assisted telephone interview [CATI] or laptop-based computer-assisted personal interview [CAPI]). (Although the mode of administration differs, the instruments are identical.) The concern is that sometimes (and in particular when perceived social desirability of questionnaire responses is a salient consideration and the item is administered by an interviewer) respondents may respond differently to the different stimuli provided by differing administration modes. However, format differences also can lead to mode effects, as when a question benefits from visual cues that cannot be duplicated in a telephone interview. For this reason, every effort was made in HSLS:09 to adapt questions so that differences between modes would be minimized.

National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education (NCES): This governmental agency is the sponsor of such current studies as HSLS:09 and ELS:2002, and is also the sponsoring agency for

(among other studies) the National Assessment of Educational Progress, and the following completed secondary longitudinal studies: National Education Longitudinal Study of 1988, the High School and Beyond longitudinal study, and the National Longitudinal Study of the High School Class of 1972.

National Education Longitudinal Study of 1988 (NELS:88): NELS:88 was the third in the series of longitudinal high school cohort studies sponsored by NCES. The study represents three cohorts: the eighth-grade class of 1988, the sophomore class of 1990, and the senior class of 1992. The study collected questionnaire and test data in 1988, 1990, and 1992 on students' school experiences, and background information from school administrators, teachers, parents (in the base year and second follow-up only), and school records. Data on postsecondary and out-of-school experiences were collected in interviews conducted in 1994 and 2000 and through a postsecondary education transcripts study in 2000–01. URL: http://nces.ed.gov/surveys/nels88/.

National Longitudinal Study of the High School Class of 1972 (NLS:72): This project was the first in the series of longitudinal high school cohort studies sponsored by NCES. The final round of data collection took place in 1986. URL: http://nces.ed.gov/surveys/nls72/.

National Science Foundation (NSF): NSF has collaborated with NCES in support of HSLS:09, particularly in matters that reflect state-level samples and records systems.

Native Hawaiian or Other Pacific Islander: A Native Hawaiian or Other Pacific Islander is any person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. The primary source of race/ethnicity categorization in HSLS:09 was respondent self-identification.

Ninth-grade cohort (HSLS:09): To be eligible for HSLS:09, a student had to be a fall-term ninth-grader in a U.S. school with both grades 9 and 11. Given this definition, HSLS:09 does not represent all ninth-grade students, since schools with grade spans such as K–9, 6–9, 7–9, 8–9, and so on, were ineligible for the study.

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

Nonresponse bias analysis: Nonresponse bias analysis compares the characteristics of respondents and nonrespondents. Both unit nonresponse (school and student) and item nonresponse on questionnaires were subject to bias analyses in

HSLS:09. For example, certain key data items were obtained in the base year for both responding and nonresponding schools, so that a school nonresponse bias analysis could be conducted, and bias in school-level estimates quantified and tested.

Nonsampling error: This is an error in sample estimates that cannot be attributed to sampling fluctuations. Such errors may arise from many sources including unit or item nonresponse across subgroups or errors in the respondent data such as through a student's keying error.

Occupational Information Network (O*NET): O*NET is the primary industry and occupation coding scheme used in HSLS:09. The O*NET database was developed for the U.S. Department of Labor and represents an extensive set of worker attributes and job characteristics. O*NET provides a nested coding structure: 23 general-level categories expand to 96 mid-level categories that can be expanded further to 821 specific-level categories.

Office of Management and Budget, U.S. Executive Branch (OMB): OMB is a federal agency with the responsibility for reviewing all studies funded by executive branch agencies. OMB reviewed, commented on, and approved the HSLS:09 questionnaires, and all study components including the sample design.

Population variance: This is a measure of dispersion defined as the average of the squared deviations between the population values and the mean of those population values.

Precision: Precision is calculated in terms of the sampling error (or standard error) of an estimate. Theoretically, precision is the deviation among estimates for a set of samples.

Primary sampling unit (PSU): The PSU is the unit chosen at the first stage of a sample design and is typically reserved for clusters of units selected at a subsequent stage of sampling in a multistage design. The HSLS:09 PSU is the base-year school that represents a cluster of students used to select the second-stage sample. In other studies, geographical units such as a county or metropolitan statistical area (MSA) may serve as the PSU.

Probability sample: A probability sample is a subset of the target population selected by a random mechanism using a fixed and predetermined probability of selection for each unit (i.e., each population unit has a known, nonzero chance of being included).

Proficiency score: Proficiency scores (or criterion-referenced mastery scores) are based on clusters of items that are of similar content and difficulty. Mathematics proficiency scores are reported in HSLS:09 and reflect such skills as, for example, understanding proportions or demonstrating an understanding of linear functions.

Public-use data file: A public-use file includes data that have been coded, aggregated, or otherwise altered to mask individually identifiable information. This file is available to the public through NCES. Unique identifiers, geographic detail, and other variables that cannot be suitably altered are suppressed in public-use data files. Public-use edits are based on an assumption that the public may have access to both individual respondent records and secondary data sources that include data that could be used to identify respondents. For this reason, the editing process is relatively extensive. When determining an appropriate masking process, the public-use edit takes into account and guards against matches on common variables from all known files that could be matched to the public-use file. The analysis used to determine which records require masking is called a disclosure risk analysis. (See also *Restricted-use data fil*e and *Disclosure risk analysis*.)

Questionnaire-incapable students: It was determined that, as in past surveys, some students could not be validly assessed or surveyed (even with accommodations) owing to severe physical, mental, or emotional limitations, or because of language barriers. These students were classified as "questionnaire-incapable" students but they were not deemed ineligible for the study. Contextual information was collected for these students including responses from some but not all parents, school administrators, teachers, and counselors, and they were given positive weights as applicable (student, parent, teacher, etc.). These students' status was reviewed in the first follow-up and those whose situation had changed (for example, a student had become proficient in English over the ensuing two and a half years) were invited to participate.

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

Record format: This is the layout of the information contained in a data record and includes the name, type, and size of each field in the record.

Relative bias: Relative bias is the bias of the estimate divided by the estimate. This measure identifies the magnitude of the bias relative to the point estimate.

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

Response rate (weighted): In general, *unit response rates* are calculated as the ratio of the weighted number of completed instruments to the weighted number of eligible (in-scope) sample units, using the sample base weight (the inverse of the probability of selection). In multistage samples such as HSLS:09, overall student-level response is the product of both stages (although for many purposes, the stages are reported separately). *Item response rates* are calculated as the weighted ratio of the

number of respondents for whom an in-scope response was obtained to the number of respondents who are asked to answer a given item. More detailed information can be found by consulting NCES Standard 1-3 in the NCES 2002 Statistical Standards document (Seastrom 2014). Bias analyses conducted when response rates are below targets help to assess any possible limitations to the generalizability of survey estimates. (See also *Nonresponse bias analysis*.)

Responsive design: Some responsive design features have been used in the HSLS:09. Responsive design is a concept introduced by Groves and Heeringa (2006) where survey design features that can affect cost and survey statistics are pre-identified prior to data collection. Indicators of these design features are developed and monitored at two or more points during data collection. Ideally, these indicators demonstrate potential error risks and the survey design is adapted to mitigate those emerging risks. The specific responsive design goal that HSLS:09 sought to realize was reduction of bias in survey estimates that stemmed from initial nonresponse to the survey. This was achieved by identifying the nonresponding cases that were most likely to contribute to bias, and working to increase response within this targeted subset of the sample.

Restricted-use data file: A restricted-use file includes individually identifiable information that is confidential and protected by law. The basic strategy for HSLS:09 public- versus restricted-use file construction was to include the variables with limited disclosure treatment on the restricted-use file, and to modify or suppress values for these same variables on the public-use version. Use of the restricted data requires the researcher to obtain a special license from NCES. (See also *Public-use data file* and *Disclosure risk analysis*.)

RTI International (RTI): RTI is a nonprofit university-affiliated research organization with headquarters in Research Triangle Park, North Carolina. RTI conducted the HSLS:09 base-year study and is currently conducting the first follow-up study on behalf of NCES. RTI International is a trade name of Research Triangle Institute. URL: http://www.rti.org/.

Sampling error: Sampling error is the difference between a value for an entire population and an estimate of that value derived from a probability sample (i.e., subset of the population).

Sampling frame: A sampling frame is a list of all of the sampling units for the target population associated with a particular stage of the sample design. The Common Core of Data and Private School Universe Survey were the basis of the HSLS:09 school (first-stage) sampling frame. The student sampling frame was equivalent to the ninth-grade enrollment lists (rosters) provided by the HSLS:09 sampled schools. The *sampling frame population* is the set of elements associated with this list. As with every survey, the sampling frame is constructed in an attempt to enumerate every member of the target

population. Differences between the sampling frame and target populations are linked to coverage errors. (See also *Bias, Coverage rate,* and *Target population.*)

Sampling variance: Sampling variance is the variation associated with the set of estimates generated from (theoretical) repeated implementation of the essential survey conditions (sample design, frame, sample size, instrument, data collection methodology, etc.). The square root of the sampling variance is the standard error. These statistics are estimated using the sample data from a single survey and the final analytic weights.

School Codes for the Exchange of Data (SCED): The SCED is part of NCES's Secondary School Course Classification System. Historically (NAEP, ELS:2002, NELS:88, HS&B) high school transcripts were coded using the Classification of Secondary School Courses (CSSC). HSLS:09, however, coded high school courses to the SCED taxonomy. For further information about SCED, see National Forum on Education Statistics. (2014*). Forum Guide to School Courses for the Exchange of Data (SCED) Classification System*. (NFES 2014-802): U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Selection probability: The selection probability, also referred to as the inclusion probability, is the random chance that a particular sampling unit has of being selected into the sample. These values are greater than zero and, in general, less than or equal to one. Selection probabilities equal to zero are only (theoretically) associated with ineligible sampling frame units.

Simple random sampling (SRS): SRS uses equal probability sampling with no strata or clusters. The HSLS:09 sample is stratified and clustered. Standard statistical analysis software assumes SRS and independently distributed errors. For studies such as HSLS:09, special variance estimation software (such as SUDAAN, WesVar, AM, Stata, or R) is required to compute (Taylor Series) linearization or replication variance estimates. The HSLS:09 restricted-use data files contain linearization weights and balanced repeated replication weights) are available on all files. (See also *Analytic weights* and *Balanced repeated replication.*)

Socioeconomic status (SES): A socioeconomic status variable has been created for subpopulation definition and as an independent or control variable. SES is a social status construct represented by an index in HSLS:09 that takes account of the student's home background as represented by parent's education, parents' occupations, and family income. Two SES measures are available on the data files, both in continuous form as well as weighted quintiles. The first HSLS:09 SES index is quite similar to measures employed in *NELS:88*, *ELS:2002*, and earlier NCES secondary longitudinal studies. A second version of the SES index was created for HSLS:09 that includes a covariate adjustment based on school locale (city, suburban, town, or rural locale). In this alternative version of the SES composite, locale is accorded a role as a factor that

differentially affects the impact of education, occupation, and income on relative social position.

Standard deviation: This is the square root of the population (unit) variance used in, for example, the calculation of the standardized theta score in the mathematics assessment.

Standard error: This is the square root of the population sampling variance. It is a measure of the dispersion of the sampling distribution of a statistic. Standard errors are used to establish confidence intervals for the statistics being analyzed and are constructed using the final analysis weights and software that accounts for the complex HSLS:09 sample design.

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

STEM: The acronym STEM stands for science, technology, engineering and mathematics. STEM coursetaking is a major focus of HSLS:09.

Stratification: Stratification is the division of a population into distinct, mutually exclusive and exhaustive subgroups (strata). Strata are generally defined to include relatively homogeneous units on characteristics that are of interest to the study. Stratification is used to reduce sampling error. In HSLS:09, the first-stage strata were formed and schools were selected independently within each stratum. Students were independently selected within strata defined by race/ethnicity.

Target population: Target population is defined as the elements identified for a particular study. The weighted results tabulated from the HSLS:09 data provide estimates for target populations and population domains. In HSLS:09, the base-year target population was fall-term 9th-graders in all regular public and private schools with 9th and 11th grades in the 50 states and the District of Columbia.

Taylor series linearization: The Taylor series variance estimation procedure is used to estimate the variance of linear statistics (e.g., estimated totals) and nonlinear statistics (e.g., proportions or ratios). For nonlinear statistics, the procedure takes the first-order Taylor series approximation of the nonlinear statistics and then substitutes the linear representation into the appropriate variance formula based on the sample design. Because HSLS:09 is a stratified multistage survey, the Taylor series procedure requires analytic strata and analytic primary sampling units, defined from the sampling strata and primary sampling units (HSLS:09 schools). (See also *Balanced repeated replication*.)

Technical Review Panel (TRP): A TRP is a specially appointed, independent group of substantive, methodological, and technical experts who offer advice to the study

contractor on issues of study design and content. TRP members are nominated by RTI and approved by NCES. Typically TRPs are convened prior to and subsequent to a field test.

Unit nonresponse: Unit nonresponse is the failure of a survey unit (e.g., at the institutional level, a school, or at the individual level, a respondent, such as a student or a teacher) to cooperate or complete a survey instrument. *Overall unit nonresponse* reflects a combination of unit nonresponse across two or more levels of data collection, where participation at the second stage of data collection is conditional upon participation in the first stage of data collection. In HSLS:09, overall nonresponse is the product of school-level nonresponse times student nonresponse. *Total item nonresponse* reflects a combination of the overall unit nonresponse and item nonresponse. (See also *Item nonresponse* and *Nonresponse bias*.)

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

Variance estimation: Variance estimation is the measure of the variability of a statistic and includes the standard error and error variance. Two procedures for estimating variances of survey statistics in HSLS:09 are the BRR (balanced repeated replication) and Taylor series. BRR (available on both the public-use and restricted-use files) is recommended for HSLS:09 data. (See also *Balanced repeated replication* and *Taylor series linearization*.)

Weighted estimates: Weighted estimates (are survey estimates generated from survey data that have been statistically weighted (multiplied) by factors reflecting the sample design. The general purpose of weighting is to compensate for unequal probabilities of selection into the sample and to adjust for the fact that not all schools or individuals selected into the sample actually participated. (See also A*nalytic weights*.)

White: A White person is one having origins in any of the original peoples of Europe, the Middle East, or North Africa. The primary source of race/ethnicity categorization in HSLS:09 was respondent self-identification.

Appendix D: Poststratification Detailed Tables

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Table D-1 Average calibration adjustments, weight sums, and unequal weighting effect, by school and student characteristics for student analytic weight (W3STUDENT)

			Final student analytic weight	
Characteristics	Number of responding students[1]	Average calibration adjustment	Sum of the weights[2]	Unequal weighting effect[3]
Total	18,600	1.29	4,191,356	2.64
School type				
Public	15,000	1.30	3,893,472	2.43
Private	3,500	1.25	297,884	1.95
Region				
Northeast	2,900	1.23	730,986	3.82
Midwest	5,000	1.33	925,532	1.88
South	7,500	1.27	1,575,599	2.21
West	3,200	1.37	959,240	2.55
Locale				
City	5,400	1.34	1,336,992	3.98
Suburban	6,700	1.29	1,396,955	1.88
Town	2,100	1.22	492,741	2.12
Rural	4,300	1.28	964,668	1.83
Student sex				
Male	9,300	1.29	2,114,271	2.47
Female	9,300	1.30	2,077,085	2.82
Student race/ethnicity[4]				
Hispanic	2,900	1.30	925,612	3.19
Asian	1,500	1.28	149,901	3.75
Black	1,900	1.31	569,781	3.19
Other	12,200	1.29	2,544,945	1.81
Unknown	10	1.38	1,118	1.81

[1] The questionnaire-incapable students have been excluded from the analysis presented in this table.
[2] The student counts in table 10 of chapter 3 within the base year documentation (Ingels et al. 2011) were used as the control totals. Weight sums differ from the population counts because of the suppression of the questionnaire-incapable students from the public-use file and deceased students being included in the calibration and subsequently having their weights set to zero.
[3] The unequal weighting effect is also referred to as the design effect of the weights and is calculated as one plus the square of the coefficient of variation ($1 + CV^2$).
[4] Variable = X2RACE where "Other" includes White and other race/ethnicities.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File.

Table D-2. Average calibration adjustments, weight sums, and unequal weighting effect, by school and student characteristics for student base year to 2013 Update weight (W3W1STU)

Characteristics	Number of responding students[1]	Average calibration adjustment	Final student analytic weight	
			Sum of the weights[2]	Unequal weighting effect[3]
Total	17,100	1.29	4,151,658	2.66
School type				
Public	13,800	1.30	3,854,368	2.44
Private	3,300	1.26	297,290	1.95
Region				
Northeast	2,700	1.23	723,052	3.79
Midwest	4,600	1.32	920,255	1.93
South	6,900	1.26	1,558,029	2.25
West	3,000	1.37	950,321	2.57
Locale				
City	5,000	1.34	1,323,207	3.93
Suburban	6,100	1.28	1,383,891	1.96
Town	2,000	1.23	487,868	2.18
Rural	4,100	1.28	956,692	1.82
Student sex				
Male	8,600	1.29	2,094,798	2.50
Female	8,600	1.30	2,056,860	2.81
Student race/ethnicity[4]				
Hispanic	2,700	1.30	911,716	3.20
Asian	1,400	1.27	146,044	3.82
Black	1,800	1.31	564,871	3.30
Other	11,300	1.29	2,529,027	1.80

[1] The questionnaire-incapable students have been excluded from the analysis presented in this table.
[2] The student counts in table 10 of chapter 3 within the base year documentation (Ingels et al. 2011) were used as the control totals. Weight sums differ from the population counts because of the suppression of the questionnaire-incapable students from the public-use file and deceased students being included in the calibration and subsequently having their weights set to zero.
[3] The unequal weighting effect is also referred to as the design effect of the weights and is calculated as one plus the square of the coefficient of variation ($1 + CV^2$).
[4] Variable = X2RACE where "Other" includes White and other race/ethnicities.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File.

Table D-3. Average calibration adjustments, weight sums, and unequal weighting effect, by school and student characteristics for student first follow-up to 2013 Update weight (W3W2STU)

Characteristics	Number of responding students[1]	Average calibration adjustment	Final student analytic weight	
			Sum of the weights[2]	Unequal weighting effect[3]
Total	17,300	1.29	4,186,572	2.73
School type				
Public	14,000	1.30	3,888,689	2.51
Private	3,300	1.24	297,883	2.07
Region				
Northeast	3,000	1.23	730,739	3.75
Midwest	4,700	1.33	924,085	1.98
South	7,000	1.26	1,573,538	2.30
West	3,000	1.36	958,210	2.67
Locale				
City	5,000	1.33	1,336,556	4.00
Suburban	6,200	1.30	1,394,990	2.02
Town	2,000	1.19	491,023	2.23
Rural	4,100	1.28	964,002	1.92
Student sex				
Male	8,600	1.28	2,110,679	2.60
Female	8,700	1.30	2,075,894	2.86
Student race/ethnicity[4]				
Hispanic	2,700	1.30	918,570	3.42
Asian	1,400	1.28	150,505	4.03
Black	1,800	1.32	574,503	2.94
Other	11,400	1.29	2,541,214	1.88
Unknown	10	1.39	1,780	1.87

[1] The questionnaire-incapable students have been excluded from the analysis presented in this table.
[2] The student counts in table 10 of chapter 3 within the base year documentation (Ingels et al. 2011) were used as the control totals. Weight sums differ from the population counts because of the suppression of the questionnaire-incapable students from the public-use file and deceased students being included in the calibration and subsequently having their weights set to zero.
[3] The unequal weighting effect is also referred to as the design effect of the weights and is calculated as one plus the square of the coefficient of variation ($1 + CV^2$).
[4] Variable = X2RACE where "Other" includes White and other race/ethnicities.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File.

Table D-4. Average calibration adjustments, weight sums, and unequal weighting effect, by school and student characteristics for student base year to first follow-up to 2013 Update weight (W3W1W2STU)

Characteristics	Number of responding students[1]	Average calibration adjustment	Final student analytic weight	
			Sum of the weights[2]	Unequal weighting effect[3]
Total	15,900	1.29	4,143,944	2.65
School type				
Public	12,800	1.30	3,846,649	2.42
Private	3,100	1.25	297,295	2.00
Region				
Northeast	2,500	1.22	721,564	3.65
Midwest	4,300	1.32	918,369	1.96
South	6,400	1.26	1,555,456	2.23
West	2,700	1.37	948,555	2.59
Locale				
City	4,600	1.33	1,321,726	3.88
Suburban	5,600	1.28	1,380,401	1.94
Town	1,900	1.21	486,011	2.31
Rural	3,800	1.28	955,807	1.81
Student sex				
Male	7,900	1.28	2,089,140	2.57
Female	8,000	1.29	2,054,804	2.72
Student race/ethnicity[4]				
Hispanic	2,400	1.30	909,010	3.37
Asian	1,300	1.27	146,808	3.76
Black	1,600	1.31	565,869	2.87
Other	10,500	1.28	2,522,258	1.80

[1] The questionnaire-incapable students have been excluded from the analysis presented in this table.
[2] The student counts in table 10 of chapter 3 within the base year documentation (Ingels et al. 2011) were used as the control totals. Weight sums differ from the population counts because of the suppression of the questionnaire-incapable students from the public-use file and deceased students being included in the calibration and subsequently having their weights set to zero.
[3] The unequal weighting effect is also referred to as the design effect of the weights and is calculated as one plus the square of the coefficient of variation ($1 + CV^2$).
[4] Variable = X2RACE where "Other" includes White and other race/ethnicities.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File.

Table D-5. Average calibration adjustments, weight sums, and unequal weighting effect, by school and student characteristics for high school transcript analytic weight (W3HSTRANS)

Characteristics	Number of responding students[1]	Average calibration adjustment	Final student analytic weight	
			Sum of the weights[2]	Unequal weighting effect[3]
Total	21,900	1.29	4,191,317	2.53
School type				
Public	18,100	1.30	3,893,478	2.36
Private	3,800	1.26	297,839	1.97
Region				
Northeast	3,400	1.21	730,989	3.68
Midwest	5,800	1.34	925,505	1.85
South	8,900	1.26	1,575,582	2.05
West	3,700	1.36	959,241	2.47
Locale				
City	6,200	1.34	1,337,008	3.66
Suburban	7,800	1.29	1,396,889	1.85
Town	2,600	1.22	492,746	2.01
Rural	5,300	1.28	964,674	1.82
Student sex				
Male	11,100	1.28	2,110,187	2.37
Female	10,800	1.30	2,081,130	2.68
Student race/ethnicity[4]				
Hispanic	3,600	1.30	925,297	3.01
Asian	1,800	1.28	150,041	3.78
Black	2,200	1.31	569,407	3.18
Other	14,300	1.29	2,545,619	1.75
Unknown	10	1.35	953	1.86

[1] The questionnaire-incapable students have been excluded from the analysis presented in this table.
[2] The student counts in table 10 of chapter 3 within the base year documentation (Ingels et al. 2011) were used as the control totals. Weight sums differ from the population counts because of the suppression of the questionnaire-incapable students from the public-use file and deceased students being included in the calibration and subsequently having their weights set to zero
[3] The unequal weighting effect is also referred to as the design effect of the weights and is calculated as one plus the square of the coefficient of variation ($1 + CV^2$).
[4] Variable = X2RACE where "Other" includes White and other race/ethnicities.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File.

Table D-6. Average calibration adjustments, weight sums, and unequal weighting effect, by school and student characteristics for high school transcript 2013 Update analytic weight (W3STUDENTTR)

Characteristics	Number of responding students[1]	Average calibration adjustment	Final student analytic weight	
			Sum of the weights[2]	Unequal weighting effect[3]
Total	17,700	1.29	4,191,304	2.66
School type				
Public	14,400	1.30	3,893,466	2.46
Private	3,200	1.26	297,838	2.01
Region				
Northeast	2,700	1.23	730,987	3.73
Midwest	4,800	1.33	925,501	1.93
South	7,100	1.26	1,575,578	2.22
West	3,000	1.36	959,239	2.63
Locale				
City	5,100	1.34	1,336,997	3.89
Suburban	6,300	1.29	1,396,899	1.96
Town	2,100	1.21	492,744	2.22
Rural	4,200	1.28	964,665	1.89
Student sex				
Male	8,800	1.28	2,112,601	2.56
Female	8,800	1.30	2,078,704	2.76
Student race/ethnicity[4]				
Hispanic	2,700	1.30	920,931	3.20
Asian	1,500	1.28	150,475	3.92
Black	1,800	1.32	570,214	3.07
Other	11,700	1.29	2,548,004	1.86
Unknown	10	1.36	1,680	2.04

[1] The questionnaire-incapable students have been excluded from the analysis presented in this table.
[2] The student counts in table 10 of chapter 3 within the base year documentation (Ingels et al. 2011) were used as the control totals. Weight sums differ from the population counts because of the suppression of the questionnaire-incapable students from the public-use file and deceased students being included in the calibration and subsequently having their weights set to zero.
[3] The unequal weighting effect is also referred to as the design effect of the weights and is calculated as one plus the square of the coefficient of variation ($1 + CV^2$).
[4] Variable = X2RACE where "Other" includes White and other race/ethnicities.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File.

Table D-7. Average calibration adjustments, weight sums, and unequal weighting effect, by school and student characteristics for high school transcript base year to 2013 Update longitudinal weight (W3W1STUTR)

Characteristics	Number of responding students[1]	Average calibration adjustment	Final student analytic weights	
			Sum of the weights[2]	Unequal weighting effect[3]
Total	16,300	1.29	4,150,651	2.63
School type				
Public	13,200	1.30	3,853,360	2.43
Private	3,100	1.26	297,291	1.99
Region				
Northeast	2,500	1.23	722,277	3.70
Midwest	4,400	1.32	920,483	1.95
South	6,600	1.26	1,558,095	2.21
West	2,800	1.36	949,795	2.58
Locale				
City	4,700	1.35	1,322,785	3.88
Suburban	5,800	1.28	1,383,859	1.92
Town	1,900	1.22	487,922	2.20
Rural	4,000	1.27	956,086	1.83
Student sex				
Male	8,100	1.28	2,092,859	2.50
Female	8,200	1.30	2,057,792	2.77
Student race/ethnicity[4]				
Hispanic	2,500	1.30	909,056	3.13
Asian	1,300	1.27	146,296	3.81
Black	1,600	1.31	564,237	3.17
Other	10,800	1.29	2,531,061	1.82

[1] The questionnaire-incapable students have been excluded from the analysis presented in this table.
[2] The student counts in table 5 of chapter 3 within the base year documentation (Ingels et al. 2011) were used as the control totals Weight sums differ from the population counts because of the suppression of the questionnaire-incapable students from the public-use file and deceased students being included in the calibration and subsequently having their weights set to zero.
[3] The unequal weighting effect is also referred to as the design effect of the weights and is calculated as one plus the square of the coefficient of variation ($1 + CV^2$).
[4] Variable = X2RACE where "Other" includes White and other race/ethnicities.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File.

Table D-8. Average calibration adjustments, weight sums, and unequal weighting effect, by school and student characteristics for high school transcript first follow-up to 2013 Update longitudinal weight (W3W2STUTR)

Characteristics	Number of responding students[1]	Average calibration adjustment	Final student analytic weights	
			Sum of the weights[2]	Unequal weighting effect[3]
Total	16,500	1.29	4,187,366	2.66
School type				
Public	13,500	1.30	3,889,526	2.46
Private	3,100	1.26	297,840	2.02
Region				
Northeast	2,500	1.22	730,816	3.73
Midwest	4,500	1.34	924,355	1.92
South	6,700	1.26	1,573,726	2.23
West	2,800	1.36	958,469	2.59
Locale				
City	4,800	1.34	1,336,529	3.96
Suburban	5,900	1.29	1,395,233	1.91
Town	1,900	1.20	491,425	2.25
Rural	4,000	1.28	964,179	1.83
Student sex				
Male	8,200	1.28	2,108,388	2.62
Female	8,300	1.30	2,078,978	2.71
Student race/ethnicity[4]				
Hispanic	2,500	1.30	920,384	3.23
Asian	1,400	1.28	150,222	3.88
Black	1,700	1.31	573,428	2.95
Other	11,000	1.29	2,541,967	1.85
Unknown	10	1.36	1,365	2.04

[1] The questionnaire-incapable students have been excluded from the analysis presented in this table.
[2] The student counts in table 5 of chapter 3 within the base year documentation (Ingels et al. 2011) were used as the control totals Weight sums differ from the population counts because of the suppression of the questionnaire-incapable students from the public-use file and deceased students being included in the calibration and subsequently having their weights set to zero.
[3] The unequal weighting effect is also referred to as the design effect of the weights and is calculated as one plus the square of the coefficient of variation ($1 + CV^2$).
[4] Variable = X2RACE where "Other" includes White and other race/ethnicities.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File.

Table D-9. Average calibration adjustments, weight sums, and unequal weighting effect, by school and student characteristics for high school transcript base year to first follow-up to 2013 Update longitudinal weight (W3W1W2STUTR)

Characteristics	Number of responding students[1]	Average calibration adjustment	Final student analytic weights	
			Sum of the weights[2]	Unequal weighting effect[3]
Total	15,200	1.29	4,143,492	2.63
School type				
Public	12,300	1.29	3,846,197	2.43
Private	2,900	1.26	297,296	2.02
Region				
Northeast	2,300	1.22	721,222	3.44
Midwest	4,100	1.32	919,021	1.99
South	6,100	1.26	1,555,426	2.26
West	2,600	1.36	947,822	2.62
Locale				
City	4,400	1.34	1,321,868	3.78
Suburban	5,300	1.27	1,380,141	1.95
Town	1,800	1.20	486,264	2.34
Rural	3,700	1.28	955,218	1.84
Student sex				
Male	7,600	1.28	2,084,953	2.62
Female	7,600	1.29	2,058,539	2.64
Student race/ethnicity[4]				
Hispanic	2,300	1.29	902,879	3.21
Asian	1,200	1.27	147,037	3.83
Black	1,500	1.31	567,947	2.92
Other	10,100	1.28	2,525,629	1.83

[1] The questionnaire-incapable students have been excluded from the analysis presented in this table.
[2] The student counts in table 5 of chapter 3 within the base year documentation (Ingels et al. 2011) were used as the control totals Weight sums differ from the population counts because of the suppression of the questionnaire-incapable students from the public-use file and deceased students being included in the calibration and subsequently having their weights set to zero.
[3] The unequal weighting effect is also referred to as the design effect of the weights and is calculated as one plus the square of the coefficient of variation ($1 + CV^2$).
[4] Variable = X2RACE where "Other" includes White and other race/ethnicities.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File.

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Appendix E: Standard Errors and Design Effects

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The estimated standard errors (SEs), design effects (*deff*), and root design effects (*deft*) are presented in the following tables by study instrument and survey item. The student variables from the 2013 questionnaire, or derived from that questionnaire, are displayed in tables E-1 through E-20. The student variables from the high school transcript, or derived from the high school transcript, are displayed in tables E-21 through E-40.

Design effects (*deff*) measure the relative efficiency of a sample design using particular items collected in the survey. These values are calculated as the ratio of two estimated variances,

$$deff = \frac{\hat{V}_d\left(\hat{\theta}\right)}{\hat{V}_S\left(\hat{\theta}\right)} \quad ,$$

for an estimated HSLS:09 characteristic $\hat{\theta}$. The numerator value, $\hat{V}_d\left(\hat{\theta}\right)$, is the estimated variance that properly accounts for the complex sample design and the variability associated with the analytic weights. The denominator value, $\hat{V}_S\left(\hat{\theta}\right)$, is the estimated variance from a simple random sample (*srs*) design of the same size. Like *deff*, root design effect or *deft* also provides a measure of relative efficiency of a sample design but in terms of the standard errors:

$$deft = \sqrt{\frac{\hat{V}_d\left(\hat{\theta}\right)}{\hat{V}_S\left(\hat{\theta}\right)}},$$

where the components are the same as defined for *deff*.

Table E-1. Student standard errors and design effects—Overall

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	7,572	24.1	0.86	0.49	3.04	1.74
Has taken AP math course	S3APMATH	6,855	50.0	1.17	0.60	3.73	1.93
Has taken AP science course	S3APSCIENCE	6,849	46.4	1.27	0.60	4.47	2.11
Has taken other (not math or science) AP course	S3APOTHER	6,851	83.7	0.98	0.45	4.81	2.19
Completed a FAFSA for teenager's education	S3APPFAFSA	17,547	65.1	0.59	0.36	2.71	1.65
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	4,096	28.3	1.06	0.70	2.28	1.51
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	4,120	24.6	1.00	0.67	2.20	1.48
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	4,097	6.7	0.60	0.39	2.38	1.54
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	12,766	77.4	0.65	0.37	3.13	1.77
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	18,499	68.5	0.74	0.34	4.75	2.18
Has applied to a postsecondary school	S3CLGAPPNUM	16,171	84.2	0.53	0.29	3.47	1.86
Attending college full-time as of Nov 1 2013	S3CLGFT	13,440	83.6	0.73	0.32	5.25	2.29
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	12,489	42.1	0.73	0.44	2.74	1.66
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	12,515	36.0	0.92	0.43	4.58	2.14
Met with high school counselor about financial aid	S3CNSLAID	16,020	48.8	0.72	0.39	3.35	1.83
Met with high school counselor about college admissions	S3CNSLCLG	16,018	69.0	0.66	0.37	3.29	1.81
Met with high school counselor about finding job	S3CNSLJOB	16,002	21.8	0.66	0.33	4.08	2.02
Currently working for pay	S3CURWORK	18,298	49.4	0.75	0.37	4.12	2.03
Current job - works 35 hours a week or more	S3CURJOBHRS	8,748	29.0	0.96	0.48	3.90	1.97
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	9,052	2.7	0.01	0.01	2.87	1.69

See notes at end of table

Table E-1. Student standard errors and design effects—Overall—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	8,988	38.1	1.47	0.51	8.19	2.86
Has taken dual enrollment math course(s)	S3DUALMATH	3,233	36.1	1.90	0.85	5.07	2.25
Has taken dual enrollment science course(s)	S3DUALSCIENCE	3,234	28.5	1.76	0.79	4.89	2.21
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	18,452	6.2	0.37	0.18	4.25	2.06
Attending high school or homeschool as of Nov 1 2013	S3HS	1,766	34.7	1.71	1.13	2.27	1.51
Teenager has high school credential	S3HSCRED	18,556	88.3	0.46	0.24	3.74	1.93
Received high school credential in 2013	S3HSCREDYR	16,706	94.0	0.34	0.18	3.52	1.88
Serving in the military as of Nov 1 2013	S3MILITARY	18,431	4.1	0.25	0.15	3.04	1.74
Living on campus while taking postsecondary classes	S3WHERELIVE	12,734	46.3	0.96	0.44	4.72	2.17
Considering a major in business management	S3FIELD2 (composite)	12,787	11.8	0.44	0.29	2.35	1.53
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	12,787	5.7	0.36	0.21	3.13	1.77
Considering a major in precision production	S3FIELD2 (composite)	12,787	0.5	0.12	0.06	3.70	1.92
Considering a major in engineering	S3FIELD2 (composite)	12,787	8.1	0.41	0.24	2.81	1.67
Considering a major in health professions or clinical services	S3FIELD2 (composite)	12,787	18.9	0.64	0.35	3.47	1.86
Does not know what major will be	S3FIELD2 (composite)	12,787	9.6	0.43	0.26	2.76	1.66
Summary statistics							
Mean						3.69	1.90
Minimum						2.20	1.48
Median						3.47	1.86
Maximum						8.19	2.86
Standard deviation						1.18	0.29

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-2. Student standard errors and design effects—Public schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	5,252	25.7	0.98	0.60	2.62	1.62
Has taken AP math course	S3APMATH	5,192	50.4	1.28	0.69	3.39	1.84
Has taken AP science course	S3APSCIENCE	5,185	46.3	1.37	0.69	3.94	1.98
Has taken other (not math or science) AP course	S3APOTHER	5,186	83.7	1.08	0.51	4.41	2.10
Completed a FAFSA for teenager's education	S3APPFAFSA	14,103	64.5	0.62	0.40	2.36	1.54
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	3,844	28.4	1.09	0.73	2.26	1.50
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	3,868	24.5	1.00	0.69	2.11	1.45
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	3,843	6.8	0.61	0.41	2.29	1.51
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	9,785	77.1	0.72	0.43	2.84	1.69
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	14,989	66.8	0.79	0.38	4.27	2.07
Has applied to a postsecondary school	S3CLGAPPNUM	12,919	83.2	0.58	0.33	3.08	1.75
Attending college full-time as of Nov 1 2013	S3CLGFT	10,243	82.4	0.81	0.38	4.62	2.15
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	9,513	42.4	0.80	0.51	2.49	1.58
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	9,526	35.6	0.99	0.49	4.10	2.03
Met with high school counselor about financial aid	S3CNSLAID	12,743	48.9	0.76	0.44	2.94	1.72
Met with high school counselor about college admissions	S3CNSLCLG	12,738	67.5	0.70	0.41	2.87	1.69
Met with high school counselor about finding job	S3CNSLJOB	12,723	22.7	0.71	0.37	3.69	1.92
Currently working for pay	S3CURWORK	14,832	49.2	0.81	0.41	3.86	1.96
Current job - works 35 hours a week or more	S3CURJOBHRS	7,122	29.3	1.02	0.54	3.56	1.89
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	7,366	2.7	0.01	0.01	2.62	1.62

See notes at end of table

Table E-2. Student standard errors and design effects—Public schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	6,954	39.0	1.57	0.58	7.17	2.68
Has taken dual enrollment math course(s)	S3DUALMATH	2,589	36.3	2.04	0.95	4.64	2.15
Has taken dual enrollment science course(s)	S3DUALSCIENCE	2,590	28.2	1.87	0.88	4.46	2.11
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	14,953	6.6	0.39	0.20	3.65	1.91
Attending high school or homeschool as of Nov 1 2013	S3HS	1,689	34.5	1.74	1.16	2.27	1.51
Teenager has high school credential	S3HSCRED	15,037	87.6	0.49	0.27	3.35	1.83
Received high school credential in 2013	S3HSCREDYR	13,275	93.7	0.37	0.21	3.06	1.75
Serving in the military as of Nov 1 2013	S3MILITARY	14,930	4.3	0.27	0.17	2.73	1.65
Living on campus while taking postsecondary classes	S3WHERELIVE	9,677	43.6	1.04	0.50	4.22	2.05
Considering a major in business management	S3FIELD2 (composite)	9,717	11.3	0.48	0.32	2.27	1.51
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	9,717	5.7	0.41	0.23	3.02	1.74
Considering a major in precision production	S3FIELD2 (composite)	9,717	0.6	0.14	0.08	3.17	1.78
Considering a major in engineering	S3FIELD2 (composite)	9,717	8.0	0.45	0.27	2.65	1.63
Considering a major in health professions or clinical services	S3FIELD2 (composite)	9,717	19.1	0.70	0.40	3.10	1.76
Does not know what major will be	S3FIELD2 (composite)	9,717	9.7	0.46	0.30	2.39	1.55
Summary statistics							
Mean						3.33	1.81
Minimum						2.11	1.45
Median						3.08	1.75
Maximum						7.17	2.68
Standard deviation						1.01	0.26

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-3. Student standard errors and design effects—Private schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	2,320	14.0	1.25	0.72	3.01	1.73
Has taken AP math course	S3APMATH	1,663	46.6	2.84	1.22	5.39	2.32
Has taken AP science course	S3APSCIENCE	1,664	48.1	2.44	1.23	3.96	1.99
Has taken other (not math or science) AP course	S3APOTHER	1,665	84.5	1.50	0.89	2.87	1.69
Completed a FAFSA for teenager's education	S3APPFAFSA	3,444	73.3	1.74	0.75	5.35	2.31
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	252	26.5	5.33	2.79	3.65	1.91
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	252	29.6	5.12	2.88	3.16	1.78
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	254	1.8	0.95	0.84	1.30	1.14
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	2,981	80.5	1.22	0.73	2.82	1.68
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	3,510	90.8	1.18	0.49	5.85	2.42
Has applied to a postsecondary school	S3CLGAPPNUM	3,252	96.3	0.82	0.33	6.19	2.49
Attending college full-time as of Nov 1 2013	S3CLGFT	3,197	95.4	0.72	0.37	3.75	1.94
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	2,976	39.1	1.22	0.89	1.85	1.36
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	2,989	39.2	1.51	0.89	2.87	1.69
Met with high school counselor about financial aid	S3CNSLAID	3,277	48.1	2.05	0.87	5.53	2.35
Met with high school counselor about college admissions	S3CNSLCLG	3,280	86.2	1.97	0.60	10.69	3.27
Met with high school counselor about finding job	S3CNSLJOB	3,279	11.9	1.13	0.56	4.02	2.01
Currently working for pay	S3CURWORK	3,466	51.5	1.85	0.85	4.75	2.18
Current job - works 35 hours a week or more	S3CURJOBHRS	1,626	24.2	1.71	1.06	2.59	1.61
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	1,686	2.7	0.02	0.01	2.36	1.54

See notes at end of table

Table E-3. Student standard errors and design effects—Private schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	2,034	29.4	3.18	1.01	9.88	3.14
Has taken dual enrollment math course(s)	S3DUALMATH	644	34.4	4.03	1.87	4.62	2.15
Has taken dual enrollment science course(s)	S3DUALSCIENCE	644	32.2	4.55	1.84	6.11	2.47
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	3,499	1.1	0.44	0.18	5.99	2.45
Attending high school or homeschool as of Nov 1 2013	S3HS	77	49.9	9.03	5.74	2.48	1.57
Teenager has high school credential	S3HSCRED	3,519	97.4	0.46	0.27	2.93	1.71
Received high school credential in 2013	S3HSCREDYR	3,431	97.6	0.57	0.26	4.85	2.20
Serving in the military as of Nov 1 2013	S3MILITARY	3,501	1.9	0.38	0.23	2.71	1.65
Living on campus while taking postsecondary classes	S3WHERELIVE	3,057	72.3	2.77	0.81	11.66	3.41
Considering a major in business management	S3FIELD2 (composite)	3,070	17.0	1.20	0.68	3.11	1.76
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	3,070	6.3	0.63	0.44	2.06	1.43
Considering a major in precision production	S3FIELD2 (composite)	3,070	0.1	0.07	0.06	1.32	1.15
Considering a major in engineering	S3FIELD2 (composite)	3,070	9.8	0.74	0.54	1.88	1.37
Considering a major in health professions or clinical services	S3FIELD2 (composite)	3,070	16.3	1.16	0.67	3.00	1.73
Does not know what major will be	S3FIELD2 (composite)	3,070	8.6	0.94	0.51	3.45	1.86
Summary statistics							
Mean						4.23	1.99
Minimum						1.30	1.14
Median						3.45	1.86
Maximum						11.66	3.41
Standard deviation						2.46	0.54

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-4. Student standard errors and design effects—Northeast schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	1,337	18.8	2.21	1.07	4.27	2.07
Has taken AP math course	S3APMATH	1,069	51.2	2.75	1.53	3.24	1.80
Has taken AP science course	S3APSCIENCE	1,067	47.5	2.36	1.53	2.38	1.54
Has taken other (not math or science) AP course	S3APOTHER	1,071	79.1	2.20	1.24	3.12	1.77
Completed a FAFSA for teenager's education	S3APPFAFSA	2,742	69.3	1.38	0.88	2.44	1.56
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	530	28.0	3.65	1.95	3.49	1.87
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	533	30.9	3.27	2.00	2.67	1.63
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	530	3.7	1.29	0.82	2.45	1.57
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	2,059	76.4	1.45	0.94	2.39	1.55
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	2,863	73.9	1.70	0.82	4.31	2.08
Has applied to a postsecondary school	S3CLGAPPNUM	2,513	87.3	1.31	0.66	3.89	1.97
Attending college full-time as of Nov 1 2013	S3CLGFT	2,208	90.8	1.35	0.61	4.80	2.19
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	2,016	41.2	2.03	1.10	3.44	1.86
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	2,048	45.4	2.83	1.10	6.63	2.58
Met with high school counselor about financial aid	S3CNSLAID	2,546	50.7	2.03	0.99	4.18	2.04
Met with high school counselor about college admissions	S3CNSLCLG	2,550	77.9	1.49	0.82	3.29	1.81
Met with high school counselor about finding job	S3CNSLJOB	2,550	24.8	1.64	0.86	3.68	1.92
Currently working for pay	S3CURWORK	2,831	53.2	2.39	0.94	6.50	2.55
Current job - works 35 hours a week or more	S3CURJOBHRS	1,459	23.4	2.13	1.11	3.70	1.92
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	1,513	2.7	0.03	0.02	3.21	1.79

See notes at end of table

Table E-4. Student standard errors and design effects—Northeast schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	1,362	36.1	3.60	1.30	7.63	2.76
Has taken dual enrollment math course(s)	S3DUALMATH	466	31.8	3.62	2.16	2.82	1.68
Has taken dual enrollment science course(s)	S3DUALSCIENCE	468	29.4	3.96	2.11	3.52	1.88
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	2,853	4.5	0.73	0.39	3.48	1.87
Attending high school or homeschool as of Nov 1 2013	S3HS	248	28.4	6.52	2.87	5.16	2.27
Teenager has high school credential	S3HSCRED	2,871	89.3	1.09	0.58	3.56	1.89
Received high school credential in 2013	S3HSCREDYR	2,614	96.3	0.73	0.37	3.88	1.97
Serving in the military as of Nov 1 2013	S3MILITARY	2,853	3.3	0.56	0.34	2.83	1.68
Living on campus while taking postsecondary classes	S3WHERELIVE	2,087	52.8	2.53	1.09	5.35	2.31
Considering a major in business management	S3FIELD2 (composite)	2,090	13.6	1.14	0.75	2.30	1.52
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	2,090	4.8	0.73	0.47	2.42	1.55
Considering a major in precision production	S3FIELD2 (composite)	2,090	0.2	0.16	0.09	2.77	1.66
Considering a major in engineering	S3FIELD2 (composite)	2,090	7.3	0.89	0.57	2.46	1.57
Considering a major in health professions or clinical services	S3FIELD2 (composite)	2,090	15.7	1.83	0.80	5.29	2.30
Does not know what major will be	S3FIELD2 (composite)	2,090	7.9	0.86	0.59	2.13	1.46
Summary statistics							
Mean						3.71	1.90
Minimum						2.13	1.46
Median						3.48	1.87
Maximum						7.63	2.76
Standard deviation						1.33	0.33

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-5. Student standard errors and design effects—Midwest schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	2,205	20.0	1.31	0.85	2.35	1.53
Has taken AP math course	S3APMATH	1,806	48.3	2.25	1.18	3.67	1.91
Has taken AP science course	S3APSCIENCE	1,805	44.1	2.12	1.17	3.29	1.81
Has taken other (not math or science) AP course	S3APOTHER	1,801	81.4	1.50	0.92	2.66	1.63
Completed a FAFSA for teenager's education	S3APPFAFSA	4,730	68.7	1.11	0.67	2.72	1.65
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	1,039	28.1	1.92	1.40	1.88	1.37
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	1,047	26.0	1.73	1.36	1.63	1.28
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	1,045	5.1	0.94	0.68	1.88	1.37
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	3,581	77.9	0.97	0.69	1.95	1.40
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	5,002	69.1	1.24	0.65	3.61	1.90
Has applied to a postsecondary school	S3CLGAPPNUM	4,438	85.4	0.93	0.53	3.09	1.76
Attending college full-time as of Nov 1 2013	S3CLGFT	3,694	86.2	0.89	0.57	2.48	1.58
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	3,464	43.8	1.40	0.84	2.75	1.66
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	3,475	42.0	1.21	0.84	2.09	1.45
Met with high school counselor about financial aid	S3CNSLAID	4,435	47.1	1.71	0.75	5.22	2.28
Met with high school counselor about college admissions	S3CNSLCLG	4,431	70.2	1.22	0.69	3.14	1.77
Met with high school counselor about finding job	S3CNSLJOB	4,427	20.4	1.28	0.61	4.47	2.11
Currently working for pay	S3CURWORK	4,944	59.0	1.34	0.70	3.67	1.92
Current job - works 35 hours a week or more	S3CURJOBHRS	2,659	29.3	1.42	0.88	2.58	1.61
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	2,723	2.7	0.02	0.01	3.19	1.79

See notes at end of table

Table E-5. Student standard errors and design effects—Midwest schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	2,464	42.9	2.96	1.00	8.83	2.97
Has taken dual enrollment math course(s)	S3DUALMATH	917	36.5	3.17	1.59	3.96	1.99
Has taken dual enrollment science course(s)	S3DUALSCIENCE	915	29.1	2.52	1.50	2.81	1.68
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	4,990	5.7	0.67	0.33	4.13	2.03
Attending high school or homeschool as of Nov 1 2013	S3HS	451	38.7	3.87	2.30	2.84	1.69
Teenager has high school credential	S3HSCRED	5,019	89.2	0.82	0.44	3.53	1.88
Received high school credential in 2013	S3HSCREDYR	4,545	95.0	0.56	0.32	2.95	1.72
Serving in the military as of Nov 1 2013	S3MILITARY	4,985	3.7	0.37	0.27	1.95	1.40
Living on campus while taking postsecondary classes	S3WHERELIVE	3,530	54.6	1.50	0.84	3.19	1.78
Considering a major in business management	S3FIELD2 (composite)	3,540	12.3	0.79	0.55	2.04	1.43
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	3,540	4.8	0.46	0.36	1.60	1.27
Considering a major in precision production	S3FIELD2 (composite)	3,540	0.8	0.26	0.15	2.86	1.69
Considering a major in engineering	S3FIELD2 (composite)	3,540	7.9	0.60	0.45	1.79	1.34
Considering a major in health professions or clinical services	S3FIELD2 (composite)	3,540	19.2	1.13	0.66	2.90	1.70
Does not know what major will be	S3FIELD2 (composite)	3,540	8.6	0.78	0.47	2.75	1.66
Summary statistics							
Mean						3.04	1.71
Minimum						1.60	1.27
Median						2.84	1.69
Maximum						8.83	2.97
Standard deviation						1.31	0.33

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-6. Student standard errors and design effects—South schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	2,986	26.2	1.22	0.81	2.29	1.51
Has taken AP math course	S3APMATH	2,852	50.8	1.84	0.94	3.85	1.96
Has taken AP science course	S3APSCIENCE	2,853	48.6	1.99	0.94	4.50	2.12
Has taken other (not math or science) AP course	S3APOTHER	2,851	86.7	1.06	0.64	2.79	1.67
Completed a FAFSA for teenager's education	S3APPFAFSA	7,107	63.0	0.98	0.57	2.91	1.71
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	1,774	29.8	1.66	1.09	2.33	1.53
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	1,783	23.7	1.51	1.01	2.25	1.50
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	1,767	7.6	0.86	0.63	1.85	1.36
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	5,028	78.0	1.14	0.58	3.84	1.96
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	7,440	65.9	1.06	0.55	3.71	1.93
Has applied to a postsecondary school	S3CLGAPPNUM	6,503	82.2	0.86	0.47	3.27	1.81
Attending college full-time as of Nov 1 2013	S3CLGFT	5,327	81.8	1.10	0.53	4.30	2.07
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	4,940	44.9	1.36	0.71	3.68	1.92
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	4,922	33.0	1.29	0.67	3.69	1.92
Met with high school counselor about financial aid	S3CNSLAID	6,278	51.0	1.11	0.63	3.10	1.76
Met with high school counselor about college admissions	S3CNSLCLG	6,274	67.2	1.05	0.59	3.16	1.78
Met with high school counselor about finding job	S3CNSLJOB	6,269	22.1	1.03	0.52	3.85	1.96
Currently working for pay	S3CURWORK	7,359	47.3	1.11	0.58	3.63	1.91
Current job - works 35 hours a week or more	S3CURJOBHRS	3,359	31.8	1.41	0.80	3.09	1.76
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	3,486	2.7	0.02	0.01	2.53	1.59

See notes at end of table

Table E-6. Student standard errors and design effects—South schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	3,615	40.0	2.21	0.81	7.38	2.72
Has taken dual enrollment math course(s)	S3DUALMATH	1,327	39.6	3.36	1.34	6.27	2.50
Has taken dual enrollment science course(s)	S3DUALSCIENCE	1,326	28.2	3.45	1.24	7.78	2.79
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	7,423	7.8	0.64	0.31	4.25	2.06
Attending high school or homeschool as of Nov 1 2013	S3HS	632	29.2	3.04	1.81	2.83	1.68
Teenager has high school credential	S3HSCRED	7,463	88.9	0.75	0.36	4.21	2.05
Received high school credential in 2013	S3HSCREDYR	6,792	91.8	0.65	0.33	3.82	1.96
Serving in the military as of Nov 1 2013	S3MILITARY	7,410	4.6	0.47	0.24	3.68	1.92
Living on campus while taking postsecondary classes	S3WHERELIVE	5,031	43.8	1.64	0.70	5.47	2.34
Considering a major in business management	S3FIELD2 (composite)	5,052	11.1	0.73	0.44	2.73	1.65
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	5,052	6.4	0.67	0.35	3.73	1.93
Considering a major in precision production	S3FIELD2 (composite)	5,052	0.8	0.28	0.12	5.28	2.30
Considering a major in engineering	S3FIELD2 (composite)	5,052	9.0	0.66	0.40	2.67	1.63
Considering a major in health professions or clinical services	S3FIELD2 (composite)	5,052	22.2	1.15	0.58	3.86	1.96
Does not know what major will be	S3FIELD2 (composite)	5,052	8.4	0.60	0.39	2.38	1.54
Summary statistics							
Mean						3.74	1.91
Minimum						1.85	1.36
Median						3.68	1.92
Maximum						7.78	2.79
Standard deviation						1.35	0.33

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-7. Student standard errors and design effects—West schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	1,044	31.3	2.85	1.44	3.95	1.99
Has taken AP math course	S3APMATH	1,128	49.3	2.85	1.49	3.65	1.91
Has taken AP science course	S3APSCIENCE	1,124	44.3	2.90	1.48	3.84	1.96
Has taken other (not math or science) AP course	S3APOTHER	1,128	84.5	3.16	1.08	8.58	2.93
Completed a FAFSA for teenager's education	S3APPFAFSA	2,968	61.9	1.56	0.89	3.07	1.75
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	753	26.0	2.92	1.60	3.32	1.82
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	757	20.8	2.43	1.48	2.72	1.65
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	755	8.5	1.73	1.02	2.89	1.70
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	2,098	76.7	1.77	0.92	3.68	1.92
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	3,194	68.0	2.20	0.83	7.11	2.67
Has applied to a postsecondary school	S3CLGAPPNUM	2,717	83.8	1.55	0.71	4.83	2.20
Attending college full-time as of Nov 1 2013	S3CLGFT	2,211	78.0	2.41	0.88	7.47	2.73
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	2,069	36.8	1.66	1.06	2.44	1.56
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	2,070	26.7	1.82	0.97	3.49	1.87
Met with high school counselor about financial aid	S3CNSLAID	2,761	45.6	1.76	0.95	3.44	1.85
Met with high school counselor about college admissions	S3CNSLCLG	2,763	63.7	1.85	0.92	4.10	2.02
Met with high school counselor about finding job	S3CNSLJOB	2,756	20.5	1.74	0.77	5.13	2.27
Currently working for pay	S3CURWORK	3,164	40.8	1.74	0.87	3.97	1.99
Current job - works 35 hours a week or more	S3CURJOBHRS	1,271	28.6	3.15	1.27	6.17	2.48
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	1,330	2.7	0.03	0.02	3.14	1.77

See notes at end of table

Table E-7. Student standard errors and design effects—West schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	1,547	31.7	3.32	1.18	7.85	2.80
Has taken dual enrollment math course(s)	S3DUALMATH	523	32.3	3.77	2.05	3.39	1.84
Has taken dual enrollment science course(s)	S3DUALSCIENCE	525	27.4	4.03	1.95	4.29	2.07
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	3,186	5.3	0.79	0.40	3.98	1.99
Attending high school or homeschool as of Nov 1 2013	S3HS	435	42.5	3.09	2.37	1.70	1.30
Teenager has high school credential	S3HSCRED	3,203	85.6	1.33	0.62	4.57	2.14
Received high school credential in 2013	S3HSCREDYR	2,755	94.9	0.74	0.42	3.18	1.78
Serving in the military as of Nov 1 2013	S3MILITARY	3,183	4.2	0.54	0.35	2.31	1.52
Living on campus while taking postsecondary classes	S3WHERELIVE	2,086	36.6	2.61	1.05	6.10	2.47
Considering a major in business management	S3FIELD2 (composite)	2,105	11.0	1.10	0.68	2.62	1.62
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	2,105	6.3	0.92	0.53	2.99	1.73
Considering a major in precision production	S3FIELD2 (composite)	2,105	0.2	0.08	0.09	0.79	0.89
Considering a major in engineering	S3FIELD2 (composite)	2,105	7.8	0.93	0.58	2.52	1.59
Considering a major in health professions or clinical services	S3FIELD2 (composite)	2,105	15.8	1.26	0.80	2.50	1.58
Does not know what major will be	S3FIELD2 (composite)	2,105	13.9	1.23	0.76	2.63	1.62
Summary statistics							
Mean						3.95	1.94
Minimum						0.79	0.89
Median						3.49	1.87
Maximum						8.58	2.93
Standard deviation						1.76	0.43

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-8. Student standard errors and design effects—City schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	2,528	23.8	1.76	0.85	4.31	2.08
Has taken AP math course	S3APMATH	2,313	54.3	2.09	1.04	4.07	2.02
Has taken AP science course	S3APSCIENCE	2,315	50.1	2.29	1.04	4.87	2.21
Has taken other (not math or science) AP course	S3APOTHER	2,311	85.4	1.98	0.74	7.25	2.69
Completed a FAFSA for teenager's education	S3APPFAFSA	5,102	64.8	1.15	0.67	2.95	1.72
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	972	28.7	2.50	1.45	2.96	1.72
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	974	20.5	2.04	1.29	2.49	1.58
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	970	6.0	1.05	0.76	1.92	1.39
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	3,918	75.6	1.45	0.69	4.44	2.11
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	5,387	68.8	1.71	0.63	7.36	2.71
Has applied to a postsecondary school	S3CLGAPPNUM	4,762	85.8	1.16	0.51	5.23	2.29
Attending college full-time as of Nov 1 2013	S3CLGFT	4,128	80.6	1.90	0.62	9.56	3.09
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	3,852	40.8	1.73	0.79	4.79	2.19
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	3,858	32.9	2.04	0.76	7.30	2.70
Met with high school counselor about financial aid	S3CNSLAID	4,713	52.8	1.66	0.73	5.22	2.28
Met with high school counselor about college admissions	S3CNSLCLG	4,717	70.3	1.31	0.67	3.86	1.96
Met with high school counselor about finding job	S3CNSLJOB	4,714	23.3	1.37	0.62	4.92	2.22
Currently working for pay	S3CURWORK	5,337	43.8	1.63	0.68	5.73	2.39
Current job - works 35 hours a week or more	S3CURJOBHRS	2,427	26.0	1.64	0.89	3.37	1.84
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	2,509	2.7	0.02	0.01	3.67	1.91

See notes at end of table

Table E-8. Student standard errors and design effects—City schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	2,807	31.6	3.09	0.88	12.39	3.52
Has taken dual enrollment math course(s)	S3DUALMATH	842	40.0	4.76	1.69	7.94	2.82
Has taken dual enrollment science course(s)	S3DUALSCIENCE	845	31.8	5.05	1.60	9.92	3.15
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	5,370	6.9	0.80	0.35	5.42	2.33
Attending high school or homeschool as of Nov 1 2013	S3HS	539	35.5	3.75	2.06	3.31	1.82
Teenager has high school credential	S3HSCRED	5,401	85.9	1.14	0.47	5.82	2.41
Received high school credential in 2013	S3HSCREDYR	4,837	94.0	0.72	0.34	4.45	2.11
Serving in the military as of Nov 1 2013	S3MILITARY	5,368	4.0	0.57	0.27	4.50	2.12
Living on campus while taking postsecondary classes	S3WHERELIVE	3,938	42.0	1.89	0.79	5.78	2.40
Considering a major in business management	S3FIELD2 (composite)	3,948	11.6	0.96	0.51	3.55	1.88
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	3,948	5.9	0.87	0.38	5.42	2.33
Considering a major in precision production	S3FIELD2 (composite)	3,948	0.5	0.30	0.12	6.90	2.63
Considering a major in engineering	S3FIELD2 (composite)	3,948	9.4	0.85	0.46	3.36	1.83
Considering a major in health professions or clinical services	S3FIELD2 (composite)	3,948	18.8	1.35	0.62	4.70	2.17
Does not know what major will be	S3FIELD2 (composite)	3,948	11.3	0.88	0.50	3.07	1.75
Summary statistics							
Mean						5.22	2.24
Minimum						1.92	1.39
Median						4.79	2.19
Maximum						12.39	3.52
Standard deviation						2.25	0.46

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-9. Student standard errors and design effects—Suburban schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	2,890	23.2	1.34	0.79	2.93	1.71
Has taken AP math course	S3APMATH	2,628	48.1	1.68	0.97	2.96	1.72
Has taken AP science course	S3APSCIENCE	2,625	45.9	1.41	0.97	2.09	1.44
Has taken other (not math or science) AP course	S3APOTHER	2,625	82.7	1.32	0.74	3.21	1.79
Completed a FAFSA for teenager's education	S3APPFAFSA	6,299	66.8	0.96	0.59	2.63	1.62
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	1,306	28.5	1.48	1.25	1.40	1.18
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	1,314	25.7	1.81	1.21	2.25	1.50
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	1,309	7.6	1.12	0.73	2.32	1.52
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	4,695	79.9	1.01	0.58	2.98	1.73
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	6,645	72.0	1.10	0.55	3.96	1.99
Has applied to a postsecondary school	S3CLGAPPNUM	5,802	86.5	0.76	0.45	2.86	1.69
Attending college full-time as of Nov 1 2013	S3CLGFT	5,003	84.8	0.95	0.51	3.48	1.87
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	4,634	39.9	1.04	0.72	2.09	1.45
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	4,660	36.5	1.29	0.71	3.32	1.82
Met with high school counselor about financial aid	S3CNSLAID	5,806	45.4	1.03	0.65	2.51	1.58
Met with high school counselor about college admissions	S3CNSLCLG	5,804	70.9	1.07	0.60	3.21	1.79
Met with high school counselor about finding job	S3CNSLJOB	5,800	19.1	0.83	0.52	2.59	1.61
Currently working for pay	S3CURWORK	6,564	49.2	1.05	0.62	2.91	1.70
Current job - works 35 hours a week or more	S3CURJOBHRS	3,111	26.2	1.56	0.79	3.92	1.98
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	3,209	2.7	0.01	0.01	1.79	1.34

See notes at end of table

Table E-9. Student standard errors and design effects—Suburban schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	3,341	34.2	2.03	0.82	6.15	2.48
Has taken dual enrollment math course(s)	S3DUALMATH	1,110	33.5	2.80	1.42	3.90	1.97
Has taken dual enrollment science course(s)	S3DUALSCIENCE	1,108	27.2	2.32	1.34	3.01	1.74
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	6,627	5.5	0.50	0.28	3.24	1.80
Attending high school or homeschool as of Nov 1 2013	S3HS	618	36.3	2.41	1.94	1.55	1.25
Teenager has high school credential	S3HSCRED	6,671	88.4	0.78	0.39	4.01	2.00
Received high school credential in 2013	S3HSCREDYR	6,019	94.9	0.42	0.28	2.25	1.50
Serving in the military as of Nov 1 2013	S3MILITARY	6,616	3.6	0.35	0.23	2.32	1.52
Living on campus while taking postsecondary classes	S3WHERELIVE	4,728	48.8	1.68	0.73	5.37	2.32
Considering a major in business management	S3FIELD2 (composite)	4,753	13.0	0.69	0.49	1.98	1.41
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	4,753	6.0	0.53	0.35	2.33	1.53
Considering a major in precision production	S3FIELD2 (composite)	4,753	0.2	0.07	0.06	1.05	1.03
Considering a major in engineering	S3FIELD2 (composite)	4,753	8.5	0.56	0.40	1.92	1.39
Considering a major in health professions or clinical services	S3FIELD2 (composite)	4,753	17.4	0.80	0.55	2.13	1.46
Does not know what major will be	S3FIELD2 (composite)	4,753	9.0	0.68	0.42	2.69	1.64
Summary statistics							
Mean						2.84	1.66
Minimum						1.05	1.03
Median						2.69	1.64
Maximum						6.15	2.48
Standard deviation						1.03	0.30

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-10. Student standard errors and design effects—Town schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	712	24.9	2.20	1.62	1.84	1.36
Has taken AP math course	S3APMATH	565	47.1	3.89	2.10	3.42	1.85
Has taken AP science course	S3APSCIENCE	564	43.4	3.34	2.09	2.56	1.60
Has taken other (not math or science) AP course	S3APOTHER	564	79.6	2.91	1.70	2.95	1.72
Completed a FAFSA for teenager's education	S3APPFAFSA	2,018	61.7	1.73	1.08	2.56	1.60
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	604	25.6	2.54	1.78	2.04	1.43
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	604	28.8	2.50	1.84	1.83	1.35
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	596	9.3	2.29	1.19	3.71	1.93
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	1,353	75.5	1.86	1.17	2.54	1.59
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	2,131	61.9	1.63	1.05	2.40	1.55
Has applied to a postsecondary school	S3CLGAPPNUM	1,832	77.1	1.56	0.98	2.54	1.59
Attending college full-time as of Nov 1 2013	S3CLGFT	1,416	83.2	1.72	0.99	2.98	1.73
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	1,317	49.2	2.02	1.38	2.15	1.47
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	1,317	38.9	1.76	1.34	1.71	1.31
Met with high school counselor about financial aid	S3CNSLAID	1,811	47.1	2.08	1.17	3.16	1.78
Met with high school counselor about college admissions	S3CNSLCLG	1,811	60.6	1.97	1.15	2.95	1.72
Met with high school counselor about finding job	S3CNSLJOB	1,805	26.0	2.13	1.03	4.25	2.06
Currently working for pay	S3CURWORK	2,104	54.3	2.55	1.09	5.52	2.35
Current job - works 35 hours a week or more	S3CURJOBHRS	1,082	38.0	2.84	1.48	3.70	1.92
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	1,127	2.6	0.04	0.02	3.65	1.91

See notes at end of table

Table E-10. Student standard errors and design effects—Town schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	909	51.4	5.04	1.66	9.22	3.04
Has taken dual enrollment math course(s)	S3DUALMATH	450	43.1	3.32	2.34	2.02	1.42
Has taken dual enrollment science course(s)	S3DUALSCIENCE	449	29.9	4.00	2.16	3.41	1.85
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	2,127	7.7	1.14	0.58	3.87	1.97
Attending high school or homeschool as of Nov 1 2013	S3HS	206	31.6	4.56	3.25	1.97	1.40
Teenager has high school credential	S3HSCRED	2,139	88.6	1.19	0.69	3.01	1.73
Received high school credential in 2013	S3HSCREDYR	1,924	93.2	1.04	0.58	3.25	1.80
Serving in the military as of Nov 1 2013	S3MILITARY	2,126	5.2	0.81	0.48	2.82	1.68
Living on campus while taking postsecondary classes	S3WHERELIVE	1,344	46.1	2.75	1.36	4.09	2.02
Considering a major in business management	S3FIELD2 (composite)	1,344	10.3	0.96	0.83	1.33	1.15
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	1,344	4.4	0.75	0.56	1.83	1.35
Considering a major in precision production	S3FIELD2 (composite)	1,344	1.2	0.42	0.30	1.95	1.39
Considering a major in engineering	S3FIELD2 (composite)	1,344	6.1	1.04	0.65	2.54	1.59
Considering a major in health professions or clinical services	S3FIELD2 (composite)	1,344	23.3	2.21	1.15	3.68	1.92
Does not know what major will be	S3FIELD2 (composite)	1,344	10.8	1.91	0.85	5.05	2.25
Summary statistics							
Mean						3.10	1.73
Minimum						1.33	1.15
Median						2.95	1.72
Maximum						9.22	3.04
Standard deviation						1.43	0.36

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-11. Student standard errors and design effects—Rural schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	1,442	25.8	1.58	1.15	1.88	1.37
Has taken AP math course	S3APMATH	1,349	47.3	2.65	1.36	3.79	1.95
Has taken AP science course	S3APSCIENCE	1,345	42.5	3.19	1.35	5.60	2.37
Has taken other (not math or science) AP course	S3APOTHER	1,351	84.3	1.72	0.99	3.02	1.74
Completed a FAFSA for teenager's education	S3APPFAFSA	4,128	64.9	1.38	0.74	3.45	1.86
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	1,214	29.3	2.34	1.31	3.20	1.79
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	1,228	25.8	1.95	1.25	2.44	1.56
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	1,222	5.1	0.63	0.63	1.00	1.00
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	2,800	76.9	1.25	0.80	2.48	1.58
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	4,336	66.4	1.47	0.72	4.22	2.05
Has applied to a postsecondary school	S3CLGAPPNUM	3,775	82.3	1.12	0.62	3.26	1.81
Attending college full-time as of Nov 1 2013	S3CLGFT	2,893	86.3	1.20	0.64	3.55	1.88
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	2,686	44.1	1.58	0.96	2.73	1.65
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	2,680	38.1	1.57	0.94	2.79	1.67
Met with high school counselor about financial aid	S3CNSLAID	3,690	49.1	1.68	0.82	4.14	2.04
Met with high school counselor about college admissions	S3CNSLCLG	3,686	68.6	1.25	0.76	2.68	1.64
Met with high school counselor about finding job	S3CNSLJOB	3,683	21.6	1.32	0.68	3.79	1.95
Currently working for pay	S3CURWORK	4,293	55.0	1.61	0.76	4.52	2.13
Current job - works 35 hours a week or more	S3CURJOBHRS	2,128	31.3	2.03	1.01	4.09	2.02
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	2,207	2.6	0.02	0.01	2.88	1.70

See notes at end of table

Table E-11. Student standard errors and design effects—Rural schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	1,931	47.4	3.22	1.14	8.03	2.83
Has taken dual enrollment math course(s)	S3DUALMATH	831	32.2	3.46	1.62	4.55	2.13
Has taken dual enrollment science course(s)	S3DUALSCIENCE	832	26.2	3.21	1.52	4.44	2.11
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	4,328	5.5	0.55	0.35	2.50	1.58
Attending high school or homeschool as of Nov 1 2013	S3HS	403	32.2	3.57	2.33	2.35	1.53
Teenager has high school credential	S3HSCRED	4,345	91.2	0.73	0.43	2.86	1.69
Received high school credential in 2013	S3HSCREDYR	3,926	93.0	0.75	0.41	3.43	1.85
Serving in the military as of Nov 1 2013	S3MILITARY	4,321	4.3	0.46	0.31	2.19	1.48
Living on campus while taking postsecondary classes	S3WHERELIVE	2,724	48.6	1.69	0.96	3.10	1.76
Considering a major in business management	S3FIELD2 (composite)	2,742	11.0	0.93	0.60	2.42	1.56
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	2,742	5.6	0.60	0.44	1.88	1.37
Considering a major in precision production	S3FIELD2 (composite)	2,742	0.8	0.27	0.17	2.55	1.60
Considering a major in engineering	S3FIELD2 (composite)	2,742	6.8	0.66	0.48	1.88	1.37
Considering a major in health professions or clinical services	S3FIELD2 (composite)	2,742	19.2	1.02	0.75	1.83	1.35
Does not know what major will be	S3FIELD2 (composite)	2,742	7.6	0.82	0.51	2.62	1.62
Summary statistics							
Mean						3.20	1.76
Minimum						1.00	1.00
Median						2.88	1.70
Maximum						8.03	2.83
Standard deviation						1.28	0.33

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-12. Student standard errors and design effects—Male students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	3,467	23.9	1.37	0.72	3.58	1.89
Has taken AP math course	S3APMATH	3,072	55.3	1.58	0.90	3.11	1.76
Has taken AP science course	S3APSCIENCE	3,069	48.9	1.65	0.90	3.36	1.83
Has taken other (not math or science) AP course	S3APOTHER	3,067	81.5	1.19	0.70	2.86	1.69
Completed a FAFSA for teenager's education	S3APPFAFSA	8,708	58.8	0.83	0.53	2.50	1.58
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	2,381	24.7	1.31	0.88	2.19	1.48
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	2,395	30.6	1.46	0.94	2.41	1.55
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	2,384	6.3	0.77	0.50	2.41	1.55
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	5,964	79.6	0.86	0.52	2.74	1.66
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	9,263	64.0	1.00	0.50	4.04	2.01
Has applied to a postsecondary school	S3CLGAPPNUM	7,980	80.1	0.77	0.45	2.98	1.73
Attending college full-time as of Nov 1 2013	S3CLGFT	6,303	83.1	0.94	0.47	4.00	2.00
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	5,845	37.1	1.06	0.63	2.80	1.67
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	5,872	32.9	1.12	0.61	3.35	1.83
Met with high school counselor about financial aid	S3CNSLAID	7,975	43.8	0.93	0.56	2.81	1.68
Met with high school counselor about college admissions	S3CNSLCLG	7,971	65.7	0.83	0.53	2.45	1.56
Met with high school counselor about finding job	S3CNSLJOB	7,965	23.2	0.94	0.47	3.97	1.99
Currently working for pay	S3CURWORK	9,162	50.2	0.90	0.52	2.97	1.72
Current job - works 35 hours a week or more	S3CURJOBHRS	4,344	36.9	1.44	0.73	3.85	1.96
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	4,507	2.6	0.02	0.01	2.40	1.55

See notes at end of table

Table E-12. Student standard errors and design effects—Male students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	4,034	35.7	1.74	0.75	5.35	2.31
Has taken dual enrollment math course(s)	S3DUALMATH	1,366	37.7	2.52	1.31	3.70	1.92
Has taken dual enrollment science course(s)	S3DUALSCIENCE	1,368	26.6	2.21	1.19	3.43	1.85
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	9,237	4.5	0.40	0.22	3.50	1.87
Attending high school or homeschool as of Nov 1 2013	S3HS	1,038	36.0	2.35	1.49	2.49	1.58
Teenager has high school credential	S3HSCRED	9,296	86.1	0.56	0.36	2.40	1.55
Received high school credential in 2013	S3HSCREDYR	8,216	93.8	0.44	0.27	2.75	1.66
Serving in the military as of Nov 1 2013	S3MILITARY	9,231	6.1	0.42	0.25	2.84	1.69
Living on campus while taking postsecondary classes	S3WHERELIVE	5,978	45.0	1.34	0.64	4.30	2.07
Considering a major in business management	S3FIELD2 (composite)	5,998	14.7	0.75	0.46	2.69	1.64
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	5,998	4.7	0.43	0.27	2.45	1.57
Considering a major in precision production	S3FIELD2 (composite)	5,998	1.1	0.26	0.14	3.63	1.91
Considering a major in engineering	S3FIELD2 (composite)	5,998	13.9	0.76	0.45	2.92	1.71
Considering a major in health professions or clinical services	S3FIELD2 (composite)	5,998	9.0	0.64	0.37	2.98	1.73
Does not know what major will be	S3FIELD2 (composite)	5,998	10.3	0.74	0.39	3.57	1.89
Summary statistics							
Mean						3.14	1.76
Minimum						2.19	1.48
Median						2.97	1.72
Maximum						5.35	2.31
Standard deviation						0.69	0.19

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-13. Student standard errors and design effects—Female students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	4,105	24.3	1.14	0.67	2.88	1.70
Has taken AP math course	S3APMATH	3,783	45.6	1.40	0.81	2.98	1.73
Has taken AP science course	S3APSCIENCE	3,780	44.4	1.50	0.81	3.43	1.85
Has taken other (not math or science) AP course	S3APOTHER	3,784	85.6	1.33	0.57	5.44	2.33
Completed a FAFSA for teenager's education	S3APPFAFSA	8,839	71.4	0.75	0.48	2.43	1.56
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	1,715	33.2	1.76	1.14	2.39	1.55
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	1,725	16.6	1.23	0.90	1.88	1.37
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	1,713	7.2	1.03	0.63	2.69	1.64
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	6,802	75.4	0.86	0.52	2.71	1.65
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	9,236	73.1	0.91	0.46	3.89	1.97
Has applied to a postsecondary school	S3CLGAPPNUM	8,191	88.2	0.69	0.36	3.74	1.93
Attending college full-time as of Nov 1 2013	S3CLGFT	7,137	84.1	0.89	0.43	4.24	2.06
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	6,644	46.6	1.11	0.61	3.30	1.82
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	6,643	38.7	1.10	0.60	3.37	1.84
Met with high school counselor about financial aid	S3CNSLAID	8,045	53.9	0.97	0.56	3.04	1.74
Met with high school counselor about college admissions	S3CNSLCLG	8,047	72.3	0.90	0.50	3.28	1.81
Met with high school counselor about finding job	S3CNSLJOB	8,037	20.4	0.90	0.45	3.96	1.99
Currently working for pay	S3CURWORK	9,136	48.6	1.01	0.52	3.75	1.94
Current job - works 35 hours a week or more	S3CURJOBHRS	4,404	20.5	0.92	0.61	2.27	1.51
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	4,545	2.7	0.01	0.01	2.39	1.55

See notes at end of table

Table E-13. Student standard errors and design effects—Female students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	4,954	40.1	1.64	0.70	5.53	2.35
Has taken dual enrollment math course(s)	S3DUALMATH	1,867	35.0	2.01	1.10	3.31	1.82
Has taken dual enrollment science course(s)	S3DUALSCIENCE	1,866	29.9	2.02	1.06	3.65	1.91
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	9,215	7.9	0.52	0.28	3.44	1.85
Attending high school or homeschool as of Nov 1 2013	S3HS	728	32.7	3.04	1.74	3.05	1.75
Teenager has high school credential	S3HSCRED	9,260	90.5	0.59	0.30	3.69	1.92
Received high school credential in 2013	S3HSCREDYR	8,490	94.2	0.45	0.25	3.19	1.79
Serving in the military as of Nov 1 2013	S3MILITARY	9,200	2.0	0.27	0.15	3.55	1.88
Living on campus while taking postsecondary classes	S3WHERELIVE	6,756	47.5	1.21	0.61	3.99	2.00
Considering a major in business management	S3FIELD2 (composite)	6,789	9.2	0.62	0.35	3.16	1.78
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	6,789	6.6	0.49	0.30	2.60	1.61
Considering a major in precision production	S3FIELD2 (composite)	6,789	0.0	0.01	0.01	0.58	0.76
Considering a major in engineering	S3FIELD2 (composite)	6,789	2.9	0.34	0.20	2.84	1.68
Considering a major in health professions or clinical services	S3FIELD2 (composite)	6,789	27.7	0.98	0.54	3.23	1.80
Does not know what major will be	S3FIELD2 (composite)	6,789	9.0	0.62	0.35	3.18	1.78
Summary statistics							
Mean						3.23	1.78
Minimum						0.58	0.76
Median						3.23	1.80
Maximum						5.53	2.35
Standard deviation						0.89	0.27

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-14. Student standard errors and design effects—Hispanic students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	813	41.3	3.15	1.73	3.32	1.82
Has taken AP math course	S3APMATH	862	44.5	3.08	1.69	3.30	1.82
Has taken AP science course	S3APSCIENCE	862	40.2	3.10	1.67	3.44	1.86
Has taken other (not math or science) AP course	S3APOTHER	862	85.5	3.47	1.20	8.33	2.89
Completed a FAFSA for teenager's education	S3APPFAFSA	2,683	61.3	1.66	0.94	3.12	1.77
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	767	30.6	2.75	1.66	2.72	1.65
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	776	16.4	2.14	1.33	2.58	1.61
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	773	9.6	1.85	1.06	3.03	1.74
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	1,783	73.2	2.40	1.05	5.22	2.28
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	2,893	63.6	1.79	0.89	4.02	2.01
Has applied to a postsecondary school	S3CLGAPPNUM	2,406	81.3	1.32	0.79	2.76	1.66
Attending college full-time as of Nov 1 2013	S3CLGFT	1,903	73.5	2.47	1.01	5.94	2.44
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	1,749	40.0	2.14	1.17	3.35	1.83
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	1,740	26.6	2.11	1.06	3.97	1.99
Met with high school counselor about financial aid	S3CNSLAID	2,425	55.1	1.71	1.01	2.86	1.69
Met with high school counselor about college admissions	S3CNSLCLG	2,425	67.4	1.52	0.95	2.57	1.60
Met with high school counselor about finding job	S3CNSLJOB	2,425	24.8	1.71	0.88	3.82	1.95
Currently working for pay	S3CURWORK	2,859	42.5	2.09	0.92	5.12	2.26
Current job - works 35 hours a week or more	S3CURJOBHRS	1,271	33.8	2.11	1.33	2.53	1.59
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	1,302	2.7	0.03	0.02	2.71	1.65

See notes at end of table

Table E-14. Student standard errors and design effects—Hispanic students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	1,189	32.6	3.42	1.36	6.31	2.51
Has taken dual enrollment math course(s)	S3DUALMATH	387	30.6	4.54	2.35	3.75	1.94
Has taken dual enrollment science course(s)	S3DUALSCIENCE	389	24.7	4.36	2.19	3.96	1.99
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	2,886	8.9	0.90	0.53	2.90	1.70
Attending high school or homeschool as of Nov 1 2013	S3HS	385	38.6	3.77	2.48	2.30	1.52
Teenager has high school credential	S3HSCRED	2,902	84.3	1.31	0.68	3.74	1.93
Received high school credential in 2013	S3HSCREDYR	2,500	93.9	0.77	0.48	2.63	1.62
Serving in the military as of Nov 1 2013	S3MILITARY	2,883	3.0	0.52	0.32	2.67	1.63
Living on campus while taking postsecondary classes	S3WHERELIVE	1,774	25.2	1.73	1.03	2.82	1.68
Considering a major in business management	S3FIELD2 (composite)	1,777	10.3	1.27	0.72	3.10	1.76
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	1,777	4.2	0.84	0.48	3.11	1.76
Considering a major in precision production	S3FIELD2 (composite)	1,777	0.1	0.08	0.07	1.31	1.14
Considering a major in engineering	S3FIELD2 (composite)	1,777	7.4	0.91	0.62	2.17	1.47
Considering a major in health professions or clinical services	S3FIELD2 (composite)	1,777	20.8	1.83	0.96	3.61	1.90
Does not know what major will be	S3FIELD2 (composite)	1,777	12.6	1.26	0.79	2.56	1.60
Summary statistics							
Mean						3.48	1.84
Minimum						1.31	1.14
Median						3.11	1.76
Maximum						8.33	2.89
Standard deviation						1.33	0.33

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-15. Student standard errors and design effects—Asian students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	930	24.9	3.23	1.42	5.19	2.28
Has taken AP math course	S3APMATH	975	65.2	4.07	1.53	7.12	2.67
Has taken AP science course	S3APSCIENCE	974	66.2	3.71	1.52	5.98	2.45
Has taken other (not math or science) AP course	S3APOTHER	971	87.0	2.15	1.08	3.97	1.99
Completed a FAFSA for teenager's education	S3APPFAFSA	1,496	75.1	2.20	1.12	3.85	1.96
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	163	13.8	3.66	2.71	1.83	1.35
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	164	13.8	5.10	2.71	3.55	1.88
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	163	4.7	2.05	1.66	1.52	1.23
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	1,215	78.7	2.16	1.18	3.38	1.84
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	1,537	87.7	2.66	0.84	10.07	3.17
Has applied to a postsecondary school	S3CLGAPPNUM	1,392	94.9	1.65	0.59	7.76	2.79
Attending college full-time as of Nov 1 2013	S3CLGFT	1,338	89.0	1.91	0.85	4.98	2.23
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	1,249	39.8	3.49	1.39	6.36	2.52
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	1,246	30.0	2.42	1.30	3.46	1.86
Met with high school counselor about financial aid	S3CNSLAID	1,408	50.8	4.28	1.33	10.30	3.21
Met with high school counselor about college admissions	S3CNSLCLG	1,409	77.2	3.66	1.12	10.74	3.28
Met with high school counselor about finding job	S3CNSLJOB	1,407	13.3	2.50	0.91	7.63	2.76
Currently working for pay	S3CURWORK	1,523	27.5	2.15	1.14	3.54	1.88
Current job - works 35 hours a week or more	S3CURJOBHRS	468	19.1	2.95	1.82	2.63	1.62
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	485	2.7	0.06	0.03	4.54	2.13

See notes at end of table

Table E-15. Student standard errors and design effects—Asian students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	1,091	27.0	3.18	1.34	5.61	2.37
Has taken dual enrollment math course(s)	S3DUALMATH	298	35.9	5.60	2.78	4.04	2.01
Has taken dual enrollment science course(s)	S3DUALSCIENCE	298	30.5	5.76	2.67	4.65	2.16
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	1,534	0.6	0.21	0.19	1.18	1.08
Attending high school or homeschool as of Nov 1 2013	S3HS	75	35.9	12.88	5.58	5.33	2.31
Teenager has high school credential	S3HSCRED	1,539	93.9	1.78	0.61	8.49	2.91
Received high school credential in 2013	S3HSCREDYR	1,458	96.8	0.79	0.46	2.98	1.72
Serving in the military as of Nov 1 2013	S3MILITARY	1,532	3.6	1.20	0.47	6.34	2.52
Living on campus while taking postsecondary classes	S3WHERELIVE	1,269	46.5	3.48	1.40	6.17	2.48
Considering a major in business management	S3FIELD2 (composite)	1,276	15.2	1.85	1.01	3.39	1.84
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	1,276	15.2	1.80	1.01	3.21	1.79
Considering a major in precision production	S3FIELD2 (composite)	1,276	0.0	0.00	.	.	.
Considering a major in engineering	S3FIELD2 (composite)	1,276	13.8	2.72	0.97	7.93	2.82
Considering a major in health professions or clinical services	S3FIELD2 (composite)	1,276	17.3	2.24	1.06	4.49	2.12
Does not know what major will be	S3FIELD2 (composite)	1,276	13.4	2.03	0.96	4.50	2.12
Summary statistics							
Mean						5.20	2.22
Minimum						1.18	1.08
Median						4.59	2.14
Maximum						10.74	3.28
Standard deviation						2.45	0.54

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-16. Student standard errors and design effects—Black students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	584	30.9	3.15	1.91	2.71	1.65
Has taken AP math course	S3APMATH	430	50.9	4.23	2.41	3.07	1.75
Has taken AP science course	S3APSCIENCE	430	39.4	4.27	2.36	3.28	1.81
Has taken other (not math or science) AP course	S3APOTHER	430	80.1	2.94	1.93	2.32	1.52
Completed a FAFSA for teenager's education	S3APPFAFSA	1,744	67.7	2.13	1.12	3.62	1.90
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	444	27.5	3.04	2.12	2.05	1.43
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	450	21.3	3.09	1.93	2.56	1.60
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	445	8.1	1.91	1.30	2.18	1.47
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	1,167	72.0	2.14	1.32	2.65	1.63
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	1,903	60.5	2.01	1.12	3.23	1.80
Has applied to a postsecondary school	S3CLGAPPNUM	1,554	85.4	1.43	0.90	2.56	1.60
Attending college full-time as of Nov 1 2013	S3CLGFT	1,302	76.5	2.21	1.18	3.55	1.88
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	1,182	50.7	2.19	1.45	2.27	1.51
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	1,174	36.0	2.99	1.40	4.54	2.13
Met with high school counselor about financial aid	S3CNSLAID	1,570	63.1	2.19	1.22	3.24	1.80
Met with high school counselor about college admissions	S3CNSLCLG	1,570	70.4	1.99	1.15	2.99	1.73
Met with high school counselor about finding job	S3CNSLJOB	1,570	36.8	2.03	1.22	2.77	1.66
Currently working for pay	S3CURWORK	1,866	37.6	1.69	1.12	2.28	1.51
Current job - works 35 hours a week or more	S3CURJOBHRS	636	26.5	3.15	1.75	3.24	1.80
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	665	2.7	0.04	0.02	3.59	1.89

See notes at end of table

Table E-16. Student standard errors and design effects—Black students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	639	33.5	3.71	1.87	3.95	1.99
Has taken dual enrollment math course(s)	S3DUALMATH	196	47.2	6.18	3.57	2.99	1.73
Has taken dual enrollment science course(s)	S3DUALSCIENCE	195	31.2	6.71	3.33	4.06	2.02
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	1,891	10.3	1.08	0.70	2.40	1.55
Attending high school or homeschool as of Nov 1 2013	S3HS	261	38.6	4.71	3.02	2.43	1.56
Teenager has high school credential	S3HSCRED	1,914	83.2	1.58	0.85	3.44	1.85
Received high school credential in 2013	S3HSCREDYR	1,641	90.7	1.28	0.72	3.21	1.79
Serving in the military as of Nov 1 2013	S3MILITARY	1,888	6.1	1.06	0.55	3.75	1.94
Living on campus while taking postsecondary classes	S3WHERELIVE	1,199	45.6	2.95	1.44	4.22	2.05
Considering a major in business management	S3FIELD2 (composite)	1,210	12.3	1.73	0.94	3.38	1.84
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	1,210	4.0	0.89	0.56	2.48	1.58
Considering a major in precision production	S3FIELD2 (composite)	1,210	1.5	0.83	0.36	5.52	2.35
Considering a major in engineering	S3FIELD2 (composite)	1,210	4.7	0.98	0.61	2.57	1.60
Considering a major in health professions or clinical services	S3FIELD2 (composite)	1,210	25.6	2.48	1.25	3.91	1.98
Does not know what major will be	S3FIELD2 (composite)	1,210	6.8	1.17	0.72	2.65	1.63
Summary statistics							
Mean						3.13	1.76
Minimum						2.05	1.43
Median						3.07	1.75
Maximum						5.52	2.35
Standard deviation						0.76	0.21

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-17. Student standard errors and design effects—Other students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	5,245	19.6	0.89	0.55	2.65	1.63
Has taken AP math course	S3APMATH	4,588	49.9	1.18	0.74	2.57	1.60
Has taken AP science course	S3APSCIENCE	4,583	47.0	1.34	0.74	3.32	1.82
Has taken other (not math or science) AP course	S3APOTHER	4,588	83.3	0.81	0.55	2.17	1.47
Completed a FAFSA for teenager's education	S3APPFAFSA	11,624	65.3	0.68	0.44	2.37	1.54
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	2,722	28.0	1.23	0.86	2.04	1.43
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	2,730	29.3	1.36	0.87	2.44	1.56
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	2,716	5.1	0.58	0.42	1.86	1.36
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	8,601	79.5	0.66	0.43	2.27	1.51
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	12,166	70.9	0.76	0.41	3.38	1.84
Has applied to a postsecondary school	S3CLGAPPNUM	10,819	84.2	0.60	0.35	2.93	1.71
Attending college full-time as of Nov 1 2013	S3CLGFT	8,897	87.9	0.48	0.35	1.90	1.38
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	8,309	41.4	0.79	0.54	2.13	1.46
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	8,355	39.3	0.92	0.53	2.94	1.71
Met with high school counselor about financial aid	S3CNSLAID	10,617	43.6	0.85	0.48	3.08	1.76
Met with high school counselor about college admissions	S3CNSLCLG	10,614	68.7	0.81	0.45	3.21	1.79
Met with high school counselor about finding job	S3CNSLJOB	10,600	18.2	0.65	0.38	3.01	1.73
Currently working for pay	S3CURWORK	12,050	55.8	0.82	0.45	3.32	1.82
Current job - works 35 hours a week or more	S3CURJOBHRS	6,373	28.3	1.06	0.56	3.53	1.88
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	6,600	2.7	0.01	0.01	2.37	1.54

See notes at end of table

Table E-17. Student standard errors and design effects—Other students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	6,069	41.3	1.56	0.63	6.06	2.46
Has taken dual enrollment math course(s)	S3DUALMATH	2,352	36.2	1.81	0.99	3.32	1.82
Has taken dual enrollment science course(s)	S3DUALSCIENCE	2,352	28.9	1.68	0.94	3.22	1.80
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	12,141	4.6	0.32	0.19	2.83	1.68
Attending high school or homeschool as of Nov 1 2013	S3HS	1,045	30.8	2.01	1.43	1.99	1.41
Teenager has high school credential	S3HSCRED	12,201	90.5	0.47	0.27	3.18	1.78
Received high school credential in 2013	S3HSCREDYR	11,107	94.5	0.35	0.22	2.55	1.60
Serving in the military as of Nov 1 2013	S3MILITARY	12,128	4.1	0.27	0.18	2.32	1.52
Living on campus while taking postsecondary classes	S3WHERELIVE	8,492	53.2	1.05	0.54	3.79	1.95
Considering a major in business management	S3FIELD2 (composite)	8,524	12.0	0.46	0.35	1.71	1.31
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	8,524	5.8	0.34	0.25	1.84	1.36
Considering a major in precision production	S3FIELD2 (composite)	8,524	0.5	0.11	0.08	1.96	1.40
Considering a major in engineering	S3FIELD2 (composite)	8,524	8.6	0.42	0.30	1.93	1.39
Considering a major in health professions or clinical services	S3FIELD2 (composite)	8,524	17.2	0.61	0.41	2.22	1.49
Does not know what major will be	S3FIELD2 (composite)	8,524	8.9	0.49	0.31	2.56	1.60
Summary statistics							
Mean						2.71	1.63
Minimum						1.71	1.31
Median						2.56	1.60
Maximum						6.06	2.46
Standard deviation						0.81	0.23

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-18. Student standard errors and design effects—Low percentile SES students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	481	47.3	3.95	2.28	3.00	1.73
Has taken AP math course	S3APMATH	539	44.5	3.33	2.14	2.42	1.55
Has taken AP science course	S3APSCIENCE	539	36.2	3.83	2.07	3.43	1.85
Has taken other (not math or science) AP course	S3APOTHER	537	84.9	2.71	1.55	3.08	1.75
Completed a FAFSA for teenager's education	S3APPFAFSA	2,494	54.4	1.63	1.00	2.68	1.64
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	1,058	32.4	2.36	1.44	2.68	1.64
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	1,059	19.8	1.83	1.23	2.22	1.49
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	1,056	9.7	1.54	0.91	2.86	1.69
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	1,391	71.5	2.37	1.21	3.83	1.96
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	2,777	50.6	1.50	0.95	2.49	1.58
Has applied to a postsecondary school	S3CLGAPPNUM	2,201	74.8	1.42	0.93	2.36	1.53
Attending college full-time as of Nov 1 2013	S3CLGFT	1,424	68.6	2.68	1.23	4.73	2.18
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	1,308	42.8	2.34	1.37	2.93	1.71
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	1,303	25.9	2.36	1.21	3.77	1.94
Met with high school counselor about financial aid	S3CNSLAID	2,166	54.0	1.57	1.07	2.15	1.47
Met with high school counselor about college admissions	S3CNSLCLG	2,166	62.6	1.42	1.04	1.88	1.37
Met with high school counselor about finding job	S3CNSLJOB	2,166	30.4	1.79	0.99	3.28	1.81
Currently working for pay	S3CURWORK	2,748	42.0	1.63	0.94	2.98	1.73
Current job - works 35 hours a week or more	S3CURJOBHRS	1,168	38.7	2.57	1.43	3.24	1.80
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	1,222	2.7	0.03	0.02	1.96	1.40

See notes at end of table

Table E-18. Student standard errors and design effects—Low percentile SES students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	837	30.3	3.03	1.59	3.63	1.91
Has taken dual enrollment math course(s)	S3DUALMATH	276	33.9	5.00	2.85	3.07	1.75
Has taken dual enrollment science course(s)	S3DUALSCIENCE	276	27.4	4.34	2.69	2.60	1.61
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	2,764	12.5	0.97	0.63	2.40	1.55
Attending high school or homeschool as of Nov 1 2013	S3HS	535	34.6	3.27	2.06	2.52	1.59
Teenager has high school credential	S3HSCRED	2,788	78.7	1.33	0.78	2.95	1.72
Received high school credential in 2013	S3HSCREDYR	2,224	91.3	1.04	0.60	3.00	1.73
Serving in the military as of Nov 1 2013	S3MILITARY	2,756	3.7	0.54	0.36	2.24	1.50
Living on campus while taking postsecondary classes	S3WHERELIVE	1,326	24.2	2.19	1.18	3.45	1.86
Considering a major in business management	S3FIELD2 (composite)	1,333	10.3	1.79	0.83	4.62	2.15
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	1,333	3.4	0.83	0.50	2.78	1.67
Considering a major in precision production	S3FIELD2 (composite)	1,333	1.6	0.71	0.35	4.22	2.05
Considering a major in engineering	S3FIELD2 (composite)	1,333	4.9	0.91	0.59	2.38	1.54
Considering a major in health professions or clinical services	S3FIELD2 (composite)	1,333	23.7	2.17	1.17	3.47	1.86
Does not know what major will be	S3FIELD2 (composite)	1,333	11.9	1.87	0.89	4.42	2.10
Summary statistics							
Mean						3.02	1.73
Minimum						1.88	1.37
Median						2.95	1.72
Maximum						4.73	2.18
Standard deviation						0.73	0.21

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-19. Student standard errors and design effects—Middle percentile SES students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	3,634	28.9	1.20	0.75	2.55	1.60
Has taken AP math course	S3APMATH	3,333	47.8	1.47	0.87	2.90	1.70
Has taken AP science course	S3APSCIENCE	3,328	44.2	1.68	0.86	3.82	1.95
Has taken other (not math or science) AP course	S3APOTHER	3,331	82.1	1.24	0.66	3.49	1.87
Completed a FAFSA for teenager's education	S3APPFAFSA	10,057	66.2	0.80	0.47	2.87	1.69
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	2,644	27.2	1.29	0.87	2.21	1.49
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	2,662	26.6	1.30	0.86	2.32	1.52
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	2,644	5.6	0.65	0.45	2.08	1.44
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	6,994	76.0	0.75	0.51	2.14	1.46
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	10,633	67.4	0.79	0.45	2.99	1.73
Has applied to a postsecondary school	S3CLGAPPNUM	9,190	82.9	0.69	0.39	3.10	1.76
Attending college full-time as of Nov 1 2013	S3CLGFT	7,405	83.2	0.85	0.43	3.80	1.95
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	6,848	44.6	1.04	0.60	2.97	1.72
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	6,850	36.5	1.02	0.58	3.10	1.76
Met with high school counselor about financial aid	S3CNSLAID	9,102	50.3	0.88	0.52	2.83	1.68
Met with high school counselor about college admissions	S3CNSLCLG	9,098	67.5	0.83	0.49	2.82	1.68
Met with high school counselor about finding job	S3CNSLJOB	9,088	23.3	0.82	0.44	3.39	1.84
Currently working for pay	S3CURWORK	10,507	51.0	0.94	0.49	3.71	1.93
Current job - works 35 hours a week or more	S3CURJOBHRS	5,142	29.0	1.17	0.63	3.40	1.84
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	5,323	2.7	0.01	0.01	2.86	1.69

See notes at end of table

Table E-19. Student standard errors and design effects—Middle percentile SES students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	4,678	41.1	1.62	0.72	5.04	2.25
Has taken dual enrollment math course(s)	S3DUALMATH	1,822	35.9	2.34	1.12	4.35	2.08
Has taken dual enrollment science course(s)	S3DUALSCIENCE	1,821	27.3	2.06	1.04	3.90	1.98
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	10,608	5.7	0.39	0.23	3.01	1.74
Attending high school or homeschool as of Nov 1 2013	S3HS	1,068	36.0	2.36	1.47	2.57	1.60
Teenager has high school credential	S3HSCRED	10,672	88.9	0.48	0.30	2.52	1.59
Received high school credential in 2013	S3HSCREDYR	9,564	93.7	0.39	0.25	2.47	1.57
Serving in the military as of Nov 1 2013	S3MILITARY	10,599	4.7	0.36	0.20	3.15	1.78
Living on campus while taking postsecondary classes	S3WHERELIVE	6,970	41.6	1.01	0.59	2.93	1.71
Considering a major in business management	S3FIELD2 (composite)	6,993	11.3	0.57	0.38	2.27	1.51
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	6,993	5.2	0.44	0.26	2.76	1.66
Considering a major in precision production	S3FIELD2 (composite)	6,993	0.5	0.10	0.08	1.62	1.27
Considering a major in engineering	S3FIELD2 (composite)	6,993	7.0	0.49	0.30	2.63	1.62
Considering a major in health professions or clinical services	S3FIELD2 (composite)	6,993	19.3	0.78	0.47	2.76	1.66
Does not know what major will be	S3FIELD2 (composite)	6,993	9.7	0.58	0.35	2.70	1.64
Summary statistics							
Mean						2.97	1.71
Minimum						1.62	1.27
Median						2.87	1.69
Maximum						5.04	2.25
Standard deviation						0.68	0.19

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-20. Student standard errors and design effects—High percentile SES students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Will complete Associate's degree before transferring to Bachelor's program	S3AAB4BA	3,450	11.3	0.88	0.54	2.66	1.63
Has taken AP math course	S3APMATH	2,980	55.3	1.47	0.91	2.60	1.61
Has taken AP science course	S3APSCIENCE	2,979	53.3	1.60	0.91	3.05	1.75
Has taken other (not math or science) AP course	S3APOTHER	2,980	85.9	1.04	0.64	2.64	1.63
Completed a FAFSA for teenager's education	S3APPFAFSA	4,983	71.8	0.85	0.64	1.76	1.33
Not attending postsecondary school as of Nov 1 2013 because can't afford	S3CANTAFFORD	391	21.1	3.29	2.07	2.54	1.59
Not attending postsecondary school as of Nov 1 2013 because does not want to	S3DONOTWANT	396	27.6	3.33	2.25	2.19	1.48
Not attending postsecondary school as of Nov 1 2013 because did not get in	S3NOTADMITTED	394	3.5	1.07	0.92	1.33	1.15
As of Nov 1 2013 teen is attending first choice among schools accepted to	S3CHOICEACC	4,372	83.9	0.99	0.56	3.18	1.78
Taking postsecondary classes as of Nov 1 2013	S3CLASSES	5,074	89.9	0.64	0.42	2.28	1.51
Has applied to a postsecondary school	S3CLGAPPNUM	4,769	95.7	0.43	0.29	2.16	1.47
Attending college full-time as of Nov 1 2013	S3CLGFT	4,601	93.2	0.59	0.37	2.52	1.59
Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	S3CLGPELL	4,324	36.1	1.32	0.73	3.27	1.81
Offered loan to attend Nov 1 2013 school for 2013-14 year	S3CLGSTAFFORD	4,353	40.4	1.30	0.74	3.05	1.75
Met with high school counselor about financial aid	S3CNSLAID	4,741	40.1	1.19	0.71	2.80	1.67
Met with high school counselor about college admissions	S3CNSLCLG	4,743	78.6	1.02	0.60	2.93	1.71
Met with high school counselor about finding job	S3CNSLJOB	4,737	10.3	0.73	0.44	2.76	1.66
Currently working for pay	S3CURWORK	5,029	52.0	1.24	0.70	3.09	1.76
Current job - works 35 hours a week or more	S3CURJOBHRS	2,433	21.4	1.40	0.83	2.85	1.69
Current job related to job wants to have when education complete (3 Levels)	S3JOBRELATE	2,502	2.7	0.02	0.01	2.45	1.57

See notes at end of table

Table E-20. Student standard errors and design effects—High percentile SES students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Has taken dual enrollment course while in high school	S3DUAL	3,467	35.9	1.86	0.81	5.19	2.28
Has taken dual enrollment math course(s)	S3DUALMATH	1,135	37.5	2.70	1.44	3.52	1.88
Has taken dual enrollment science course(s)	S3DUALSCIENCE	1,137	31.4	2.80	1.38	4.13	2.03
Starting family/taking care of children as of Nov 1 2013	S3FAMILY	5,065	1.2	0.23	0.15	2.29	1.51
Attending high school or homeschool as of Nov 1 2013	S3HS	159	23.7	4.63	3.38	1.87	1.37
Teenager has high school credential	S3HSCRED	5,080	96.2	0.40	0.27	2.17	1.47
Received high school credential in 2013	S3HSCREDYR	4,907	96.9	0.41	0.25	2.75	1.66
Serving in the military as of Nov 1 2013	S3MILITARY	5,061	2.7	0.35	0.23	2.31	1.52
Living on campus while taking postsecondary classes	S3WHERELIVE	4,429	69.0	1.33	0.69	3.66	1.91
Considering a major in business management	S3FIELD2 (composite)	4,452	13.9	0.79	0.52	2.33	1.53
Considering a major in biological and biomedical sciences	S3FIELD2 (composite)	4,452	8.3	0.72	0.41	3.07	1.75
Considering a major in precision production	S3FIELD2 (composite)	4,452	0.1	0.07	0.05	1.80	1.34
Considering a major in engineering	S3FIELD2 (composite)	4,452	12.5	0.74	0.50	2.24	1.50
Considering a major in health professions or clinical services	S3FIELD2 (composite)	4,452	15.2	0.92	0.54	2.93	1.71
Does not know what major will be	S3FIELD2 (composite)	4,452	8.1	0.69	0.41	2.82	1.68
Summary statistics							
Mean						2.72	1.64
Minimum						1.33	1.15
Median						2.66	1.63
Maximum						5.19	2.28
Standard deviation						0.71	0.21

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-21. High school transcript standard errors and design effects—Overall

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	21,928	3.5	0.03	0.01	10.90	3.30
Total CUs in science	X3TCREDSCI	21,928	3.1	0.03	0.01	11.88	3.45
Total CUs in English	X3TCREDENG	21,928	3.9	0.03	0.01	9.34	3.06
Total CUs in social studies	X3TCREDSOCST	21,928	3.4	0.03	0.01	11.41	3.38
Total CUs in fine arts	X3TCREDART	21,928	1.8	0.03	0.01	7.66	2.77
Total CUs in foreign language	X3TCREDLANG	21,928	1.7	0.04	0.01	17.98	4.24
Total CUs in military science	X3TCREDMILSCI	21,928	11.7	1.16	0.38	9.30	3.05
Total CUs in religion	X3TCREDREL	21,928	19.3	1.07	0.54	3.94	1.98
Total CUs in general or regular subjects	X3TCREDGEN	21,928	19.5	0.16	0.05	10.97	3.31
Total CUs in personal health or physical education	X3TCREDHELPE	21,928	2.1	0.03	0.01	14.42	3.80
Total CUs earned	X3TCREDTOT	21,928	23.6	0.17	0.05	10.72	3.27
Total CUs earned in AP/IB combined	X3TCREDAPIB	21,928	1.1	0.05	0.01	11.35	3.37
Math pipeline: Advanced III	X3THIMATH = 7	21,870	5.9	0.52	0.16	10.73	3.28
Academic track/concentrator	X3TACADTRCK	21,928	31.5	0.85	0.31	7.34	2.71
9th-grade GPA	X3TGPA9TH	21,143	2.6	0.02	0.01	8.82	2.97
9th-grade academic GPA	X3TAGPA09	21,114	2.5	0.02	0.01	8.22	2.87
10th-grade GPA	X3TGPA10TH	19,985	2.6	0.02	0.01	6.74	2.60
10th-grade academic GPA	X3TAGPA10	19,942	2.5	0.02	0.01	5.85	2.42
11th-grade GPA	X3TGPA11TH	19,028	2.7	0.02	0.01	6.98	2.64
11th-grade academic GPA	X3TAGPA11	18,992	2.6	0.02	0.01	6.65	2.58
12th-grade GPA	X3TGPA12TH	18,212	2.9	0.01	0.01	5.17	2.27
12th-grade academic GPA	X3TAGPA12	18,148	2.7	0.01	0.01	4.73	2.18
Total GPA	X3TGPATOT	21,876	2.6	0.02	0.01	8.47	2.91
Total academic GPA	X3TGPAACAD	21,858	2.4	0.02	0.01	8.10	2.85
Attended multiple high schools	X3NUMHSATTND > 1	21,928	19.2	0.58	0.27	4.82	2.20
Multiple transcripts collected	X3TTRNRCVD > 1	21,928	10.2	0.45	0.20	4.87	2.21
English language learner	X3ELLSTATUS	21,928	3.0	0.39	0.12	11.56	3.40
Total CUs in CTE	X3TCREDCTE	21,928	2.8	0.05	0.02	10.49	3.24
Transcript coverage for four years	X3TCOVERAGE	21,928	82.4	0.79	0.26	9.45	3.07
Total CUs with potential postsecondary credit	X3TCREDPPSE	21,928	20.1	2.15	0.58	14.00	3.74

See notes at end of table

Table E-21. High school transcript standard errors and design effects—Overall—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						9.10	2.97
Minimum						3.94	1.98
Median						9.06	3.01
Maximum						17.98	4.24
Standard deviation						3.22	0.53

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-22. High school transcript standard errors and design effects—Public schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	18,123	3.4	0.03	0.01	10.31	3.21
Total CUs in science	X3TCREDSCI	18,123	3.1	0.03	0.01	11.69	3.42
Total CUs in English	X3TCREDENG	18,123	3.9	0.03	0.01	9.51	3.08
Total CUs in social studies	X3TCREDSOCST	18,123	3.4	0.04	0.01	11.54	3.40
Total CUs in fine arts	X3TCREDART	18,123	1.7	0.03	0.01	5.85	2.42
Total CUs in foreign language	X3TCREDLANG	18,123	1.6	0.04	0.01	15.53	3.94
Total CUs in military science	X3TCREDMILSCI	18,123	12.6	1.25	0.43	8.32	2.88
Total CUs in religion	X3TCREDREL	18,123	1.3	0.16	0.11	2.26	1.50
Total CUs in general or regular subjects	X3TCREDGEN	18,123	19.4	0.18	0.05	10.82	3.29
Total CUs in personal health or physical education	X3TCREDHELPE	18,123	2.1	0.03	0.01	12.30	3.51
Total CUs earned	X3TCREDTOT	18,123	23.4	0.18	0.06	10.76	3.28
Total CUs earned in AP/IB combined	X3TCREDAPIB	18,123	1.0	0.05	0.02	10.94	3.31
Math pipeline: Advanced III	X3THIMATH = 7	18,072	5.8	0.54	0.17	9.63	3.10
Academic track/concentrator	X3TACADTRCK	18,123	29.6	0.89	0.34	6.95	2.64
9th-grade GPA	X3TGPA9TH	17,486	2.6	0.02	0.01	8.05	2.84
9th-grade academic GPA	X3TAGPA09	17,460	2.4	0.02	0.01	7.60	2.76
10th-grade GPA	X3TGPA10TH	16,461	2.6	0.02	0.01	6.06	2.46
10th-grade academic GPA	X3TAGPA10	16,422	2.4	0.02	0.01	5.29	2.30
11th-grade GPA	X3TGPA11TH	15,565	2.7	0.02	0.01	6.40	2.53
11th-grade academic GPA	X3TAGPA11	15,529	2.5	0.02	0.01	6.10	2.47
12th-grade GPA	X3TGPA12TH	14,806	2.9	0.01	0.01	4.76	2.18
12th-grade academic GPA	X3TAGPA12	14,745	2.7	0.01	0.01	4.43	2.10
Total GPA	X3TGPATOT	18,103	2.6	0.02	0.01	7.72	2.78
Total academic GPA	X3TGPAACAD	18,087	2.4	0.02	0.01	7.36	2.71
Attended multiple high schools	X3NUMHSATTND > 1	18,123	19.1	0.61	0.29	4.36	2.09
Multiple transcripts collected	X3TTRNRCVD > 1	18,123	10.2	0.48	0.22	4.56	2.14
English language learner	X3ELLSTATUS	18,123	3.2	0.42	0.13	10.49	3.24
Total CUs in CTE	X3TCREDCTE	18,123	2.9	0.06	0.02	9.79	3.13
Transcript coverage for four years	X3TCOVERAGE	18,123	81.8	0.85	0.29	8.84	2.97
Total CUs with potential postsecondary credit	X3TCREDPPSE	18,123	20.2	2.29	0.64	12.85	3.59

See notes at end of table

Table E-22. High school transcript standard errors and design effects—Public schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						8.37	2.84
Minimum						2.26	1.50
Median						8.18	2.86
Maximum						15.53	3.94
Standard deviation						3.05	0.55

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-23. High school transcript standard errors and design effects—Private schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	3,805	3.8	0.05	0.02	12.14	3.48
Total CUs in science	X3TCREDSCI	3,805	3.6	0.06	0.02	11.94	3.46
Total CUs in English	X3TCREDENG	3,805	4.1	0.08	0.02	18.21	4.27
Total CUs in social studies	X3TCREDSOCST	3,805	3.8	0.08	0.02	15.26	3.91
Total CUs in fine arts	X3TCREDART	3,805	2.1	0.17	0.03	32.58	5.71
Total CUs in foreign language	X3TCREDLANG	3,805	2.7	0.09	0.02	22.33	4.73
Total CUs in military science	X3TCREDMILSCI	3,805	0.5	0.24	0.19	1.69	1.30
Total CUs in religion	X3TCREDREL	3,805	2.5	0.15	0.03	30.91	5.56
Total CUs in general or regular subjects	X3TCREDGEN	3,805	20.9	0.50	0.11	19.56	4.42
Total CUs in personal health or physical education	X3TCREDHELPE	3,805	1.8	0.12	0.02	40.13	6.33
Total CUs earned	X3TCREDTOT	3,805	26.4	0.34	0.09	13.33	3.65
Total CUs earned in AP/IB combined	X3TCREDAPIB	3,805	1.5	0.14	0.04	15.15	3.89
Math pipeline: Advanced III	X3THIMATH = 7	3,798	7.8	1.41	0.44	10.47	3.24
Academic track/concentrator	X3TACADTRCK	3,805	56.7	2.91	0.80	13.11	3.62
9th-grade GPA	X3TGPA9TH	3,657	3.1	0.04	0.01	9.89	3.14
9th-grade academic GPA	X3TAGPA09	3,654	3.0	0.04	0.01	10.48	3.24
10th-grade GPA	X3TGPA10TH	3,524	3.1	0.03	0.01	8.41	2.90
10th-grade academic GPA	X3TAGPA10	3,520	3.0	0.04	0.01	8.50	2.92
11th-grade GPA	X3TGPA11TH	3,463	3.1	0.03	0.01	8.00	2.83
11th-grade academic GPA	X3TAGPA11	3,463	3.0	0.03	0.01	8.10	2.85
12th-grade GPA	X3TGPA12TH	3,406	3.2	0.03	0.01	7.43	2.73
12th-grade academic GPA	X3TAGPA12	3,403	3.1	0.03	0.01	7.67	2.77
Total GPA	X3TGPATOT	3,773	3.1	0.03	0.01	9.82	3.13
Total academic GPA	X3TGPAACAD	3,771	3.0	0.04	0.01	11.08	3.33
Attended multiple high schools	X3NUMHSATTND > 1	3,805	19.4	1.63	0.64	6.44	2.54
Multiple transcripts collected	X3TTRNRCVD > 1	3,805	10.3	1.01	0.49	4.22	2.05
English language learner	X3ELLSTATUS	3,805	0.6	0.22	0.12	3.18	1.78
Total CUs in CTE	X3TCREDCTE	3,805	1.4	0.08	0.02	12.56	3.54
Transcript coverage for four years	X3TCOVERAGE	3,805	90.1	1.07	0.49	4.86	2.20
Total CUs with potential postsecondary credit	X3TCREDPPSE	3,805	19.0	5.51	1.23	20.03	4.48

See notes at end of table

Table E-23. High school transcript standard errors and design effects—Private schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						13.25	3.47
Minimum						1.69	1.30
Median						10.78	3.28
Maximum						40.13	6.33
Standard deviation						8.82	1.13

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-24. High school transcript standard errors and design effects—Northeast schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	3,425	3.6	0.08	0.02	12.54	3.54
Total CUs in science	X3TCREDSCI	3,425	3.3	0.08	0.02	12.56	3.54
Total CUs in English	X3TCREDENG	3,425	3.9	0.08	0.02	13.41	3.66
Total CUs in social studies	X3TCREDSOCST	3,425	3.8	0.09	0.02	14.68	3.83
Total CUs in fine arts	X3TCREDART	3,425	1.7	0.11	0.03	14.30	3.78
Total CUs in foreign language	X3TCREDLANG	3,425	2.1	0.17	0.02	44.67	6.68
Total CUs in military science	X3TCREDMILSCI	3,425	10.0	4.10	0.88	21.48	4.64
Total CUs in religion	X3TCREDREL	3,425	24.5	5.23	1.57	11.12	3.34
Total CUs in general or regular subjects	X3TCREDGEN	3,425	20.2	0.44	0.12	12.23	3.50
Total CUs in personal health or physical education	X3TCREDHELPE	3,425	2.3	0.10	0.02	30.95	5.56
Total CUs earned	X3TCREDTOT	3,425	25.0	0.51	0.12	19.21	4.38
Total CUs earned in AP/IB combined	X3TCREDAPIB	3,425	1.0	0.13	0.03	14.00	3.74
Math pipeline: Advanced III	X3THIMATH = 7	3,420	10.1	1.58	0.52	9.32	3.05
Academic track/concentrator	X3TACADTRCK	3,425	38.9	2.66	0.83	10.22	3.20
9th-grade GPA	X3TGPA9TH	3,294	2.6	0.05	0.02	9.41	3.07
9th-grade academic GPA	X3TAGPA09	3,291	2.5	0.05	0.02	8.00	2.83
10th-grade GPA	X3TGPA10TH	3,177	2.6	0.05	0.02	8.27	2.88
10th-grade academic GPA	X3TAGPA10	3,167	2.5	0.04	0.02	6.89	2.63
11th-grade GPA	X3TGPA11TH	3,056	2.8	0.05	0.01	9.30	3.05
11th-grade academic GPA	X3TAGPA11	3,050	2.6	0.05	0.02	8.67	2.94
12th-grade GPA	X3TGPA12TH	2,953	2.9	0.03	0.01	5.23	2.29
12th-grade academic GPA	X3TAGPA12	2,933	2.7	0.04	0.02	5.43	2.33
Total GPA	X3TGPATOT	3,402	2.6	0.05	0.01	9.62	3.10
Total academic GPA	X3TGPAACAD	3,400	2.5	0.05	0.02	10.64	3.26
Attended multiple high schools	X3NUMHSATTND > 1	3,425	12.2	1.24	0.56	4.91	2.22
Multiple transcripts collected	X3TTRNRCVD > 1	3,425	5.5	0.77	0.39	3.89	1.97
English language learner	X3ELLSTATUS	3,425	2.1	0.86	0.24	12.23	3.50
Total CUs in CTE	X3TCREDCTE	3,425	2.9	0.18	0.04	18.18	4.26
Transcript coverage for four years	X3TCOVERAGE	3,425	86.5	2.12	0.58	13.10	3.62
Total CUs with potential postsecondary credit	X3TCREDPPSE	3,425	17.5	6.86	1.48	21.57	4.64

See notes at end of table

Table E-24. High school transcript standard errors and design effects—Northeast schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						13.20	3.50
Minimum						3.89	1.97
Median						11.68	3.42
Maximum						44.67	6.68
Standard deviation						8.26	0.99

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-25. High school transcript standard errors and design effects—Midwest schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	5,835	3.3	0.05	0.02	9.49	3.08
Total CUs in science	X3TCREDSCI	5,835	3.1	0.05	0.02	9.40	3.07
Total CUs in English	X3TCREDENG	5,835	3.8	0.06	0.02	10.20	3.19
Total CUs in social studies	X3TCREDSOCST	5,835	3.3	0.07	0.02	14.25	3.77
Total CUs in fine arts	X3TCREDART	5,835	1.9	0.06	0.02	6.43	2.54
Total CUs in foreign language	X3TCREDLANG	5,835	1.7	0.05	0.02	7.00	2.65
Total CUs in military science	X3TCREDMILSCI	5,835	5.4	1.65	0.48	11.72	3.42
Total CUs in religion	X3TCREDREL	5,835	21.0	1.59	1.10	2.06	1.44
Total CUs in general or regular subjects	X3TCREDGEN	5,835	19.7	0.32	0.09	11.82	3.44
Total CUs in personal health or physical education	X3TCREDHELPE	5,835	1.9	0.06	0.02	16.15	4.02
Total CUs earned	X3TCREDTOT	5,835	23.0	0.33	0.10	11.90	3.45
Total CUs earned in AP/IB combined	X3TCREDAPIB	5,835	82.1	7.42	2.32	10.22	3.20
Math pipeline: Advanced III	X3THIMATH = 7	5,816	6.6	1.22	0.33	14.00	3.74
Academic track/concentrator	X3TACADTRCK	5,835	26.9	1.70	0.58	8.58	2.93
9th-grade GPA	X3TGPA9TH	5,645	2.7	0.03	0.01	6.32	2.51
9th-grade academic GPA	X3TAGPA09	5,633	2.6	0.03	0.01	5.34	2.31
10th-grade GPA	X3TGPA10TH	5,356	2.7	0.03	0.01	6.94	2.63
10th-grade academic GPA	X3TAGPA10	5,348	2.6	0.03	0.01	6.08	2.47
11th-grade GPA	X3TGPA11TH	5,131	2.8	0.03	0.01	6.97	2.64
11th-grade academic GPA	X3TAGPA11	5,120	2.7	0.03	0.01	6.51	2.55
12th-grade GPA	X3TGPA12TH	4,920	2.9	0.03	0.01	4.83	2.20
12th-grade academic GPA	X3TAGPA12	4,907	2.8	0.03	0.01	4.42	2.10
Total GPA	X3TGPATOT	5,818	2.7	0.03	0.01	6.97	2.64
Total academic GPA	X3TGPAACAD	5,811	2.6	0.03	0.01	6.30	2.51
Attended multiple high schools	X3NUMHSATTND > 1	5,835	17.7	1.30	0.50	6.78	2.60
Multiple transcripts collected	X3TTRNRCVD > 1	5,835	9.5	0.90	0.38	5.52	2.35
English language learner	X3ELLSTATUS	5,835	1.3	0.34	0.15	5.39	2.32
Total CUs in CTE	X3TCREDCTE	5,835	2.8	0.11	0.03	13.17	3.63
Transcript coverage for four years	X3TCOVERAGE	5,835	83.2	1.59	0.49	10.47	3.24
Total CUs with potential postsecondary credit	X3TCREDPPSE	5,835	16.9	3.43	0.95	12.99	3.60

See notes at end of table

Table E-25. High school transcript standard errors and design effects—Midwest schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						8.61	2.87
Minimum						2.06	1.44
Median						6.99	2.64
Maximum						16.15	4.02
Standard deviation						3.44	0.60

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-26. High school transcript standard errors and design effects—South schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	8,932	3.6	0.04	0.01	7.82	2.80
Total CUs in science	X3TCREDSCI	8,932	3.3	0.04	0.01	8.81	2.97
Total CUs in English	X3TCREDENG	8,932	4.0	0.04	0.02	6.88	2.62
Total CUs in social studies	X3TCREDSOCST	8,932	3.6	0.04	0.02	7.94	2.82
Total CUs in fine arts	X3TCREDART	8,932	1.8	0.04	0.02	4.38	2.09
Total CUs in foreign language	X3TCREDLANG	8,932	1.7	0.04	0.01	7.95	2.82
Total CUs in military science	X3TCREDMILSCI	8,932	20.1	2.13	0.79	7.29	2.70
Total CUs in religion	X3TCREDREL	8,932	15.8	2.49	0.75	11.18	3.34
Total CUs in general or regular subjects	X3TCREDGEN	8,932	19.9	0.22	0.08	7.52	2.74
Total CUs in personal health or physical education	X3TCREDHELPE	8,932	2.0	0.04	0.01	8.54	2.92
Total CUs earned	X3TCREDTOT	8,932	24.6	0.22	0.08	7.10	2.66
Total CUs earned in AP/IB combined	X3TCREDAPIB	8,932	1.2	0.08	0.03	10.38	3.22
Math pipeline: Advanced III	X3THIMATH = 7	8,913	5.0	0.86	0.23	13.85	3.72
Academic track/concentrator	X3TACADTRCK	8,932	36.2	1.34	0.51	6.93	2.63
9th-grade GPA	X3TGPA9TH	8,534	2.5	0.03	0.01	9.82	3.13
9th-grade academic GPA	X3TAGPA09	8,522	2.4	0.03	0.01	9.60	3.10
10th-grade GPA	X3TGPA10TH	7,994	2.6	0.03	0.01	7.90	2.81
10th-grade academic GPA	X3TAGPA10	7,976	2.4	0.03	0.01	7.57	2.75
11th-grade GPA	X3TGPA11TH	7,586	2.7	0.02	0.01	6.81	2.61
11th-grade academic GPA	X3TAGPA11	7,576	2.5	0.03	0.01	6.72	2.59
12th-grade GPA	X3TGPA12TH	7,299	2.8	0.02	0.01	6.11	2.47
12th-grade academic GPA	X3TAGPA12	7,281	2.7	0.02	0.01	5.24	2.29
Total GPA	X3TGPATOT	8,926	2.5	0.03	0.01	9.64	3.10
Total academic GPA	X3TGPAACAD	8,918	2.4	0.03	0.01	8.61	2.93
Attended multiple high schools	X3NUMHSATTND > 1	8,932	18.7	0.80	0.41	3.78	1.95
Multiple transcripts collected	X3TTRNRCVD > 1	8,932	9.4	0.52	0.31	2.85	1.69
English language learner	X3ELLSTATUS	8,932	2.7	0.55	0.17	10.48	3.24
Total CUs in CTE	X3TCREDCTE	8,932	3.2	0.07	0.03	7.63	2.76
Transcript coverage for four years	X3TCOVERAGE	8,932	79.8	1.05	0.43	6.15	2.48
Total CUs with potential postsecondary credit	X3TCREDPPSE	8,932	24.7	3.22	0.99	10.63	3.26

See notes at end of table

Table E-26. High school transcript standard errors and design effects—South schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						7.87	2.77
Minimum						2.85	1.69
Median						7.73	2.78
Maximum						13.85	3.72
Standard deviation						2.29	0.42

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-27. High school transcript standard errors and design effects—West schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	3,736	3.2	0.08	0.02	16.61	4.08
Total CUs in science	X3TCREDSCI	3,736	2.7	0.09	0.02	21.12	4.60
Total CUs in English	X3TCREDENG	3,736	3.7	0.07	0.02	8.93	2.99
Total CUs in social studies	X3TCREDSOCST	3,736	3.1	0.08	0.02	12.22	3.50
Total CUs in fine arts	X3TCREDART	3,736	1.6	0.06	0.03	6.48	2.55
Total CUs in foreign language	X3TCREDLANG	3,736	1.6	0.07	0.02	14.24	3.77
Total CUs in military science	X3TCREDMILSCI	3,736	5.5	1.74	0.57	9.41	3.07
Total CUs in religion	X3TCREDREL	3,736	19.4	4.71	1.31	12.90	3.59
Total CUs in general or regular subjects	X3TCREDGEN	3,736	18.3	0.39	0.11	11.70	3.42
Total CUs in personal health or physical education	X3TCREDHELPE	3,736	2.2	0.07	0.02	13.59	3.69
Total CUs earned	X3TCREDTOT	3,736	21.7	0.37	0.12	10.24	3.20
Total CUs earned in AP/IB combined	X3TCREDAPIB	3,736	1.1	0.13	0.03	14.10	3.75
Math pipeline: Advanced III	X3THIMATH = 7	3,721	3.5	0.95	0.30	9.96	3.16
Academic track/concentrator	X3TACADTRCK	3,736	22.7	2.28	0.69	11.09	3.33
9th-grade GPA	X3TGPA9TH	3,670	2.5	0.05	0.02	9.58	3.10
9th-grade academic GPA	X3TAGPA09	3,668	2.4	0.06	0.02	9.99	3.16
10th-grade GPA	X3TGPA10TH	3,458	2.5	0.04	0.02	5.60	2.37
10th-grade academic GPA	X3TAGPA10	3,451	2.4	0.04	0.02	4.66	2.16
11th-grade GPA	X3TGPA11TH	3,255	2.7	0.03	0.01	5.40	2.32
11th-grade academic GPA	X3TAGPA11	3,246	2.6	0.04	0.02	4.99	2.23
12th-grade GPA	X3TGPA12TH	3,040	2.9	0.03	0.01	6.01	2.45
12th-grade academic GPA	X3TAGPA12	3,027	2.7	0.04	0.01	6.34	2.52
Total GPA	X3TGPATOT	3,730	2.6	0.04	0.01	8.49	2.91
Total academic GPA	X3TGPAACAD	3,729	2.4	0.04	0.01	8.06	2.84
Attended multiple high schools	X3NUMHSATTND > 1	3,736	26.7	1.80	0.72	6.16	2.48
Multiple transcripts collected	X3TTRNRCVD > 1	3,736	15.6	1.46	0.59	6.06	2.46
English language learner	X3ELLSTATUS	3,736	5.9	1.22	0.38	10.00	3.16
Total CUs in CTE	X3TCREDCTE	3,736	2.1	0.12	0.03	14.84	3.85
Transcript coverage for four years	X3TCOVERAGE	3,736	82.8	1.72	0.62	7.81	2.79
Total CUs with potential postsecondary credit	X3TCREDPPSE	3,736	17.6	4.19	1.32	10.00	3.16

See notes at end of table

Table E-27. High school transcript standard errors and design effects—West schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						9.89	3.09
Minimum						4.66	2.16
Median						9.77	3.13
Maximum						21.12	4.60
Standard deviation						3.87	0.60

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-28. High school transcript standard errors and design effects—City schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	6,218	3.4	0.07	0.02	18.95	4.35
Total CUs in science	X3TCREDSCI	6,218	3.1	0.08	0.02	19.68	4.44
Total CUs in English	X3TCREDENG	6,218	3.9	0.07	0.02	12.60	3.55
Total CUs in social studies	X3TCREDSOCST	6,218	3.4	0.07	0.02	15.45	3.93
Total CUs in fine arts	X3TCREDART	6,218	1.7	0.06	0.02	9.72	3.12
Total CUs in foreign language	X3TCREDLANG	6,218	1.8	0.09	0.02	29.74	5.45
Total CUs in military science	X3TCREDMILSCI	6,218	15.7	3.07	0.81	14.25	3.78
Total CUs in religion	X3TCREDREL	6,218	28.9	1.88	1.22	2.39	1.55
Total CUs in general or regular subjects	X3TCREDGEN	6,218	18.9	0.35	0.10	13.26	3.64
Total CUs in personal health or physical education	X3TCREDHELPE	6,218	1.9	0.06	0.02	17.65	4.20
Total CUs earned	X3TCREDTOT	6,218	23.2	0.41	0.10	16.74	4.09
Total CUs earned in AP/IB combined	X3TCREDAPIB	6,218	1.3	0.10	0.03	11.37	3.37
Math pipeline: Advanced III	X3THIMATH = 7	6,196	7.8	1.31	0.34	14.84	3.85
Academic track/concentrator	X3TACADTRCK	6,218	34.1	1.77	0.60	8.68	2.95
9th-grade GPA	X3TGPA9TH	5,949	2.5	0.05	0.01	13.14	3.62
9th-grade academic GPA	X3TAGPA09	5,939	2.4	0.05	0.01	13.48	3.67
10th-grade GPA	X3TGPA10TH	5,625	2.5	0.04	0.01	9.73	3.12
10th-grade academic GPA	X3TAGPA10	5,612	2.4	0.04	0.01	8.42	2.90
11th-grade GPA	X3TGPA11TH	5,310	2.6	0.04	0.01	11.53	3.40
11th-grade academic GPA	X3TAGPA11	5,301	2.5	0.04	0.01	10.78	3.28
12th-grade GPA	X3TGPA12TH	5,093	2.8	0.03	0.01	8.09	2.84
12th-grade academic GPA	X3TAGPA12	5,077	2.6	0.03	0.01	7.92	2.81
Total GPA	X3TGPATOT	6,203	2.5	0.04	0.01	12.58	3.55
Total academic GPA	X3TGPAACAD	6,198	2.4	0.04	0.01	13.17	3.63
Attended multiple high schools	X3NUMHSATTND > 1	6,218	22.2	1.26	0.53	5.68	2.38
Multiple transcripts collected	X3TTRNRCVD > 1	6,218	11.4	0.94	0.40	5.38	2.32
English language learner	X3ELLSTATUS	6,218	4.8	1.06	0.27	15.05	3.88
Total CUs in CTE	X3TCREDCTE	6,218	2.4	0.12	0.03	18.46	4.30
Transcript coverage for four years	X3TCOVERAGE	6,218	80.3	1.77	0.50	12.29	3.51
Total CUs with potential postsecondary credit	X3TCREDPPSE	6,218	16.7	3.50	0.99	12.53	3.54

See notes at end of table

Table E-28. High school transcript standard errors and design effects—City schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						12.79	3.50
Minimum						2.39	1.55
Median						12.59	3.55
Maximum						29.74	5.45
Standard deviation						5.21	0.74

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-29. High school transcript standard errors and design effects—Suburban schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	7,792	3.5	0.05	0.01	10.68	3.27
Total CUs in science	X3TCREDSCI	7,792	3.1	0.04	0.01	7.91	2.81
Total CUs in English	X3TCREDENG	7,792	3.9	0.05	0.02	11.36	3.37
Total CUs in social studies	X3TCREDSOCST	7,792	3.5	0.04	0.02	7.67	2.77
Total CUs in fine arts	X3TCREDART	7,792	1.8	0.05	0.02	7.09	2.66
Total CUs in foreign language	X3TCREDLANG	7,792	1.8	0.04	0.02	7.57	2.75
Total CUs in military science	X3TCREDMILSCI	7,792	9.7	1.08	0.58	3.45	1.86
Total CUs in religion	X3TCREDREL	7,792	21.9	2.62	0.98	7.20	2.68
Total CUs in general or regular subjects	X3TCREDGEN	7,792	18.8	0.26	0.08	10.29	3.21
Total CUs in personal health or physical education	X3TCREDHELPE	7,792	2.1	0.05	0.01	14.37	3.79
Total CUs earned	X3TCREDTOT	7,792	23.5	0.26	0.08	9.28	3.05
Total CUs earned in AP/IB combined	X3TCREDAPIB	7,792	1.2	0.07	0.03	8.70	2.95
Math pipeline: Advanced III	X3THIMATH = 7	7,770	5.6	0.70	0.26	7.28	2.70
Academic track/concentrator	X3TACADTRCK	7,792	33.2	1.61	0.53	9.07	3.01
9th-grade GPA	X3TGPA9TH	7,553	2.6	0.03	0.01	6.63	2.58
9th-grade academic GPA	X3TAGPA09	7,546	2.5	0.03	0.01	6.56	2.56
10th-grade GPA	X3TGPA10TH	7,146	2.6	0.03	0.01	5.89	2.43
10th-grade academic GPA	X3TAGPA10	7,132	2.5	0.03	0.01	5.85	2.42
11th-grade GPA	X3TGPA11TH	6,844	2.7	0.02	0.01	4.33	2.08
11th-grade academic GPA	X3TAGPA11	6,831	2.6	0.02	0.01	4.21	2.05
12th-grade GPA	X3TGPA12TH	6,611	2.9	0.02	0.01	4.69	2.17
12th-grade academic GPA	X3TAGPA12	6,588	2.7	0.02	0.01	4.98	2.23
Total GPA	X3TGPATOT	7,760	2.6	0.03	0.01	6.71	2.59
Total academic GPA	X3TGPAACAD	7,755	2.5	0.03	0.01	6.73	2.59
Attended multiple high schools	X3NUMHSATTND > 1	7,792	18.8	0.95	0.44	4.61	2.15
Multiple transcripts collected	X3TTRNRCVD > 1	7,792	10.1	0.67	0.34	3.91	1.98
English language learner	X3ELLSTATUS	7,792	3.5	0.56	0.21	7.28	2.70
Total CUs in CTE	X3TCREDCTE	7,792	2.6	0.08	0.03	9.17	3.03
Transcript coverage for four years	X3TCOVERAGE	7,792	84.5	1.06	0.41	6.70	2.59
Total CUs with potential postsecondary credit	X3TCREDPPSE	7,792	18.3	2.99	0.92	10.58	3.25

See notes at end of table

Table E-29. High school transcript standard errors and design effects—Suburban schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						7.36	2.68
Minimum						3.45	1.86
Median						7.15	2.67
Maximum						14.37	3.79
Standard deviation						2.50	0.45

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-30. High school transcript standard errors and design effects—Town schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	2,630	3.4	0.08	0.03	9.24	3.04
Total CUs in science	X3TCREDSCI	2,630	3.1	0.07	0.02	7.87	2.81
Total CUs in English	X3TCREDENG	2,630	3.8	0.07	0.03	6.85	2.62
Total CUs in social studies	X3TCREDSOCST	2,630	3.3	0.10	0.03	14.32	3.78
Total CUs in fine arts	X3TCREDART	2,630	1.9	0.09	0.04	5.85	2.42
Total CUs in foreign language	X3TCREDLANG	2,630	1.4	0.06	0.02	7.18	2.68
Total CUs in military science	X3TCREDMILSCI	2,630	9.0	3.65	0.96	14.46	3.80
Total CUs in religion	X3TCREDREL	2,630	10.8	4.57	1.16	15.45	3.93
Total CUs in general or regular subjects	X3TCREDGEN	2,630	21.2	0.44	0.14	9.73	3.12
Total CUs in personal health or physical education	X3TCREDHELPE	2,630	2.1	0.10	0.03	15.04	3.88
Total CUs earned	X3TCREDTOT	2,630	24.1	0.47	0.15	10.15	3.19
Total CUs earned in AP/IB combined	X3TCREDAPIB	2,630	48.3	6.90	2.48	7.74	2.78
Math pipeline: Advanced III	X3THIMATH = 7	2,626	3.8	1.01	0.37	7.38	2.72
Academic track/concentrator	X3TACADTRCK	2,630	22.1	2.04	0.81	6.33	2.52
9th-grade GPA	X3TGPA9TH	2,530	2.6	0.06	0.02	9.18	3.03
9th-grade academic GPA	X3TAGPA09	2,524	2.5	0.06	0.02	9.26	3.04
10th-grade GPA	X3TGPA10TH	2,357	2.6	0.05	0.02	6.06	2.46
10th-grade academic GPA	X3TAGPA10	2,351	2.4	0.05	0.02	6.63	2.58
11th-grade GPA	X3TGPA11TH	2,239	2.7	0.04	0.02	5.32	2.31
11th-grade academic GPA	X3TAGPA11	2,234	2.6	0.05	0.02	7.00	2.65
12th-grade GPA	X3TGPA12TH	2,146	2.9	0.04	0.02	4.83	2.20
12th-grade academic GPA	X3TAGPA12	2,135	2.7	0.04	0.02	5.25	2.29
Total GPA	X3TGPATOT	2,627	2.6	0.05	0.02	8.92	2.99
Total academic GPA	X3TGPAACAD	2,625	2.4	0.05	0.02	7.54	2.75
Attended multiple high schools	X3NUMHSATTND > 1	2,630	14.1	1.54	0.68	5.17	2.27
Multiple transcripts collected	X3TTRNRCVD > 1	2,630	9.1	1.59	0.56	8.03	2.83
English language learner	X3ELLSTATUS	2,630	0.5	0.15	0.14	1.15	1.07
Total CUs in CTE	X3TCREDCTE	2,630	3.8	0.18	0.05	12.40	3.52
Transcript coverage for four years	X3TCOVERAGE	2,630	80.5	2.38	0.77	9.47	3.08
Total CUs with potential postsecondary credit	X3TCREDPPSE	2,630	17.1	4.90	1.41	12.04	3.47

See notes at end of table

Table E-30. High school transcript standard errors and design effects—Town schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						8.53	2.86
Minimum						1.15	1.07
Median						7.81	2.79
Maximum						15.45	3.93
Standard deviation						3.35	0.60

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-31. High school transcript standard errors and design effects—Rural schools

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	5,288	3.5	0.04	0.02	6.54	2.56
Total CUs in science	X3TCREDSCI	5,288	3.2	0.05	0.02	7.39	2.72
Total CUs in English	X3TCREDENG	5,288	3.9	0.04	0.02	6.76	2.60
Total CUs in social studies	X3TCREDSOCST	5,288	3.5	0.06	0.02	10.19	3.19
Total CUs in fine arts	X3TCREDART	5,288	1.8	0.05	0.02	4.39	2.10
Total CUs in foreign language	X3TCREDLANG	5,288	1.6	0.06	0.02	13.60	3.69
Total CUs in military science	X3TCREDMILSCI	5,288	10.6	2.02	0.75	7.15	2.67
Total CUs in religion	X3TCREDREL	5,288	6.6	2.24	0.62	13.15	3.63
Total CUs in general or regular subjects	X3TCREDGEN	5,288	20.6	0.36	0.10	13.90	3.73
Total CUs in personal health or physical education	X3TCREDHELPE	5,288	2.1	0.08	0.02	19.71	4.44
Total CUs earned	X3TCREDTOT	5,288	24.1	0.25	0.10	6.82	2.61
Total CUs earned in AP/IB combined	X3TCREDAPIB	5,288	78.3	10.40	2.39	18.91	4.35
Math pipeline: Advanced III	X3THIMATH = 7	5,278	4.9	0.92	0.30	9.58	3.10
Academic track/concentrator	X3TACADTRCK	5,288	30.4	1.88	0.63	8.83	2.97
9th-grade GPA	X3TGPA9TH	5,111	2.7	0.03	0.01	6.32	2.51
9th-grade academic GPA	X3TAGPA09	5,105	2.6	0.03	0.01	5.40	2.32
10th-grade GPA	X3TGPA10TH	4,857	2.7	0.03	0.01	4.57	2.14
10th-grade academic GPA	X3TAGPA10	4,847	2.6	0.03	0.01	4.10	2.02
11th-grade GPA	X3TGPA11TH	4,635	2.8	0.03	0.01	4.46	2.11
11th-grade academic GPA	X3TAGPA11	4,626	2.6	0.03	0.01	3.78	1.94
12th-grade GPA	X3TGPA12TH	4,362	3.0	0.02	0.01	4.21	2.05
12th-grade academic GPA	X3TAGPA12	4,348	2.8	0.03	0.01	4.39	2.09
Total GPA	X3TGPATOT	5,286	2.7	0.03	0.01	5.15	2.27
Total academic GPA	X3TGPAACAD	5,280	2.5	0.03	0.01	4.79	2.19
Attended multiple high schools	X3NUMHSATTND > 1	5,288	18.2	1.39	0.53	6.88	2.62
Multiple transcripts collected	X3TTRNRCVD > 1	5,288	9.2	0.88	0.40	4.87	2.21
English language learner	X3ELLSTATUS	5,288	1.1	0.32	0.14	5.29	2.30
Total CUs in CTE	X3TCREDCTE	5,288	3.3	0.14	0.03	15.91	3.99
Transcript coverage for four years	X3TCOVERAGE	5,288	83.2	1.60	0.51	9.63	3.10
Total CUs with potential postsecondary credit	X3TCREDPPSE	5,288	29.0	6.15	1.43	18.41	4.29

See notes at end of table

Table E-31. High school transcript standard errors and design effects—Rural schools—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						8.50	2.82
Minimum						3.78	1.94
Median						6.79	2.61
Maximum						19.71	4.44
Standard deviation						4.82	0.76

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-32. High school transcript standard errors and design effects—Male students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	11,146	3.4	0.03	0.01	7.45	2.73
Total CUs in science	X3TCREDSCI	11,146	3.0	0.03	0.01	6.28	2.51
Total CUs in English	X3TCREDENG	11,146	3.8	0.03	0.01	5.80	2.41
Total CUs in social studies	X3TCREDSOCST	11,146	3.3	0.03	0.01	6.56	2.56
Total CUs in fine arts	X3TCREDART	11,146	1.4	0.04	0.02	5.38	2.32
Total CUs in foreign language	X3TCREDLANG	11,146	1.5	0.03	0.01	8.05	2.84
Total CUs in military science	X3TCREDMILSCI	11,146	13.7	1.43	0.57	6.24	2.50
Total CUs in religion	X3TCREDREL	11,146	18.1	1.59	0.74	4.69	2.16
Total CUs in general or regular subjects	X3TCREDGEN	11,146	19.2	0.18	0.07	6.65	2.58
Total CUs in personal health or physical education	X3TCREDHELPE	11,146	2.2	0.04	0.01	8.80	2.97
Total CUs earned	X3TCREDTOT	11,146	22.9	0.19	0.07	6.70	2.59
Total CUs earned in AP/IB combined	X3TCREDAPIB	11,146	91.8	4.67	1.94	5.80	2.41
Math pipeline: Advanced III	X3THIMATH = 7	11,113	5.6	0.52	0.22	5.62	2.37
Academic track/concentrator	X3TACADTRCK	11,146	28.1	0.81	0.43	3.66	1.91
9th-grade GPA	X3TGPA9TH	10,726	2.4	0.02	0.01	5.72	2.39
9th-grade academic GPA	X3TAGPA09	10,709	2.3	0.02	0.01	5.00	2.24
10th-grade GPA	X3TGPA10TH	10,080	2.5	0.02	0.01	5.41	2.33
10th-grade academic GPA	X3TAGPA10	10,056	2.3	0.02	0.01	4.90	2.21
11th-grade GPA	X3TGPA11TH	9,573	2.6	0.02	0.01	5.36	2.32
11th-grade academic GPA	X3TAGPA11	9,546	2.4	0.02	0.01	5.00	2.24
12th-grade GPA	X3TGPA12TH	9,100	2.7	0.02	0.01	4.33	2.08
12th-grade academic GPA	X3TAGPA12	9,065	2.6	0.02	0.01	3.67	1.91
Total GPA	X3TGPATOT	11,117	2.4	0.02	0.01	5.95	2.44
Total academic GPA	X3TGPAACAD	11,108	2.3	0.02	0.01	5.43	2.33
Attended multiple high schools	X3NUMHSATTND > 1	11,146	19.1	0.79	0.37	4.55	2.13
Multiple transcripts collected	X3TTRNRCVD > 1	11,146	10.2	0.56	0.29	3.78	1.95
English language learner	X3ELLSTATUS	11,146	3.0	0.43	0.16	7.12	2.67
Total CUs in CTE	X3TCREDCTE	11,146	2.9	0.06	0.02	6.27	2.50
Transcript coverage for four years	X3TCOVERAGE	11,146	80.7	0.93	0.37	6.15	2.48
Total CUs with potential postsecondary credit	X3TCREDPPSE	11,146	17.3	2.02	0.76	7.05	2.65

See notes at end of table

Table E-32. High school transcript standard errors and design effects—Male students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						5.78	2.39
Minimum						3.66	1.91
Median						5.76	2.40
Maximum						8.80	2.97
Standard deviation						1.23	0.26

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-33. High school transcript standard errors and design effects—Female students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	10,782	3.6	0.03	0.01	6.81	2.61
Total CUs in science	X3TCREDSCI	10,782	3.2	0.04	0.01	8.60	2.93
Total CUs in English	X3TCREDENG	10,782	4.0	0.03	0.01	6.51	2.55
Total CUs in social studies	X3TCREDSOCST	10,782	3.6	0.04	0.01	8.06	2.84
Total CUs in fine arts	X3TCREDART	10,782	2.1	0.04	0.02	5.34	2.31
Total CUs in foreign language	X3TCREDLANG	10,782	1.9	0.05	0.01	13.20	3.63
Total CUs in military science	X3TCREDMILSCI	10,782	9.7	1.16	0.50	5.48	2.34
Total CUs in religion	X3TCREDREL	10,782	20.6	1.60	0.79	4.10	2.02
Total CUs in general or regular subjects	X3TCREDGEN	10,782	19.8	0.20	0.07	8.10	2.85
Total CUs in personal health or physical education	X3TCREDHELPE	10,782	1.9	0.03	0.01	9.59	3.10
Total CUs earned	X3TCREDTOT	10,782	24.3	0.19	0.07	7.26	2.69
Total CUs earned in AP/IB combined	X3TCREDAPIB	10,782	1.2	0.06	0.02	8.10	2.85
Math pipeline: Advanced III	X3THIMATH = 7	10,757	6.2	0.64	0.23	7.55	2.75
Academic track/concentrator	X3TACADTRCK	10,782	35.0	1.13	0.46	6.02	2.45
9th-grade GPA	X3TGPA9TH	10,417	2.7	0.02	0.01	6.28	2.51
9th-grade academic GPA	X3TAGPA09	10,405	2.6	0.02	0.01	6.01	2.45
10th-grade GPA	X3TGPA10TH	9,905	2.8	0.02	0.01	5.61	2.37
10th-grade academic GPA	X3TAGPA10	9,886	2.7	0.02	0.01	5.37	2.32
11th-grade GPA	X3TGPA11TH	9,455	2.9	0.02	0.01	5.45	2.33
11th-grade academic GPA	X3TAGPA11	9,446	2.8	0.02	0.01	5.47	2.34
12th-grade GPA	X3TGPA12TH	9,112	3.0	0.02	0.01	5.40	2.32
12th-grade academic GPA	X3TAGPA12	9,083	2.9	0.02	0.01	5.65	2.38
Total GPA	X3TGPATOT	10,759	2.8	0.02	0.01	5.71	2.39
Total academic GPA	X3TGPAACAD	10,750	2.6	0.02	0.01	5.62	2.37
Attended multiple high schools	X3NUMHSATTND > 1	10,782	19.2	0.69	0.38	3.33	1.82
Multiple transcripts collected	X3TTRNRCVD > 1	10,782	10.2	0.59	0.29	4.15	2.04
English language learner	X3ELLSTATUS	10,782	3.0	0.51	0.17	9.48	3.08
Total CUs in CTE	X3TCREDCTE	10,782	2.7	0.06	0.02	7.60	2.76
Transcript coverage for four years	X3TCOVERAGE	10,782	84.1	0.90	0.35	6.48	2.55
Total CUs with potential postsecondary credit	X3TCREDPPSE	10,782	23.0	2.66	0.87	9.43	3.07

See notes at end of table

Table E-33. High school transcript standard errors and design effects—Female students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						6.72	2.57
Minimum						3.33	1.82
Median						6.15	2.48
Maximum						13.20	3.63
Standard deviation						2.01	0.37

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-34. High school transcript standard errors and design effects—Hispanic students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	3,563	3.3	0.05	0.02	5.40	2.32
Total CUs in science	X3TCREDSCI	3,563	2.9	0.06	0.02	7.53	2.74
Total CUs in English	X3TCREDENG	3,563	3.9	0.05	0.03	3.48	1.86
Total CUs in social studies	X3TCREDSOCST	3,563	3.3	0.06	0.02	6.06	2.46
Total CUs in fine arts	X3TCREDART	3,563	1.5	0.06	0.03	5.23	2.29
Total CUs in foreign language	X3TCREDLANG	3,563	1.6	0.05	0.02	6.13	2.48
Total CUs in military science	X3TCREDMILSCI	3,563	13.5	1.97	0.94	4.40	2.10
Total CUs in religion	X3TCREDREL	3,563	10.9	1.57	1.01	2.42	1.56
Total CUs in general or regular subjects	X3TCREDGEN	3,563	19.0	0.29	0.13	5.40	2.32
Total CUs in personal health or physical education	X3TCREDHELPE	3,563	2.0	0.04	0.02	5.16	2.27
Total CUs earned	X3TCREDTOT	3,563	22.4	0.27	0.13	4.28	2.07
Total CUs earned in AP/IB combined	X3TCREDAPIB	3,563	92.5	8.41	3.36	6.27	2.50
Math pipeline: Advanced III	X3THIMATH = 7	3,551	4.8	0.88	0.36	5.93	2.44
Academic track/concentrator	X3TACADTRCK	3,563	25.0	1.54	0.73	4.51	2.12
9th-grade GPA	X3TGPA9TH	3,428	2.3	0.04	0.02	5.28	2.30
9th-grade academic GPA	X3TAGPA09	3,423	2.1	0.04	0.02	4.89	2.21
10th-grade GPA	X3TGPA10TH	3,170	2.3	0.03	0.02	3.49	1.87
10th-grade academic GPA	X3TAGPA10	3,162	2.2	0.03	0.02	3.79	1.95
11th-grade GPA	X3TGPA11TH	2,929	2.5	0.03	0.02	4.56	2.14
11th-grade academic GPA	X3TAGPA11	2,923	2.3	0.03	0.02	4.03	2.01
12th-grade GPA	X3TGPA12TH	2,797	2.7	0.03	0.01	3.97	1.99
12th-grade academic GPA	X3TAGPA12	2,786	2.5	0.03	0.02	4.29	2.07
Total GPA	X3TGPATOT	3,558	2.3	0.03	0.01	4.74	2.18
Total academic GPA	X3TGPAACAD	3,554	2.2	0.03	0.01	5.00	2.24
Attended multiple high schools	X3NUMHSATTND > 1	3,563	23.7	1.49	0.71	4.38	2.09
Multiple transcripts collected	X3TTRNRCVD > 1	3,563	12.3	1.16	0.55	4.40	2.10
English language learner	X3ELLSTATUS	3,563	9.2	1.11	0.48	5.26	2.29
Total CUs in CTE	X3TCREDCTE	3,563	2.4	0.08	0.04	5.36	2.32
Transcript coverage for four years	X3TCOVERAGE	3,563	80.1	1.32	0.67	3.92	1.98
Total CUs with potential postsecondary credit	X3TCREDPPSE	3,563	14.5	2.64	1.21	4.75	2.18

See notes at end of table

Table E-34. High school transcript standard errors and design effects—Hispanic students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						4.81	2.18
Minimum						2.42	1.56
Median						4.74	2.18
Maximum						7.53	2.74
Standard deviation						1.01	0.23

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-35. High school transcript standard errors and design effects—Asian students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	1,800	3.8	0.10	0.03	13.05	3.61
Total CUs in science	X3TCREDSCI	1,800	3.7	0.11	0.04	10.08	3.17
Total CUs in English	X3TCREDENG	1,800	4.1	0.08	0.03	6.81	2.61
Total CUs in social studies	X3TCREDSOCST	1,800	3.7	0.08	0.03	7.59	2.76
Total CUs in fine arts	X3TCREDART	1,800	1.8	0.07	0.04	3.85	1.96
Total CUs in foreign language	X3TCREDLANG	1,800	2.3	0.12	0.03	14.81	3.85
Total CUs in military science	X3TCREDMILSCI	1,800	10.0	4.02	1.31	9.40	3.07
Total CUs in religion	X3TCREDREL	1,800	16.0	3.84	1.67	5.31	2.30
Total CUs in general or regular subjects	X3TCREDGEN	1,800	17.8	0.43	0.16	7.61	2.76
Total CUs in personal health or physical education	X3TCREDHELPE	1,800	2.1	0.07	0.02	7.61	2.76
Total CUs earned	X3TCREDTOT	1,800	25.0	0.48	0.15	10.73	3.28
Total CUs earned in AP/IB combined	X3TCREDAPIB	1,800	3.0	0.21	0.08	7.36	2.71
Math pipeline: Advanced III	X3THIMATH = 7	1,798	5.5	1.63	0.54	9.20	3.03
Academic track/concentrator	X3TACADTRCK	1,800	53.5	3.39	1.18	8.29	2.88
9th-grade GPA	X3TGPA9TH	1,733	3.2	0.05	0.02	8.31	2.88
9th-grade academic GPA	X3TAGPA09	1,728	3.1	0.06	0.02	9.53	3.09
10th-grade GPA	X3TGPA10TH	1,657	3.1	0.05	0.02	6.92	2.63
10th-grade academic GPA	X3TAGPA10	1,654	3.0	0.05	0.02	5.92	2.43
11th-grade GPA	X3TGPA11TH	1,615	3.1	0.05	0.02	8.32	2.88
11th-grade academic GPA	X3TAGPA11	1,615	3.0	0.06	0.02	9.46	3.08
12th-grade GPA	X3TGPA12TH	1,570	3.1	0.04	0.02	4.31	2.08
12th-grade academic GPA	X3TAGPA12	1,569	3.0	0.04	0.02	4.73	2.17
Total GPA	X3TGPATOT	1,799	3.1	0.05	0.02	8.34	2.89
Total academic GPA	X3TGPAACAD	1,796	2.9	0.05	0.02	7.95	2.82
Attended multiple high schools	X3NUMHSATTND > 1	1,800	14.4	2.58	0.83	9.73	3.12
Multiple transcripts collected	X3TTRNRCVD > 1	1,800	7.4	1.47	0.62	5.69	2.39
English language learner	X3ELLSTATUS	1,800	8.6	1.44	0.66	4.79	2.19
Total CUs in CTE	X3TCREDCTE	1,800	2.1	0.21	0.05	19.13	4.37
Transcript coverage for four years	X3TCOVERAGE	1,800	91.4	1.43	0.66	4.68	2.16
Total CUs with potential postsecondary credit	X3TCREDPPSE	1,800	29.3	6.76	2.63	6.59	2.57

See notes at end of table

Table E-35. High school transcript standard errors and design effects—Asian students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						8.20	2.82
Minimum						3.85	1.96
Median						7.78	2.79
Maximum						19.13	4.37
Standard deviation						3.23	0.53

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-36. High school transcript standard errors and design effects—Black students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	2,247	3.4	0.07	0.03	5.32	2.31
Total CUs in science	X3TCREDSCI	2,247	2.9	0.06	0.03	4.41	2.10
Total CUs in English	X3TCREDENG	2,247	3.9	0.10	0.04	7.65	2.77
Total CUs in social studies	X3TCREDSOCST	2,247	3.2	0.07	0.03	4.89	2.21
Total CUs in fine arts	X3TCREDART	2,247	1.5	0.06	0.03	3.75	1.94
Total CUs in foreign language	X3TCREDLANG	2,247	1.4	0.08	0.03	9.53	3.09
Total CUs in military science	X3TCREDMILSCI	2,247	26.3	4.35	1.72	6.37	2.52
Total CUs in religion	X3TCREDREL	2,247	8.7	1.68	1.11	2.28	1.51
Total CUs in general or regular subjects	X3TCREDGEN	2,247	19.6	0.44	0.17	6.73	2.59
Total CUs in personal health or physical education	X3TCREDHELPE	2,247	2.0	0.08	0.03	8.14	2.85
Total CUs earned	X3TCREDTOT	2,247	22.5	0.49	0.18	7.31	2.70
Total CUs earned in AP/IB combined	X3TCREDAPIB	2,247	55.2	7.61	3.18	5.71	2.39
Math pipeline: Advanced III	X3THIMATH = 7	2,237	9.4	2.07	0.62	11.26	3.36
Academic track/concentrator	X3TACADTRCK	2,247	26.9	1.81	0.94	3.74	1.93
9th-grade GPA	X3TGPA9TH	2,146	2.2	0.04	0.02	4.12	2.03
9th-grade academic GPA	X3TAGPA09	2,139	2.0	0.04	0.02	3.61	1.90
10th-grade GPA	X3TGPA10TH	1,958	2.2	0.04	0.02	4.12	2.03
10th-grade academic GPA	X3TAGPA10	1,949	2.1	0.04	0.02	3.88	1.97
11th-grade GPA	X3TGPA11TH	1,836	2.4	0.05	0.02	5.86	2.42
11th-grade academic GPA	X3TAGPA11	1,825	2.2	0.05	0.02	5.38	2.32
12th-grade GPA	X3TGPA12TH	1,721	2.6	0.04	0.02	4.97	2.23
12th-grade academic GPA	X3TAGPA12	1,708	2.4	0.04	0.02	4.38	2.09
Total GPA	X3TGPATOT	2,240	2.2	0.04	0.02	4.95	2.22
Total academic GPA	X3TGPAACAD	2,238	2.0	0.04	0.02	4.79	2.19
Attended multiple high schools	X3NUMHSATTND > 1	2,247	26.8	1.72	0.94	3.39	1.84
Multiple transcripts collected	X3TTRNRCVD > 1	2,247	12.7	1.19	0.70	2.89	1.70
English language learner	X3ELLSTATUS	2,247	1.7	0.54	0.27	3.93	1.98
Total CUs in CTE	X3TCREDCTE	2,247	2.8	0.12	0.05	5.72	2.39
Transcript coverage for four years	X3TCOVERAGE	2,247	74.5	2.28	0.92	6.17	2.48
Total CUs with potential postsecondary credit	X3TCREDPPSE	2,247	9.3	2.96	1.10	7.23	2.69

See notes at end of table

Table E-36. High school transcript standard errors and design effects—Black students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						5.41	2.29
Minimum						2.28	1.51
Median						4.96	2.23
Maximum						11.26	3.36
Standard deviation						1.99	0.41

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-37. High school transcript standard errors and design effects—Other students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	14,318	3.5	0.03	0.01	7.38	2.72
Total CUs in science	X3TCREDSCI	14,318	3.2	0.03	0.01	7.03	2.65
Total CUs in English	X3TCREDENG	14,318	3.8	0.03	0.01	6.84	2.62
Total CUs in social studies	X3TCREDSOCST	14,318	3.5	0.03	0.01	6.96	2.64
Total CUs in fine arts	X3TCREDART	14,318	1.9	0.04	0.02	5.70	2.39
Total CUs in foreign language	X3TCREDLANG	14,318	1.8	0.03	0.01	7.90	2.81
Total CUs in military science	X3TCREDMILSCI	14,318	8.0	0.87	0.41	4.58	2.14
Total CUs in religion	X3TCREDREL	14,318	24.9	1.74	0.76	5.30	2.30
Total CUs in general or regular subjects	X3TCREDGEN	14,318	19.8	0.18	0.06	9.67	3.11
Total CUs in personal health or physical education	X3TCREDHELPE	14,318	2.1	0.03	0.01	10.30	3.21
Total CUs earned	X3TCREDTOT	14,318	24.3	0.16	0.06	7.82	2.80
Total CUs earned in AP/IB combined	X3TCREDAPIB	14,318	1.1	0.05	0.02	6.92	2.63
Math pipeline: Advanced III	X3THIMATH = 7	14,284	5.5	0.48	0.19	6.34	2.52
Academic track/concentrator	X3TACADTRCK	14,318	33.6	0.89	0.39	5.06	2.25
9th-grade GPA	X3TGPA9TH	13,836	2.8	0.02	0.01	5.08	2.25
9th-grade academic GPA	X3TAGPA09	13,824	2.6	0.02	0.01	4.48	2.12
10th-grade GPA	X3TGPA10TH	13,200	2.8	0.02	0.01	4.31	2.08
10th-grade academic GPA	X3TAGPA10	13,177	2.6	0.02	0.01	3.65	1.91
11th-grade GPA	X3TGPA11TH	12,648	2.9	0.01	0.01	3.79	1.95
11th-grade academic GPA	X3TAGPA11	12,629	2.7	0.01	0.01	3.66	1.91
12th-grade GPA	X3TGPA12TH	12,124	3.0	0.01	0.01	3.28	1.81
12th-grade academic GPA	X3TAGPA12	12,085	2.8	0.01	0.01	2.82	1.68
Total GPA	X3TGPATOT	14,279	2.8	0.02	0.01	4.80	2.19
Total academic GPA	X3TGPAACAD	14,270	2.6	0.02	0.01	4.29	2.07
Attended multiple high schools	X3NUMHSATTND > 1	14,318	16.1	0.62	0.31	4.14	2.04
Multiple transcripts collected	X3TTRNRCVD > 1	14,318	9.0	0.44	0.24	3.35	1.83
English language learner	X3ELLSTATUS	14,318	0.7	0.25	0.07	12.55	3.54
Total CUs in CTE	X3TCREDCTE	14,318	3.0	0.06	0.02	8.66	2.94
Transcript coverage for four years	X3TCOVERAGE	14,318	84.4	0.78	0.30	6.66	2.58
Total CUs with potential postsecondary credit	X3TCREDPPSE	14,318	24.0	2.86	0.78	13.54	3.68

See notes at end of table

Table E-37. High school transcript standard errors and design effects—Other students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						6.23	2.45
Minimum						2.82	1.68
Median						5.50	2.35
Maximum						13.54	3.68
Standard deviation						2.68	0.51

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-38. High school transcript standard errors and design effects—Low percentile SES students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	3,514	3.1	0.05	0.02	3.91	1.98
Total CUs in science	X3TCREDSCI	3,514	2.7	0.05	0.02	4.44	2.11
Total CUs in English	X3TCREDENG	3,514	3.7	0.06	0.03	4.33	2.08
Total CUs in social studies	X3TCREDSOCST	3,514	3.0	0.05	0.02	4.73	2.18
Total CUs in fine arts	X3TCREDART	3,514	1.4	0.04	0.02	2.62	1.62
Total CUs in foreign language	X3TCREDLANG	3,514	1.3	0.05	0.02	6.30	2.51
Total CUs in military science	X3TCREDMILSCI	3,514	17.8	2.59	1.09	5.66	2.38
Total CUs in religion	X3TCREDREL	3,514	2.9	0.59	0.49	1.46	1.21
Total CUs in general or regular subjects	X3TCREDGEN	3,514	18.8	0.28	0.13	4.40	2.10
Total CUs in personal health or physical education	X3TCREDHELPE	3,514	1.9	0.05	0.02	5.26	2.29
Total CUs earned	X3TCREDTOT	3,514	21.4	0.28	0.14	3.88	1.97
Total CUs earned in AP/IB combined	X3TCREDAPIB	3,514	48.1	6.03	2.26	7.14	2.67
Math pipeline: Advanced III	X3THIMATH = 7	3,495	5.9	1.10	0.40	7.58	2.75
Academic track/concentrator	X3TACADTRCK	3,514	18.8	1.30	0.66	3.88	1.97
9th-grade GPA	X3TGPA9TH	3,373	2.2	0.03	0.02	3.52	1.88
9th-grade academic GPA	X3TAGPA09	3,363	2.0	0.03	0.02	3.19	1.79
10th-grade GPA	X3TGPA10TH	3,067	2.2	0.03	0.02	2.90	1.70
10th-grade academic GPA	X3TAGPA10	3,054	2.1	0.03	0.02	3.06	1.75
11th-grade GPA	X3TGPA11TH	2,790	2.3	0.03	0.02	4.30	2.07
11th-grade academic GPA	X3TAGPA11	2,782	2.2	0.04	0.02	4.53	2.13
12th-grade GPA	X3TGPA12TH	2,581	2.6	0.02	0.02	2.24	1.50
12th-grade academic GPA	X3TAGPA12	2,564	2.4	0.03	0.02	2.36	1.54
Total GPA	X3TGPATOT	3,511	2.2	0.03	0.01	3.32	1.82
Total academic GPA	X3TGPAACAD	3,502	2.0	0.03	0.01	3.64	1.91
Attended multiple high schools	X3NUMHSATTND > 1	3,514	24.8	1.57	0.73	4.66	2.16
Multiple transcripts collected	X3TTRNRCVD > 1	3,514	12.6	1.24	0.56	4.92	2.22
English language learner	X3ELLSTATUS	3,514	6.7	0.88	0.42	4.31	2.08
Total CUs in CTE	X3TCREDCTE	3,514	2.9	0.08	0.04	3.59	1.89
Transcript coverage for four years	X3TCOVERAGE	3,514	74.3	1.41	0.74	3.66	1.91
Total CUs with potential postsecondary credit	X3TCREDPPSE	3,514	8.6	1.71	0.86	3.93	1.98

See notes at end of table

Table E-38. High school transcript standard errors and design effects—Low percentile SES students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						4.12	2.00
Minimum						1.46	1.21
Median						3.92	1.98
Maximum						7.58	2.75
Standard deviation						1.35	0.33

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-39. High school transcript standard errors and design effects—Middle percentile SES students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	12,853	3.5	0.03	0.01	6.56	2.56
Total CUs in science	X3TCREDSCI	12,853	3.1	0.03	0.01	7.61	2.76
Total CUs in English	X3TCREDENG	12,853	3.9	0.03	0.01	7.31	2.70
Total CUs in social studies	X3TCREDSOCST	12,853	3.4	0.03	0.01	8.19	2.86
Total CUs in fine arts	X3TCREDART	12,853	1.7	0.03	0.02	5.07	2.25
Total CUs in foreign language	X3TCREDLANG	12,853	1.7	0.04	0.01	10.20	3.19
Total CUs in military science	X3TCREDMILSCI	12,853	12.0	1.33	0.51	6.72	2.59
Total CUs in religion	X3TCREDREL	12,853	14.1	1.05	0.60	3.02	1.74
Total CUs in general or regular subjects	X3TCREDGEN	12,853	20.0	0.18	0.06	8.06	2.84
Total CUs in personal health or physical education	X3TCREDHELPE	12,853	2.1	0.03	0.01	10.13	3.18
Total CUs earned	X3TCREDTOT	12,853	23.7	0.18	0.07	7.57	2.75
Total CUs earned in AP/IB combined	X3TCREDAPIB	12,853	89.0	4.70	1.70	7.66	2.77
Math pipeline: Advanced III	X3THIMATH = 7	12,816	5.9	0.51	0.21	5.88	2.42
Academic track/concentrator	X3TACADTRCK	12,853	28.9	0.91	0.40	5.21	2.28
9th-grade GPA	X3TGPA9TH	12,397	2.6	0.02	0.01	5.20	2.28
9th-grade academic GPA	X3TAGPA09	12,385	2.4	0.02	0.01	4.99	2.23
10th-grade GPA	X3TGPA10TH	11,673	2.6	0.02	0.01	4.25	2.06
10th-grade academic GPA	X3TAGPA10	11,648	2.4	0.02	0.01	3.72	1.93
11th-grade GPA	X3TGPA11TH	11,115	2.7	0.02	0.01	4.45	2.11
11th-grade academic GPA	X3TAGPA11	11,089	2.5	0.02	0.01	4.22	2.05
12th-grade GPA	X3TGPA12TH	10,608	2.8	0.01	0.01	3.66	1.91
12th-grade academic GPA	X3TAGPA12	10,570	2.7	0.01	0.01	3.16	1.78
Total GPA	X3TGPATOT	12,828	2.6	0.02	0.01	4.86	2.20
Total academic GPA	X3TGPAACAD	12,821	2.4	0.02	0.01	4.49	2.12
Attended multiple high schools	X3NUMHSATTND > 1	12,853	19.2	0.70	0.35	4.02	2.01
Multiple transcripts collected	X3TTRNRCVD > 1	12,853	10.4	0.52	0.27	3.70	1.92
English language learner	X3ELLSTATUS	12,853	2.2	0.39	0.13	9.04	3.01
Total CUs in CTE	X3TCREDCTE	12,853	3.0	0.06	0.02	7.13	2.67
Transcript coverage for four years	X3TCOVERAGE	12,853	82.6	0.81	0.33	5.85	2.42
Total CUs with potential postsecondary credit	X3TCREDPPSE	12,853	19.1	2.22	0.73	9.23	3.04

See notes at end of table

Table E-39. High school transcript standard errors and design effects—Middle percentile SES students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						6.04	2.42
Minimum						3.02	1.74
Median						5.53	2.35
Maximum						10.20	3.19
Standard deviation						2.09	0.42

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table E-40. High school transcript standard errors and design effects—High percentile SES students

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Total CUs in mathematics	X3TCREDMAT	5,491	3.8	0.04	0.01	6.30	2.51
Total CUs in science	X3TCREDSCI	5,491	3.6	0.04	0.02	4.78	2.19
Total CUs in English	X3TCREDENG	5,491	4.0	0.04	0.01	6.53	2.55
Total CUs in social studies	X3TCREDSOCST	5,491	3.9	0.03	0.02	4.24	2.06
Total CUs in fine arts	X3TCREDART	5,491	2.2	0.07	0.03	6.26	2.50
Total CUs in foreign language	X3TCREDLANG	5,491	2.4	0.04	0.02	7.03	2.65
Total CUs in military science	X3TCREDMILSCI	5,491	5.1	0.86	0.53	2.68	1.64
Total CUs in religion	X3TCREDREL	5,491	51.7	4.16	1.70	5.99	2.45
Total CUs in general or regular subjects	X3TCREDGEN	5,491	19.1	0.24	0.09	6.98	2.64
Total CUs in personal health or physical education	X3TCREDHELPE	5,491	2.1	0.05	0.02	8.82	2.97
Total CUs earned	X3TCREDTOT	5,491	25.9	0.18	0.08	5.49	2.34
Total CUs earned in AP/IB combined	X3TCREDAPIB	5,491	2.2	0.08	0.04	4.69	2.17
Math pipeline: Advanced III	X3THIMATH = 7	5,489	6.0	0.77	0.32	5.77	2.40
Academic track/concentrator	X3TACADTRCK	5,491	52.5	1.34	0.67	3.94	1.99
9th-grade GPA	X3TGPA9TH	5,314	3.1	0.02	0.01	3.41	1.85
9th-grade academic GPA	X3TAGPA09	5,307	3.0	0.02	0.01	3.53	1.88
10th-grade GPA	X3TGPA10TH	5,203	3.1	0.02	0.01	3.72	1.93
10th-grade academic GPA	X3TAGPA10	5,199	3.0	0.02	0.01	3.46	1.86
11th-grade GPA	X3TGPA11TH	5,100	3.1	0.02	0.01	2.97	1.72
11th-grade academic GPA	X3TAGPA11	5,099	3.0	0.02	0.01	2.98	1.73
12th-grade GPA	X3TGPA12TH	5,006	3.2	0.02	0.01	3.10	1.76
12th-grade academic GPA	X3TAGPA12	4,997	3.1	0.02	0.01	3.19	1.79
Total GPA	X3TGPATOT	5,468	3.1	0.02	0.01	3.30	1.82
Total academic GPA	X3TGPAACAD	5,466	3.0	0.02	0.01	3.44	1.86
Attended multiple high schools	X3NUMHSATTND > 1	5,491	13.4	0.74	0.46	2.60	1.61
Multiple transcripts collected	X3TTRNRCVD > 1	5,491	7.4	0.51	0.35	2.05	1.43
English language learner	X3ELLSTATUS	5,491	0.9	0.24	0.13	3.51	1.87
Total CUs in CTE	X3TCREDCTE	5,491	2.4	0.07	0.03	6.09	2.47
Transcript coverage for four years	X3TCOVERAGE	5,491	90.5	0.88	0.40	4.98	2.23
Total CUs with potential postsecondary credit	X3TCREDPPSE	5,491	35.1	4.06	1.53	7.06	2.66

See notes at end of table

Table E-40. High school transcript standard errors and design effects—High percentile SES students—Continued

Survey item[1]	Variable	n	Estimate	Design-based SE[2]	Simple random sample SE[3]	*deff*	*deft*
Summary statistics							
Mean						4.63	2.12
Minimum						2.05	1.43
Median						4.09	2.02
Maximum						8.82	2.97
Standard deviation						1.71	0.39

[1] Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLS:09 public-use file are included in *Variable* column.

[2] Design-based standard error (SE) equal to the numerator term in the formulae above.

[3] Simple random sample standard error (SE) equal to the denominator term in the formulae above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

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Appendix F: Unit and Item Nonresponse Bias Analyses

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Tabular results for the unit and item nonresponse bias analyses (section 6.2) conducted with the High School Longitudinal Study of 2009 (HSLS:09) 2013 Update data are presented below. The unit bias analysis results are provided in tables F-1 through F-18. The appendix concludes with the item-level analysis in tables F-19 through F-68.

Unit nonresponse bias analyses were conducted for HSLS:09 2013 Update. The primary purpose of this task was first to test for detectable levels of nonresponse bias in the values known for respondents and nonrespondents, and then to determine whether those levels still exist after adjusting the analytic weights through a subsequent test.

The unit nonresponse bias tables are presented in this section for each HSLS:09 2013 Update analytic weight—W3STUDENT, W3W1STU, W3W1W2STU, W3W2STU, W3HSTRANS, W3STUDENTTR, W3W1STUTR, W3W1W2STUTR, and W32STUTR. Details of the analysis procedure along with the summary of the analysis tables are included in section 6.2.

Item nonresponse bias analysis, like the unit-level bias, is used to evaluate bias associated with nonresponse. The difference is that this analysis focuses on non-negligible patterns of item nonresponse among the (unit) respondents. All variable values collected in the student questionnaire or constructed as student-level transcript-related variables were evaluated to identify those with weighted item response rates less than 85 percent for this analysis. Details of the analysis procedure along with the summary of the analysis tables are included in section 6.2. Within the item nonresponse bias analysis, 800 bias tests were conducted on a total of 50 student using the student base weight, where 58.4 percent of the tests showed significant levels of bias.[1]

[1] All statistical tests were conducted at the 0.05 significance level.

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Table F-1. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENT weight, by selected categorical variables: 2013 Update

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School type													
Public	15,000	5,600	92.85	92.33	94.28	-0.52*	-0.57	-0.52*	-0.57	92.85	92.85	#	#
Private	3,500	1,000	7.15	7.67	5.72	0.52*	6.83	0.52*	6.83	7.15	7.15	#	#
Asian 9th-grade enrollment percent													
≤ 2 percent	9,700	3,600	50.15	49.75	51.24	-0.40	-0.80	-0.40	-0.80	50.15	49.90	-0.26	-0.51
> 2 percent	8,800	3,000	49.85	50.25	48.76	0.40	0.79	0.40	0.79	49.85	50.10	0.26	0.51
Black 9th-grade enrollment percent													
≤ 7 percent	10,400	3,600	53.98	54.34	53.00	0.36	0.66	0.36	0.66	53.98	53.92	-0.05	-0.10
> 7 percent	8,200	3,000	46.02	45.66	47.00	-0.36	-0.79	-0.36	-0.79	46.02	46.08	0.05	0.12
Hispanic 9th-grade enrollment percent													
≤ 5 percent	9,900	3,300	44.36	45.21	42.05	0.85*	1.88	0.85*	1.88	44.36	44.41	0.05	0.11
> 5 percent	8,700	3,300	55.64	54.79	57.95	-0.85*	-1.55	-0.85*	-1.55	55.64	55.59	-0.05	-0.09
Other 9th-grade enrollment percent													
< 80 percent	9,500	3,700	61.86	60.78	64.78	-1.08*	-1.77	-1.08*	-1.77	61.86	61.74	-0.12	-0.20
≥ 80 percent	9,100	3,000	38.14	39.22	35.22	1.08*	2.74	1.08*	2.74	38.14	38.26	0.12	0.32
Charter school													
Yes	330	120	1.54	1.46	1.76	-0.08	-5.43	-0.08	-5.43	1.54	1.51	-0.03	-2.28
No	14,700	5,500	90.57	89.95	92.26	-0.62*	-0.69	-0.62*	-0.69	90.57	90.49	-0.08	-0.09
Private	3,600	1,000	7.89	8.59	5.98	0.70*	8.15	0.70*	8.15	7.89	8.00	0.12	1.45

See notes at end of table.

Table F-1. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENT weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Total enrollment													
< 499 students	3,100	1,100	13.21	13.54	12.33	0.32	2.38	0.32	2.38	13.21	13.21	#	#
500–999 students	4,400	1,500	24.24	24.48	23.60	0.24	0.96	0.24	0.96	24.24	24.24	#	#
1,000–1,499 students	4,200	1,500	21.65	20.99	23.47	-0.67	-3.19	-0.67*	-3.19	21.65	21.65	#	#
1,500–2,000 students	3,400	1,200	17.82	18.08	17.11	0.26	1.44	0.26	1.44	17.82	17.82	0.01	0.04
> 2,000 students	3,400	1,300	23.07	22.92	23.48	-0.15	-0.65	-0.15	-0.65	23.07	23.07	-0.01	-0.03
9th-grade enrollment													
0–149 9th-grade students	4,300	1,500	17.75	18.31	16.24	0.56*	3.04	0.56*	3.04	17.75	17.75	#	#
150–299 9th-grade students	4,200	1,400	23.01	23.14	22.64	0.14	0.59	0.14	0.59	23.01	23.01	#	#
300–449 9th-grade students	4,200	1,500	21.57	21.23	22.49	-0.34	-1.59	-0.34	-1.59	21.57	21.57	#	#
450–600 9th-grade students	2,900	1,100	17.58	17.63	17.45	0.05	0.26	0.05	0.26	17.58	17.67	0.09	0.51
600+ 9th-grade students	2,800	1,100	20.09	19.69	21.18	-0.40	-2.04	-0.40	-2.04	20.09	20.00	-0.09	-0.45
Number of full-time teachers													
≤ 50	6,100	2,000	28.73	29.59	26.39	0.86*	2.91	0.86*	2.91	28.73	28.73	#	#
51–100	7,500	2,700	39.05	38.78	39.79	-0.27	-0.70	-0.27	-0.70	39.05	39.05	#	#
101–150	3,700	1,400	22.63	22.16	23.88	-0.46	-2.08	-0.46	-2.08	22.63	22.63	#	#
> 150	1,300	510	9.60	9.47	9.95	-0.13	-1.35	-0.13	-1.35	9.60	9.60	#	#

See notes at end of table.

Table F-1. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENT weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Student to teacher ratio													
≤ 10	1,300	520	6.68	6.79	6.39	0.11	1.58	0.11	1.58	6.68	6.68	#	#
11–15	5,400	1,900	29.18	28.80	30.20	-0.37	-1.30	-0.37	-1.30	29.18	29.18	#	#
15–20	8,500	3,000	45.51	45.60	45.27	0.09	0.19	0.09	0.19	45.51	45.51	#	#
20–25	3,200	1,100	17.93	18.08	17.52	0.15	0.83	0.15	0.83	17.93	17.93	#	#
> 25	150	40	0.71	0.74	0.63	0.03	4.02	0.03	4.02	0.71	0.71	#	#
Census region													
Northeast	2,900	1,100	18.96	18.63	19.85	-0.33	-1.75	-0.33	-1.75	18.96	18.96	#	#
Midwest	5,000	1,600	21.31	21.89	19.71	0.59*	2.68	0.59*	2.68	21.31	21.31	#	#
South	7,500	2,700	37.91	37.75	38.36	-0.16	-0.43	-0.16	-0.43	37.91	37.91	#	#
West	3,200	1,100	21.82	21.72	22.09	-0.10	-0.45	-0.10	-0.45	21.82	21.82	#	#
School Urbanicity													
City	5,400	1,800	29.26	29.33	29.08	0.07	0.23	0.07	0.23	29.26	29.26	#	#
Suburban	6,700	2,500	33.26	32.72	34.73	-0.54	-1.65	-0.54	-1.65	33.26	33.26	#	#
Town	2,100	780	13.19	13.19	13.20	#	-0.01	#	-0.01	13.19	13.19	#	#
Rural	4,300	1,500	24.29	24.76	23.00	0.47	1.91	0.47	1.91	24.29	24.29	#	#
Range of grades in school													
High school only	15,600	5,600	85.59	85.52	85.78	-0.07	-0.08	-0.07	-0.08	85.59	85.62	0.03	0.03
Middle and high school	1,800	630	10.67	10.59	10.87	-0.08	-0.72	-0.08	-0.72	10.67	10.61	-0.06	-0.52
Elementary to high school	1,200	400	3.74	3.88	3.35	0.14	3.70	0.14	3.70	3.74	3.77	0.03	0.74
Religious affiliation													
Yes	3,400	990	6.84	7.36	5.44	0.52*	7.00	0.52*	7.00	6.84	6.85	0.01	0.10
No	100	40	0.30	0.31	0.28	0.01	2.92	0.01	2.92	0.30	0.30	-0.01	-2.26
Public	15,000	5,600	92.85	92.33	94.28	-0.52*	-0.57	-0.52*	-0.57	92.85	92.85	#	#

See notes at end of table.

Table F-1. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENT weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School is regular secondary													
Yes	3,200	930	6.47	6.95	5.17	0.48*	6.88	0.48*	6.88	6.47	6.46	-0.01	-0.10
No	280	100	0.68	0.72	0.55	0.05	6.38	0.05	6.38	0.68	0.68	0.01	0.96
Public	15,000	5,600	92.85	92.33	94.28	-0.52*	-0.57	-0.52*	-0.57	92.85	92.85	#	#
Augmented sample-state (Public School only)													
California	940	350	12.93	12.68	13.59	-0.24	-1.91	-0.24	-1.91	12.93	12.93	#	#
Florida	660	290	3.41	3.24	3.90	-0.18	-5.49	-0.18	-5.49	3.41	3.41	#	#
Georgia	870	350	2.29	2.21	2.51	-0.08	-3.71	-0.08	-3.71	2.29	2.29	#	#
Michigan	960	280	3.26	3.47	2.69	0.21*	6.09	0.21*	6.09	3.26	3.26	#	#
North Carolina	1,000	310	3.33	3.53	2.80	0.20*	5.56	0.20*	5.56	3.33	3.33	#	#
Ohio	880	350	2.75	2.56	3.27	-0.19*	-7.52	-0.19*	-7.52	2.75	2.75	#	#
Pennsylvania	850	290	3.72	3.78	3.54	0.07	1.76	0.07	1.76	3.72	3.72	#	#
Tennessee	930	320	2.17	2.25	1.95	0.08	3.48	0.08	3.48	2.17	2.17	#	#
Texas	940	400	9.18	8.95	9.83	-0.24	-2.64	-0.24	-2.64	9.18	9.18	#	#
Washington state	810	290	2.17	2.24	2.00	0.06	2.90	0.06	2.90	2.17	2.17	#	#
Public schools in Other states	9,700	3,400	54.79	55.10	53.94	0.31	0.57	0.31	0.57	54.79	54.79	#	#
Gender[5]													
Male	9,300	3,600	50.76	49.39	54.47	-1.37*	-2.77	-1.37*	-2.77	50.76	50.76	#	#
Female	9,300	3,000	49.24	50.61	45.53	1.37*	2.70	1.37*	2.70	49.24	49.24	#	#

See notes at end of table.

Table F-1. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENT weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Race[6]													
Asian	1,500	530	3.57	3.79	2.98	0.22*	5.74	0.22*	5.74	3.57	3.57	#	#
Black	1,900	730	13.44	13.14	14.26	-0.30	-2.29	-0.30	-2.29	13.44	13.44	#	#
Hispanic	2,900	1,200	21.78	21.32	23.05	-0.47	-2.19	-0.47	-2.19	21.78	21.78	#	#
White	10,400	3,500	52.41	53.36	49.82	0.95*	1.78	0.95*	1.78	52.41	52.41	#	#
Other/Multiracial	1,800	740	8.79	8.39	9.88	-0.40	-4.77	-0.40	-4.77	8.79	8.79	#	#

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

[1] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

[2] Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.

[3] Bias in the sample mean is estimated as the product of the base-weighted non-response rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight). The nonresponse rate is not incorporated in the statistical test of significance.

[4] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

[5] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX.

[6] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-2. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENT weight, by selected categorical variables: 2013 Update

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
School type					
Public	92.85	92.85	92.89	-0.04	-0.04
Private	7.15	7.15	7.11	0.04	0.04
Asian 9th-grade enrollment percent					
≤ 2 percent	49.90	50.15	49.19	0.71	0.96
> 2 percent	50.10	49.85	50.81	-0.71	-0.96
Black 9th-grade enrollment percent					
≤ 7 percent	53.92	53.98	53.37	0.55	0.61
> 7 percent	46.08	46.02	46.63	-0.55	-0.61
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.41	44.36	43.58	0.83*	0.78
> 5 percent	55.59	55.64	56.42	-0.83*	-0.78
Other 9th-grade enrollment percent					
< 80 percent	61.74	61.86	62.56	-0.82*	-0.70
≥ 80 percent	38.26	38.14	37.44	0.82*	0.70
Charter school					
Yes	1.51	1.54	1.74	-0.23*	-0.20
No	90.49	90.57	90.30	0.19	0.27
Private	8.00	7.89	7.95	0.05	-0.06
Total enrollment					
< 499 students	13.21	13.21	12.74	0.47*	0.47
500–999 students	24.24	24.24	23.01	1.23*	1.23*
1,000–1,499 students	21.65	21.65	21.15	0.50	0.50
1,500–2,000 students	17.82	17.82	18.68	-0.86*	-0.86*
> 2,000 students	23.07	23.07	24.43	-1.36*	-1.36*

See notes at end of table.

Table F-2. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENT weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
9th-grade enrollment					
0–149 9th-grade students	17.75	17.75	17.22	0.53	0.53
150–299 9th-grade students	23.01	23.01	21.95	1.06*	1.06*
300–449 9th-grade students	21.57	21.57	21.20	0.37	0.37
450–600 9th-grade students	17.67	17.58	18.49	-0.82*	-0.91*
600+ 9th-grade students	20.00	20.09	21.13	-1.13*	-1.04*
Number of full-time teachers					
≤ 50	28.73	28.73	27.44	1.29*	1.29*
51–100	39.05	39.05	38.93	0.12	0.12
101–150	22.63	22.63	23.84	-1.21*	-1.21*
> 150	9.60	9.60	9.80	-0.20	-0.20
Student to teacher ratio					
≤ 10	6.68	6.68	6.63	0.05	0.05
11–15	29.18	29.18	27.17	2.01*	2.01*
15–20	45.51	45.51	46.32	-0.81	-0.81
20–25	17.93	17.93	19.16	-1.23*	-1.23*
> 25	0.71	0.71	0.72	-0.01	-0.01
Census region					
Northeast	18.96	18.96	17.44	1.52*	1.52*
Midwest	21.31	21.31	22.08	-0.77*	-0.77*
South	37.91	37.91	37.59	0.32	0.32
West	21.82	21.82	22.89	-1.07*	-1.07*
School Urbanicity					
City	29.26	29.26	31.90	-2.64*	-2.64*
Suburban	33.26	33.26	33.33	-0.07	-0.07
Town	13.19	13.19	11.76	1.43*	1.43*
Rural	24.29	24.29	23.02	1.27*	1.27*

See notes at end of table.

Table F-2. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENT weight, by selected categorical variables: 2013 Update—Continued

Variable	After non-response weight adjustment: Mean: Respondents, non-response adjusted (1)	After post-stratification adjustment: Means: Full sample, base weighted (2)	After post-stratification adjustment: Means: Respondents, adjusted for non-response and post-stratified (3)	Difference: Mean (1) – Mean (3)	Difference: Mean (2) – Mean (3)
Range of grades in school					
High school only	85.62	85.59	85.97	-0.35	-0.38
Middle and high school	10.61	10.67	9.98	0.63	0.69
Elementary to high school	3.77	3.74	4.05	-0.28	-0.31
Religious affiliation					
Yes	6.85	6.84	6.80	0.05	0.04
No	0.30	0.30	0.31	-0.01	-0.01
Public	92.85	92.85	92.89	-0.04	-0.04
School is regular secondary					
Yes	6.46	6.47	6.44	0.02	0.03
No	0.68	0.68	0.66	0.02	0.02
Public	92.85	92.85	92.89	-0.04	-0.04
Augmented sample-state (Public School only)					
California	12.93	12.93	12.28	0.65*	0.65
Florida	3.41	3.41	5.44	-2.03*	-2.03*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.33	3.33	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.76	-1.01*	-1.01*
Pennsylvania	3.72	3.72	3.34	0.38*	0.38*
Tennessee	2.17	2.17	1.84	0.33*	0.33*
Texas	9.18	9.18	8.53	0.65*	0.65*
Washington state	2.17	2.17	1.79	0.38*	0.38*
Public schools in Other states	54.79	54.79	53.45	1.34*	1.34*
Gender[1]					
Male	50.76	50.76	50.44	0.32*	0.32
Female	49.24	49.24	49.56	-0.32*	-0.32

See notes at end of table.

Table F-2. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENT weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Race[2]					
Asian	3.57	3.57	3.58	-0.01	-0.01
Black	13.44	13.44	13.61	-0.17	-0.17
Hispanic	21.78	21.78	22.08	-0.30	-0.30
White	52.41	52.41	51.75	0.66*	0.66
Other/Multiracial	8.79	8.79	8.98	-0.19	-0.19

† Not applicable.
# Rounds to zero.
* Difference between means is significant at the 0.05 level.
[1] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX
[2] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-3. Nonresponse bias before and after weight adjustments for the sample using the W3W1STU weight, by selected categorical variables: 2013 Update

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School type													
Public	14,000	6,600	92.85	92.21	94.24	-0.65*	-0.70	-0.65*	-0.70	92.85	92.85	#	#
Private	3,300	1,200	7.15	7.79	5.76	0.65*	8.30	0.65*	8.30	7.15	7.15	#	#
Asian 9th-grade enrollment percent													
≤ 2 percent	9,100	4,200	50.15	50.21	50.02	0.06	0.13	0.06	0.13	50.15	50.01	-0.14	-0.29
> 2 percent	8,200	3,700	49.85	49.79	49.98	-0.06	-0.13	-0.06	-0.13	49.85	49.99	0.14	0.29
Black 9th-grade enrollment percent													
≤ 7 percent	9,700	4,300	53.98	54.66	52.51	0.68	1.25	0.68	1.25	53.98	53.96	-0.02	-0.03
> 7 percent	7,600	3,600	46.02	45.34	47.49	-0.68	-1.50	-0.68	-1.50	46.02	46.04	0.02	0.03
Hispanic 9th-grade enrollment percent													
≤ 5 percent	9,200	4,000	44.36	45.41	42.10	1.05*	2.32	1.05*	2.32	44.36	44.41	0.05	0.11
> 5 percent	8,100	3,900	55.64	54.59	57.90	-1.05*	-1.93	-1.05*	-1.93	55.64	55.59	-0.05	-0.09
Other 9th-grade enrollment percent													
< 80 percent	8,800	4,400	61.86	60.24	65.33	-1.62*	-2.68	-1.62*	-2.68	61.86	61.51	-0.34	-0.56
≥ 80 percent	8,500	3,500	38.14	39.76	34.67	1.62*	4.06	1.62*	4.06	38.14	38.49	0.34	0.89
Charter school													
Yes	310	130	1.54	1.52	1.59	-0.02	-1.55	-0.02	-1.55	1.54	1.55	#	0.15
No	13,600	6,500	90.57	89.71	92.41	-0.86*	-0.95	-0.86*	-0.95	90.57	90.43	-0.14	-0.15
Private	3,400	1,200	7.89	8.77	5.99	0.88*	10.04	0.88*	10.04	7.89	8.02	0.14	1.71

See notes at end of table.

Table F-3. Nonresponse bias before and after weight adjustments for the sample using the W3W1STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Total enrollment													
< 499 students	3,000	1,200	13.21	14.00	11.52	0.79*	5.61	0.79*	5.61	13.21	13.21	#	#
500–999 students	4,100	1,800	24.24	24.93	22.76	0.69	2.76	0.69	2.76	24.24	24.24	#	#
1,000–1,499 students	3,800	1,900	21.65	20.43	24.29	-1.23*	-6.00	-1.23*	-6.00	21.65	21.65	#	#
1,500–2,000 students	3,200	1,500	17.82	18.11	17.18	0.30	1.64	0.30	1.64	17.82	17.84	0.03	0.15
> 2,000 students	3,200	1,500	23.07	22.53	24.25	-0.55	-2.42	-0.55	-2.42	23.07	23.05	-0.03	-0.11
9th-grade enrollment													
0–149 9th-grade students	4,100	1,700	17.75	18.93	15.21	1.18*	6.24	1.18*	6.24	17.75	17.75	#	#
150–299 9th-grade students	3,900	1,700	23.01	23.39	22.18	0.38	1.65	0.38	1.65	23.01	23.01	#	#
300–449 9th-grade students	3,900	1,900	21.57	20.80	23.23	-0.77*	-3.71	-0.77*	-3.71	21.57	21.57	#	#
450–600 9th-grade students	2,800	1,300	17.58	17.89	16.91	0.31	1.73	0.31	1.73	17.58	18.03	0.45	2.49
600+ 9th-grade students	2,600	1,400	20.09	18.98	22.46	-1.10*	-5.81	-1.10*	-5.81	20.09	19.64	-0.45	-2.28
Number of full-time teachers													
≤ 50	5,700	2,300	28.73	30.32	25.31	1.59*	5.25	1.59*	5.25	28.73	28.73	#	#
51–100	7,000	3,300	39.05	38.55	40.12	-0.50	-1.30	-0.50	-1.30	39.05	39.05	#	#
101–150	3,400	1,600	22.63	21.90	24.18	-0.72	-3.31	-0.72	-3.31	22.63	22.63	#	#
> 150	1,200	640	9.60	9.23	10.39	-0.37	-3.96	-0.37	-3.96	9.60	9.60	#	#

See notes at end of table.

Table F-3. Nonresponse bias before and after weight adjustments for the sample using the W3W1STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Student to teacher ratio													
≤ 10	1,300	580	6.68	7.05	5.88	0.37	5.27	0.37	5.27	6.68	6.68	#	#
11–15	5,000	2,200	29.18	29.21	29.10	0.03	0.12	0.03	0.12	29.18	29.18	#	#
15–20	7,900	3,700	45.51	44.95	46.71	-0.56	-1.25	-0.56	-1.25	45.51	45.51	#	#
20–25	3,000	1,300	17.93	18.02	17.73	0.09	0.52	0.09	0.52	17.93	17.93	#	#
> 25	140	50	0.71	0.77	0.58	0.06	7.94	0.06	7.94	0.71	0.71	#	#
Census region													
Northeast	2,700	1,300	18.96	18.88	19.12	-0.08	-0.40	-0.08	-0.40	18.96	18.96	#	#
Midwest	4,700	2,000	21.31	21.85	20.14	0.54	2.49	0.54	2.49	21.31	21.31	#	#
South	7,000	3,200	37.91	37.64	38.50	-0.27	-0.72	-0.27	-0.72	37.91	37.91	#	#
West	3,000	1,300	21.82	21.62	22.24	-0.20	-0.91	-0.20	-0.91	21.82	21.82	#	#
School Urbanicity													
City	5,000	2,200	29.26	29.16	29.48	-0.10	-0.35	-0.10	-0.35	29.26	29.26	#	#
Suburban	6,200	3,000	33.26	32.12	35.72	-1.14*	-3.56	-1.14*	-3.56	33.26	33.26	#	#
Town	2,000	900	13.19	13.39	12.77	0.19	1.46	0.19	1.46	13.19	13.19	#	#
Rural	4,100	1,700	24.29	25.34	22.03	1.05*	4.15	1.05*	4.15	24.29	24.29	#	#
Range of grades in school													
High school only	14,500	6,700	85.59	85.55	85.69	-0.05	-0.05	-0.05	-0.05	85.59	85.85	0.26	0.30
Middle and high school	1,700	740	10.67	10.50	11.02	-0.16	-1.57	-0.16	-1.57	10.67	10.37	-0.29	-2.81
Elementary to high school	1,100	460	3.74	3.95	3.29	0.21	5.35	0.21	5.35	3.74	3.78	0.03	0.92
Religious affiliation													
Yes	3,200	1,200	6.84	7.47	5.49	0.63*	8.44	0.63*	8.44	6.84	6.85	0.01	0.11
No	100	40	0.30	0.32	0.27	0.02	4.99	0.02	4.99	0.30	0.30	-0.01	-2.59
Public	14,000	6,600	92.85	92.21	94.24	-0.65*	-0.70	-0.65*	-0.70	92.85	92.85	#	#

See notes at end of table.

Table F-3. Nonresponse bias before and after weight adjustments for the sample using the W3W1STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School is regular secondary													
Yes	3,100	1,100	6.47	7.09	5.13	0.62*	8.79	0.62*	8.79	6.47	6.50	0.03	0.47
No	260	120	0.68	0.70	0.63	0.02	3.34	0.02	3.34	0.68	0.64	-0.03	-4.73
Public	14,000	6,600	92.85	92.21	94.24	-0.65*	-0.70	-0.65*	-0.70	92.85	92.85	#	#
Augmented sample-state (Public School only)													
California	880	410	12.93	12.50	13.83	-0.42	-3.38	-0.42	-3.38	12.93	12.93	#	#
Florida	590	360	3.41	3.06	4.17	-0.35	-11.46	-0.35	-11.46	3.41	3.41	#	#
Georgia	800	430	2.29	2.17	2.53	-0.11	-5.18	-0.11	-5.18	2.29	2.29	#	#
Michigan	900	340	3.26	3.48	2.79	0.22*	6.34	0.22*	6.34	3.26	3.26	#	#
North Carolina	920	390	3.33	3.52	2.93	0.19*	5.32	0.19*	5.32	3.33	3.33	#	#
Ohio	800	430	2.75	2.52	3.25	-0.23*	-9.22	-0.23*	-9.22	2.75	2.75	#	#
Pennsylvania	810	330	3.72	3.89	3.35	0.17	4.44	0.17	4.44	3.72	3.72	#	#
Tennessee	880	370	2.17	2.29	1.90	0.12	5.42	0.12	5.42	2.17	2.17	#	#
Texas	880	460	9.18	8.92	9.76	-0.27	-3.01	-0.27	-3.01	9.18	9.18	#	#
Washington state	740	360	2.17	2.16	2.19	-0.01	-0.44	-0.01	-0.44	2.17	2.17	#	#
Public schools in Other states	9,100	4,000	54.79	55.48	53.30	0.69	1.25	0.69	1.25	54.79	54.79	#	#
Gender[5]													
Male	8,700	4,200	50.76	49.25	53.99	-1.50*	-3.05	-1.50*	-3.05	50.76	50.76	#	#
Female	8,700	3,700	49.24	50.75	46.01	1.50*	2.96	1.50*	2.96	49.24	49.24	#	#

See notes at end of table.

Table F-3. Nonresponse bias before and after weight adjustments for the sample using the W3W1STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Race[6]													
Asian	1,400	640	3.57	3.68	3.34	0.11	2.98	0.11	2.98	3.57	3.57	#	#
Black	1,800	860	13.44	13.07	14.24	-0.37	-2.84	-0.37	-2.84	13.44	13.44	#	#
Hispanic	2,700	1,300	21.78	21.43	22.54	-0.35	-1.64	-0.35	-1.64	21.78	21.78	#	#
White	9,700	4,200	52.41	53.28	50.54	0.87*	1.63	0.87*	1.63	52.41	52.41	#	#
Other/Multiracial	1,700	830	8.79	8.54	9.35	-0.26	-3.02	-0.26	-3.02	8.79	8.79	#	#

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

[1] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

[2] Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.

[3] Bias in the sample mean is estimated as the product of the base-weighted non-response rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight). The nonresponse rate is not incorporated in the statistical test of significance.

[4] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

[5] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX.

[6] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-4. Nonresponse bias before and after weight adjustments for the sample using the W3W1STU weight, by selected categorical variables: 2013 Update

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
School type					
Public	92.85	92.85	92.89	-0.04	-0.04
Private	7.15	7.15	7.11	0.04	0.04
Asian 9th-grade enrollment percent					
≤ 2 percent	50.01	50.15	49.29	0.72	0.86
> 2 percent	49.99	49.85	50.71	-0.72	-0.86
Black 9th-grade enrollment percent					
≤ 7 percent	53.96	53.98	53.27	0.69	0.71
> 7 percent	46.04	46.02	46.73	-0.69	-0.71
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.41	44.36	43.53	0.88*	0.83
> 5 percent	55.59	55.64	56.47	-0.88*	-0.83
Other 9th-grade enrollment percent					
< 80 percent	61.51	61.86	62.42	-0.91*	-0.56
≥ 80 percent	38.49	38.14	37.58	0.91*	0.56
Charter school					
Yes	1.55	1.54	1.79	-0.24*	-0.25
No	90.43	90.57	90.23	0.20	0.34
Private	8.02	7.89	7.98	0.04	-0.09
Total enrollment					
< 499 students	13.21	13.21	12.70	0.51*	0.51
500–999 students	24.24	24.24	23.04	1.20*	1.20*
1,000–1,499 students	21.65	21.65	21.26	0.39	0.39
1,500–2,000 students	17.84	17.82	18.64	-0.80*	-0.82
> 2,000 students	23.05	23.07	24.37	-1.32*	-1.30*

See notes at end of table.

Table F-4. Nonresponse bias before and after weight adjustments for the sample using the W3W1STU weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
9th-grade enrollment					
0–149 9th-grade students	17.75	17.75	17.18	0.57	0.57
150–299 9th-grade students	23.01	23.01	21.96	1.05*	1.05*
300–449 9th-grade students	21.57	21.57	21.33	0.24	0.24
450–600 9th-grade students	18.03	17.58	18.76	-0.73*	-1.18*
600+ 9th-grade students	19.64	20.09	20.77	-1.13*	-0.68
Number of full-time teachers					
≤ 50	28.73	28.73	27.40	1.33*	1.33*
51–100	39.05	39.05	39.03	0.02	0.02
101–150	22.63	22.63	23.73	-1.10*	-1.10
> 150	9.60	9.60	9.83	-0.23	-0.23
Student to teacher ratio					
≤ 10	6.68	6.68	6.63	0.05	0.05
11–15	29.18	29.18	27.17	2.01*	2.01*
15–20	45.51	45.51	46.29	-0.78	-0.78
20–25	17.93	17.93	19.19	-1.26*	-1.26*
> 25	0.71	0.71	0.71	#	#
Census region					
Northeast	18.96	18.96	17.44	1.52*	1.52*
Midwest	21.31	21.31	22.09	-0.78*	-0.78*
South	37.91	37.91	37.59	0.32	0.32
West	21.82	21.82	22.88	-1.06*	-1.06*
School Urbanicity					
City	29.26	29.26	31.90	-2.64*	-2.64*
Suburban	33.26	33.26	33.33	-0.07	-0.07
Town	13.19	13.19	11.76	1.43*	1.43*
Rural	24.29	24.29	23.01	1.28*	1.28*

See notes at end of table.

Table F-4. Nonresponse bias before and after weight adjustments for the sample using the W3W1STU weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Range of grades in school					
High school only	85.85	85.59	86.12	-0.27	-0.53
Middle and high school	10.37	10.67	9.79	0.58	0.88
Elementary to high school	3.78	3.74	4.09	-0.31	-0.35
Religious affiliation					
Yes	6.85	6.84	6.79	0.06	0.05
No	0.30	0.30	0.31	-0.01	-0.01
Public	92.85	92.85	92.89	-0.04	-0.04
School is regular secondary					
Yes	6.50	6.47	6.48	0.02	-0.01
No	0.64	0.68	0.62	0.02	0.06
Public	92.85	92.85	92.89	-0.04	-0.04
Augmented sample-state (Public School only)					
California	12.93	12.93	12.28	0.65*	0.65
Florida	3.41	3.41	5.44	-2.03*	-2.03*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.33	3.33	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.75	-1.00*	-1.00*
Pennsylvania	3.72	3.72	3.34	0.38*	0.38*
Tennessee	2.17	2.17	1.84	0.33*	0.33*
Texas	9.18	9.18	8.53	0.65*	0.65*
Washington state	2.17	2.17	1.79	0.38*	0.38*
Public schools in Other states	54.79	54.79	53.45	1.34*	1.34*
Gender[1]					
Male	50.76	50.76	50.45	0.31*	0.31
Female	49.24	49.24	49.55	-0.31*	-0.31

See notes at end of table.

Table F-4. Nonresponse bias before and after weight adjustments for the sample using the W3W1STU weight, by selected categorical variables: 2013 Update—Continued

Variable	After non-response weight adjustment: Mean: Respondents, non-response adjusted (1)	After post-stratification adjustment: Means: Full sample, base weighted (2)	After post-stratification adjustment: Means: Respondents, adjusted for non-response and post-stratified (3)	Difference: Mean (1) – Mean (3)	Difference: Mean (2) – Mean (3)
Race[2]					
Asian	3.57	3.57	3.57	#	#
Black	13.44	13.44	13.64	-0.20	-0.20
Hispanic	21.78	21.78	22.07	-0.29	-0.29
White	52.41	52.41	51.74	0.67*	0.67
Other/Multiracial	8.79	8.79	8.99	-0.20	-0.20

† Not applicable.
# Rounds to zero.
* Difference between means is significant at the 0.05 level.
[1] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX
[2] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-5. Nonresponse bias before and after weight adjustments for the sample using the W3W2STU weight, by selected categorical variables: 2013 Update

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School type													
Public	14,000	6,600	92.85	92.33	93.96	-0.52*	-0.56	-0.52*	-0.56	92.85	92.85	#	#
Private	3,300	1,300	7.15	7.67	6.04	0.52*	6.78	0.52*	6.78	7.15	7.15	#	#
Asian 9th-grade enrollment percent													
≤ 2 percent	9,100	4,200	50.15	49.70	51.11	-0.45	-0.91	-0.45	-0.91	50.15	49.68	-0.47	-0.95
> 2 percent	8,200	3,600	49.85	50.30	48.89	0.45	0.90	0.45	0.90	49.85	50.32	0.47	0.94
Black 9th-grade enrollment percent													
≤ 7 percent	9,700	4,300	53.98	54.63	52.58	0.66	1.20	0.66	1.20	53.98	53.84	-0.13	-0.25
> 7 percent	7,600	3,600	46.02	45.37	47.42	-0.66	-1.45	-0.66	-1.45	46.02	46.16	0.13	0.29
Hispanic 9th-grade enrollment percent													
≤ 5 percent	9,300	3,900	44.36	45.63	41.65	1.27*	2.79	1.27*	2.79	44.36	44.53	0.17	0.38
> 5 percent	8,000	3,900	55.64	54.37	58.35	-1.27*	-2.34	-1.27*	-2.34	55.64	55.47	-0.17	-0.30
Other 9th-grade enrollment percent													
< 80 percent	8,800	4,300	61.86	60.40	64.96	-1.46*	-2.41	-1.46*	-2.41	61.86	61.75	-0.11	-0.18
≥ 80 percent	8,500	3,500	38.14	39.60	35.04	1.46*	3.68	1.46*	3.68	38.14	38.25	0.11	0.28
Charter school													
Yes	300	140	1.54	1.44	1.77	-0.11	-7.38	-0.11	-7.38	1.54	1.47	-0.08	-5.35
No	13,700	6,500	90.57	89.96	91.87	-0.61*	-0.68	-0.61*	-0.68	90.57	90.52	-0.05	-0.06
Private	3,300	1,300	7.89	8.60	6.36	0.72*	8.33	0.72*	8.33	7.89	8.02	0.13	1.63

See notes at end of table.

Table F-5. Nonresponse bias before and after weight adjustments for the sample using the W3W2STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Total enrollment													
< 499 students	2,900	1,300	13.21	13.62	12.34	0.41	3.00	0.41	3.00	13.21	13.21	#	#
500–999 students	4,100	1,800	24.24	24.66	23.35	0.42	1.70	0.42	1.70	24.24	24.24	#	#
1,000–1,499 students	3,900	1,800	21.65	20.93	23.19	-0.72	-3.46	-0.72	-3.46	21.65	21.65	#	#
1,500–2,000 students	3,200	1,500	17.82	17.77	17.92	-0.05	-0.28	-0.05	-0.28	17.82	17.67	-0.15	-0.86
> 2,000 students	3,200	1,500	23.07	23.02	23.19	-0.05	-0.23	-0.05	-0.23	23.07	23.23	0.15	0.65
9th-grade enrollment													
0–149 9th-grade students	4,000	1,800	17.75	18.46	16.26	0.70*	3.81	0.70*	3.81	17.75	17.75	#	#
150–299 9th-grade students	3,900	1,700	23.01	23.26	22.47	0.26	1.10	0.26	1.10	23.01	23.01	#	#
300–449 9th-grade students	4,000	1,800	21.57	21.24	22.28	-0.34	-1.58	-0.34	-1.58	21.57	21.57	#	#
450–600 9th-grade students	2,700	1,300	17.58	17.39	17.98	-0.19	-1.08	-0.19	-1.08	17.58	17.68	0.10	0.59
600+ 9th-grade students	2,600	1,300	20.09	19.65	21.01	-0.43	-2.21	-0.43	-2.21	20.09	19.98	-0.10	-0.52
Number of full-time teachers													
≤ 50	5,600	2,500	28.73	29.75	26.55	1.02*	3.44	1.02*	3.44	28.73	28.73	#	#
51–100	7,000	3,200	39.05	38.79	39.61	-0.26	-0.68	-0.26	-0.68	39.05	39.05	#	#
101–150	3,400	1,600	22.63	22.07	23.81	-0.56	-2.52	-0.56	-2.52	22.63	22.63	#	#
> 150	1,200	580	9.60	9.39	10.03	-0.20	-2.18	-0.20	-2.18	9.60	9.60	#	#

See notes at end of table.

Table F-5. Nonresponse bias before and after weight adjustments for the sample using the W3W2STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Student to teacher ratio													
≤ 10	1,200	620	6.68	6.64	6.75	-0.04	-0.54	-0.04	-0.54	6.68	6.68	#	#
11–15	5,000	2,300	29.18	28.93	29.70	-0.24	-0.85	-0.24	-0.85	29.18	29.18	#	#
15–20	8,000	3,600	45.51	45.85	44.77	0.35	0.75	0.35	0.75	45.51	45.51	#	#
20–25	2,900	1,300	17.93	17.81	18.17	-0.11	-0.63	-0.11	-0.63	17.93	17.93	#	#
> 25	140	60	0.71	0.76	0.61	0.05	6.28	0.05	6.28	0.71	0.71	#	#
Census region													
Northeast	2,700	1,300	18.96	18.48	19.97	-0.47	-2.57	-0.47	-2.57	18.96	18.96	#	#
Midwest	4,700	1,900	21.31	22.15	19.52	0.84*	3.79	0.84*	3.79	21.31	21.31	#	#
South	7,000	3,200	37.91	37.85	38.04	-0.06	-0.16	-0.06	-0.16	37.91	37.91	#	#
West	2,900	1,400	21.82	21.52	22.47	-0.31	-1.42	-0.31	-1.42	21.82	21.82	#	#
School Urbanicity													
City	5,000	2,200	29.26	29.21	29.38	-0.05	-0.18	-0.05	-0.18	29.26	29.26	#	#
Suburban	6,200	3,000	33.26	32.57	34.73	-0.69*	-2.13	-0.69*	-2.13	33.26	33.26	#	#
Town	2,000	910	13.19	13.20	13.18	0.01	0.04	0.01	0.04	13.19	13.19	#	#
Rural	4,100	1,800	24.29	25.03	22.71	0.74*	2.96	0.74*	2.96	24.29	24.29	#	#
Range of grades in school													
High school only	14,600	6,600	85.59	85.56	85.66	-0.03	-0.04	-0.03	-0.04	85.59	85.64	0.05	0.06
Middle and high school	1,700	760	10.67	10.65	10.71	-0.02	-0.17	-0.02	-0.17	10.67	10.51	-0.16	-1.53
Elementary to high school	1,000	520	3.74	3.79	3.63	0.05	1.33	0.05	1.33	3.74	3.85	0.11	2.86
Religious affiliation													
Yes	3,200	1,200	6.84	7.34	5.79	0.50*	6.75	0.50*	6.75	6.84	6.81	-0.03	-0.51
No	100	40	0.30	0.33	0.25	0.02	7.39	0.02	7.39	0.30	0.34	0.03	10.29
Public	14,000	6,600	92.85	92.33	93.96	-0.52*	-0.56	-0.52*	-0.56	92.85	92.85	#	#

See notes at end of table.

Table F-5. Nonresponse bias before and after weight adjustments for the sample using the W3W2STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School is regular secondary													
Yes	3,000	1,100	6.47	6.95	5.45	0.48*	6.91	0.48*	6.91	6.47	6.43	-0.04	-0.64
No	270	120	0.68	0.71	0.59	0.04	5.54	0.04	5.54	0.68	0.72	0.04	5.74
Public	14,000	6,600	92.85	92.33	93.96	-0.52*	-0.56	-0.52*	-0.56	92.85	92.85	#	#
Augmented sample-state (Public School only)													
California	870	420	12.93	12.65	13.50	-0.27	-2.14	-0.27	-2.14	12.93	12.93	#	#
Florida	600	350	3.41	3.13	4.01	-0.28*	-8.99	-0.28*	-8.99	3.41	3.41	#	#
Georgia	810	420	2.29	2.21	2.46	-0.08	-3.63	-0.08	-3.63	2.29	2.29	#	#
Michigan	900	340	3.26	3.52	2.71	0.26*	7.36	0.26*	7.36	3.26	3.26	#	#
North Carolina	960	350	3.33	3.63	2.69	0.30*	8.35	0.30*	8.35	3.33	3.33	#	#
Ohio	820	410	2.75	2.51	3.26	-0.24*	-9.60	-0.24*	-9.60	2.75	2.75	#	#
Pennsylvania	790	350	3.72	3.81	3.52	0.09	2.46	0.09	2.46	3.72	3.72	#	#
Tennessee	880	370	2.17	2.24	2.01	0.08	3.37	0.08	3.37	2.17	2.17	#	#
Texas	880	460	9.18	9.02	9.53	-0.16	-1.82	-0.16	-1.82	9.18	9.18	#	#
Washington state	750	350	2.17	2.20	2.12	0.02	1.08	0.02	1.08	2.17	2.17	#	#
Public schools in Other states	9,100	4,000	54.79	55.07	54.19	0.28	0.51	0.28	0.51	54.79	54.79	#	#
Gender[5]													
Male	8,600	4,200	50.76	49.34	53.77	-1.42*	-2.88	-1.42*	-2.88	50.76	50.76	#	#
Female	8,700	3,600	49.24	50.66	46.23	1.42*	2.80	1.42*	2.80	49.24	49.24	#	#

See notes at end of table.

Table F-5. Nonresponse bias before and after weight adjustments for the sample using the W3W2STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Race[6]													
Asian	1,400	630	3.57	3.86	2.97	0.28*	7.35	0.28*	7.35	3.57	3.57	#	#
Black	1,800	870	13.44	12.84	14.71	-0.60	-4.67	-0.60	-4.67	13.44	13.44	#	#
Hispanic	2,700	1,400	21.78	21.12	23.19	-0.66	-3.13	-0.66	-3.13	21.78	21.78	#	#
White	9,800	4,100	52.41	53.90	49.25	1.49*	2.76	1.49*	2.76	52.41	52.41	#	#
Other/Multiracial	1,700	870	8.79	8.28	9.88	-0.51*	-6.15	-0.51*	-6.15	8.79	8.79	#	#

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

[1] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

[2] Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.

[3] Bias in the sample mean is estimated as the product of the base-weighted non-response rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight). The nonresponse rate is not incorporated in the statistical test of significance.

[4] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

[5] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX.

[6] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-6. Nonresponse bias before and after weight adjustments for the sample using the W3W2STU weight, by selected categorical variables: 2013 Update

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
School type					
Public	92.85	92.85	92.89	-0.04	-0.04
Private	7.15	7.15	7.11	0.04	0.04
Asian 9th-grade enrollment percent					
≤ 2 percent	49.68	50.15	48.97	0.71	1.18*
> 2 percent	50.32	49.85	51.03	-0.71	-1.18*
Black 9th-grade enrollment percent					
≤ 7 percent	53.84	53.98	53.27	0.57	0.71
> 7 percent	46.16	46.02	46.73	-0.57	-0.71
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.53	44.36	43.63	0.90*	0.73
> 5 percent	55.47	55.64	56.37	-0.90*	-0.73
Other 9th-grade enrollment percent					
< 80 percent	61.75	61.86	62.70	-0.95*	-0.84
≥ 80 percent	38.25	38.14	37.30	0.95*	0.84
Charter school					
Yes	1.47	1.54	1.71	-0.24*	-0.17
No	90.52	90.57	90.31	0.21	0.26
Private	8.02	7.89	7.97	0.05	-0.08
Total enrollment					
< 499 students	13.21	13.21	12.69	0.52*	0.52
500–999 students	24.24	24.24	22.96	1.28*	1.28*
1,000–1,499 students	21.65	21.65	21.15	0.50	0.50
1,500–2,000 students	17.67	17.82	18.57	-0.90*	-0.75
> 2,000 students	23.23	23.07	24.64	-1.41*	-1.57*

See notes at end of table.

Table F-6. Nonresponse bias before and after weight adjustments for the sample using the W3W2STU weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
9th-grade enrollment					
0–149 9th-grade students	17.75	17.75	17.15	0.60	0.60
150–299 9th-grade students	23.01	23.01	21.96	1.05*	1.05*
300–449 9th-grade students	21.57	21.57	21.16	0.41	0.41
450–600 9th-grade students	17.68	17.58	18.55	-0.87*	-0.97
600+ 9th-grade students	19.98	20.09	21.18	-1.20*	-1.09
Number of full-time teachers					
≤ 50	28.73	28.73	27.37	1.36*	1.36*
51–100	39.05	39.05	38.91	0.14	0.14
101–150	22.63	22.63	23.90	-1.27*	-1.27*
> 150	9.60	9.60	9.83	-0.23	-0.23
Student to teacher ratio					
≤ 10	6.68	6.68	6.68	#	#
11–15	29.18	29.18	27.10	2.08*	2.08*
15–20	45.51	45.51	46.32	-0.81	-0.81
20–25	17.93	17.93	19.19	-1.26*	-1.26*
> 25	0.71	0.71	0.72	-0.01	-0.01
Census region					
Northeast	18.96	18.96	17.44	1.52*	1.52*
Midwest	21.31	21.31	22.08	-0.77*	-0.77*
South	37.91	37.91	37.59	0.32	0.32
West	21.82	21.82	22.89	-1.07*	-1.07*
School Urbanicity					
City	29.26	29.26	31.90	-2.64*	-2.64*
Suburban	33.26	33.26	33.33	-0.07	-0.07
Town	13.19	13.19	11.76	1.43*	1.43*
Rural	24.29	24.29	23.02	1.27*	1.27*

See notes at end of table.

Table F-6. Nonresponse bias before and after weight adjustments for the sample using the W3W2STU weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Range of grades in school					
High school only	85.64	85.59	86.01	-0.37	-0.42
Middle and high school	10.51	10.67	9.89	0.62	0.78
Elementary to high school	3.85	3.74	4.10	-0.25	-0.36
Religious affiliation					
Yes	6.81	6.84	6.75	0.06	0.09
No	0.34	0.30	0.36	-0.02	-0.06
Public	92.85	92.85	92.89	-0.04	-0.04
School is regular secondary					
Yes	6.43	6.47	6.39	0.04	0.08
No	0.72	0.68	0.71	0.01	-0.03
Public	92.85	92.85	92.89	-0.04	-0.04
Augmented sample-state (Public School only)					
California	12.93	12.93	12.28	0.65*	0.65
Florida	3.41	3.41	5.44	-2.03*	-2.03*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.33	3.33	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.75	-1.00*	-1.00*
Pennsylvania	3.72	3.72	3.34	0.38*	0.38*
Tennessee	2.17	2.17	1.84	0.33*	0.33*
Texas	9.18	9.18	8.53	0.65*	0.65*
Washington state	2.17	2.17	1.79	0.38*	0.38*
Public schools in Other states	54.79	54.79	53.45	1.34*	1.34*
Gender[1]					
Male	50.76	50.76	50.45	0.31	0.31
Female	49.24	49.24	49.55	-0.31	-0.31

See notes at end of table.

Table F-6. Nonresponse bias before and after weight adjustments for the sample using the W3W2STU weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Race[2]					
Asian	3.57	3.57	3.59	-0.02	-0.02
Black	13.44	13.44	13.76	-0.32	-0.32
Hispanic	21.78	21.78	21.93	-0.15	-0.15
White	52.41	52.41	51.67	0.74*	0.74
Other/Multiracial	8.79	8.79	9.06	-0.27	-0.27

† Not applicable.
# Rounds to zero.
* Difference between means is significant at the 0.05 level.
[1] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX
[2] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-7. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STU weight, by selected categorical variables: 2013 Update

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School type													
Public	13,000	7,700	92.85	92.20	93.97	-0.65*	-0.71	-0.65*	-0.71	92.85	92.85	#	#
Private	3,100	1,500	7.15	7.80	6.03	0.65*	8.36	0.65*	8.36	7.15	7.15	#	#
Asian 9th-grade enrollment percent													
≤ 2 percent	8,500	4,800	50.15	50.20	50.08	0.04	0.09	0.04	0.09	50.15	49.88	-0.27	-0.54
> 2 percent	7,600	4,300	49.85	49.80	49.92	-0.04	-0.09	-0.04	-0.09	49.85	50.12	0.27	0.54
Black 9th-grade enrollment percent													
≤ 7 percent	9,000	5,000	53.98	55.00	52.21	1.03	1.87	1.03	1.87	53.98	53.91	-0.06	-0.11
> 7 percent	7,000	4,200	46.02	45.00	47.79	-1.03	-2.29	-1.03	-2.29	46.02	46.09	0.06	0.13
Hispanic 9th-grade enrollment percent													
≤ 5 percent	8,600	4,600	44.36	45.89	41.75	1.52*	3.32	1.52*	3.32	44.36	44.51	0.15	0.34
> 5 percent	7,400	4,500	55.64	54.11	58.25	-1.52*	-2.82	-1.52*	-2.82	55.64	55.49	-0.15	-0.28
Other 9th-grade enrollment percent													
< 80 percent	8,100	5,000	61.86	59.78	65.40	-2.07*	-3.47	-2.07*	-3.47	61.86	61.46	-0.39	-0.64
≥ 80 percent	7,900	4,100	38.14	40.22	34.60	2.07*	5.15	2.07*	5.15	38.14	38.54	0.39	1.02
Charter school													
Yes	290	160	1.54	1.50	1.63	-0.05	-3.19	-0.05	-3.19	1.54	1.52	-0.02	-1.44
No	12,600	7,500	90.57	89.71	92.05	-0.86*	-0.96	-0.86*	-0.96	90.57	90.41	-0.16	-0.18
Private	3,100	1,500	7.89	8.80	6.32	0.91*	10.37	0.91*	10.37	7.89	8.07	0.18	2.28

See notes at end of table.

Table F-7. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Total enrollment													
< 499 students	2,800	1,500	13.21	14.13	11.65	0.92*	6.48	0.92*	6.48	13.21	13.21	#	#
500–999 students	3,900	2,100	24.24	25.17	22.66	0.92*	3.67	0.92*	3.67	24.24	24.24	#	#
1,000–1,499 students	3,600	2,100	21.65	20.32	23.93	-1.33*	-6.56	-1.33*	-6.56	21.65	21.65	#	#
1,500–2,000 students	2,900	1,700	17.82	17.78	17.87	-0.03	-0.19	-0.03	-0.19	17.82	17.72	-0.10	-0.57
> 2,000 students	2,900	1,800	23.07	22.60	23.88	-0.47	-2.10	-0.47	-2.10	23.07	23.17	0.10	0.44
9th-grade enrollment													
0–149 9th-grade students	3,800	2,000	17.75	19.14	15.37	1.39*	7.26	1.39*	7.26	17.75	17.75	#	#
150–299 9th-grade students	3,700	2,000	23.01	23.54	22.10	0.53	2.26	0.53	2.26	23.01	23.01	#	#
300–449 9th-grade students	3,600	2,100	21.57	20.77	22.95	-0.81	-3.88	-0.81	-3.88	21.57	21.57	#	#
450–600 9th-grade students	2,500	1,500	17.58	17.66	17.45	0.08	0.44	0.08	0.44	17.58	18.11	0.53	2.92
600+ 9th-grade students	2,400	1,600	20.09	18.89	22.13	-1.20*	-6.33	-1.20*	-6.33	20.09	19.56	-0.53	-2.71
Number of full-time teachers													
≤ 50	5,300	2,800	28.73	30.55	25.60	1.83*	5.97	1.83*	5.97	28.73	28.73	#	#
51–100	6,500	3,700	39.05	38.54	39.92	-0.51	-1.32	-0.51	-1.32	39.05	39.05	#	#
101–150	3,200	1,900	22.63	21.78	24.08	-0.85	-3.89	-0.85	-3.89	22.63	22.63	#	#
> 150	1,100	720	9.60	9.13	10.40	-0.47	-5.12	-0.47	-5.12	9.60	9.60	#	#

See notes at end of table.

Table F-7. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Student to teacher ratio													
≤ 10	1,200	670	6.68	6.92	6.27	0.24	3.45	0.24	3.45	6.68	6.68	#	#
11–15	4,700	2,600	29.18	29.39	28.82	0.21	0.70	0.21	0.70	29.18	29.18	#	#
15–20	7,300	4,200	45.51	45.17	46.08	-0.34	-0.74	-0.34	-0.74	45.51	45.51	#	#
20–25	2,700	1,600	17.93	17.73	18.26	-0.19	-1.09	-0.19	-1.09	17.93	17.93	#	#
> 25	130	60	0.71	0.79	0.57	0.08	10.46	0.08	10.46	0.71	0.71	#	#
Census region													
Northeast	2,500	1,500	18.96	18.74	19.33	-0.22	-1.15	-0.22	-1.15	18.96	18.96	#	#
Midwest	4,400	2,300	21.31	22.12	19.92	0.81*	3.68	0.81*	3.68	21.31	21.31	#	#
South	6,500	3,700	37.91	37.75	38.20	-0.17	-0.45	-0.17	-0.45	37.91	37.91	#	#
West	2,700	1,600	21.82	21.39	22.55	-0.43	-2.01	-0.43	-2.01	21.82	21.82	#	#
School Urbanicity													
City	4,600	2,600	29.26	29.02	29.68	-0.25	-0.85	-0.25	-0.85	29.26	29.26	#	#
Suburban	5,700	3,500	33.26	31.90	35.59	-1.36*	-4.26	-1.36*	-4.26	33.26	33.26	#	#
Town	1,900	1,000	13.19	13.41	12.82	0.22	1.63	0.22	1.63	13.19	13.19	#	#
Rural	3,800	2,000	24.29	25.67	21.91	1.39*	5.40	1.39*	5.40	24.29	24.29	#	#
Range of grades in school													
High school only	13,500	7,700	85.59	85.59	85.60	-0.01	-0.01	-0.01	-0.01	85.59	86.01	0.41	0.48
Middle and high school	1,600	870	10.67	10.56	10.85	-0.11	-1.04	-0.11	-1.04	10.67	10.21	-0.45	-4.44
Elementary to high school	990	570	3.74	3.86	3.54	0.12	3.02	0.12	3.02	3.74	3.78	0.04	1.08
Religious affiliation													
Yes	3,000	1,400	6.84	7.46	5.78	0.62*	8.30	0.62*	8.30	6.84	6.82	-0.02	-0.27
No	90	50	0.30	0.34	0.25	0.03	9.74	0.03	9.74	0.30	0.32	0.02	5.80
Public	13,000	7,700	92.85	92.20	93.97	-0.65*	-0.71	-0.65*	-0.71	92.85	92.85	#	#

See notes at end of table.

Table F-7. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School is regular secondary													
Yes	2,900	1,300	6.47	7.11	5.38	0.64*	8.97	0.64*	8.97	6.47	6.50	0.03	0.45
No	240	140	0.68	0.69	0.65	0.01	2.10	0.01	2.10	0.68	0.65	-0.03	-4.49
Public	13,000	7,700	92.85	92.20	93.97	-0.65*	-0.71	-0.65*	-0.71	92.85	92.85	#	#
Augmented sample-state (Public School only)													
California	800	490	12.93	12.46	13.73	-0.47	-3.75	-0.47	-3.75	12.93	12.93	#	#
Florida	530	430	3.41	2.94	4.23	-0.48*	-16.24	-0.48*	-16.24	3.41	3.41	#	#
Georgia	730	490	2.29	2.17	2.48	-0.11	-5.21	-0.11	-5.21	2.29	2.29	#	#
Michigan	840	400	3.26	3.53	2.79	0.27*	7.72	0.27*	7.72	3.26	3.26	#	#
North Carolina	880	430	3.33	3.63	2.81	0.30*	8.31	0.30*	8.31	3.33	3.33	#	#
Ohio	740	500	2.75	2.46	3.24	-0.29*	-11.68	-0.29*	-11.68	2.75	2.75	#	#
Pennsylvania	750	390	3.72	3.93	3.36	0.21	5.37	0.21	5.37	3.72	3.72	#	#
Tennessee	830	420	2.17	2.29	1.95	0.13	5.46	0.13	5.46	2.17	2.17	#	#
Texas	820	520	9.18	8.99	9.51	-0.19	-2.14	-0.19	-2.14	9.18	9.18	#	#
Washington state	670	430	2.17	2.11	2.28	-0.06	-2.84	-0.06	-2.84	2.17	2.17	#	#
Public schools in Other states	8,500	4,600	54.79	55.48	53.61	0.69	1.24	0.69	1.24	54.79	54.79	#	#
Gender[5]													
Male	8,000	4,900	50.76	49.19	53.45	-1.57*	-3.20	-1.57*	-3.20	50.76	50.76	#	#
Female	8,100	4,200	49.24	50.81	46.55	1.57*	3.09	1.57*	3.09	49.24	49.24	#	#

See notes at end of table.

Table F-7. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STU weight, by selected categorical variables: 2013 Update—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Race[6]													
Asian	1,300	740	3.57	3.75	3.28	0.17	4.60	0.17	4.60	3.57	3.57	#	#
Black	1,600	1,000	13.44	12.74	14.64	-0.70	-5.49	-0.70	-5.49	13.44	13.44	#	#
Hispanic	2,500	1,600	21.78	21.23	22.73	-0.55	-2.60	-0.55	-2.60	21.78	21.78	#	#
White	9,000	4,800	52.41	53.85	49.94	1.44*	2.68	1.44*	2.68	52.41	52.41	#	#
Other/Multiracial	1,600	960	8.79	8.43	9.42	-0.36	-4.32	-0.36	-4.32	8.79	8.79	#	#

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

[1] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

[2] Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.

[3] Bias in the sample mean is estimated as the product of the base-weighted non-response rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight). The nonresponse rate is not incorporated in the statistical test of significance.

[4] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

[5] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX.

[6] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-8. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STU weight, by selected categorical variables: 2013 Update

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
School type					
Public	92.85	92.85	92.89	-0.04	-0.04
Private	7.15	7.15	7.11	0.04	0.04
Asian 9th-grade enrollment percent					
≤ 2 percent	49.88	50.15	49.18	0.70	0.97
> 2 percent	50.12	49.85	50.82	-0.70	-0.97
Black 9th-grade enrollment percent					
≤ 7 percent	53.91	53.98	53.23	0.68	0.75
> 7 percent	46.09	46.02	46.77	-0.68	-0.75
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.51	44.36	43.56	0.95*	0.80
> 5 percent	55.49	55.64	56.44	-0.95*	-0.80
Other 9th-grade enrollment percent					
< 80 percent	61.46	61.86	62.47	-1.01*	-0.61
≥ 80 percent	38.54	38.14	37.53	1.01*	0.61
Charter school					
Yes	1.52	1.54	1.79	-0.27*	-0.25
No	90.41	90.57	90.20	0.21	0.37
Private	8.07	7.89	8.01	0.06	-0.12
Total enrollment					
< 499 students	13.21	13.21	12.68	0.53*	0.53
500–999 students	24.24	24.24	23.00	1.24*	1.24*
1,000–1,499 students	21.65	21.65	21.27	0.38	0.38
1,500–2,000 students	17.72	17.82	18.53	-0.81*	-0.71
> 2,000 students	23.17	23.07	24.53	-1.36*	-1.46*

See notes at end of table.

Table F-8. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STU weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
9th-grade enrollment					
0–149 9th-grade students	17.75	17.75	17.16	0.59	0.59
150–299 9th-grade students	23.01	23.01	21.98	1.03*	1.03*
300–449 9th-grade students	21.57	21.57	21.28	0.29	0.29
450–600 9th-grade students	18.11	17.58	18.87	-0.76*	-1.29*
600+ 9th-grade students	19.56	20.09	20.72	-1.16*	-0.63
Number of full-time teachers					
≤ 50	28.73	28.73	27.34	1.39*	1.39*
51–100	39.05	39.05	39.03	0.02	0.02
101–150	22.63	22.63	23.75	-1.12*	-1.12
> 150	9.60	9.60	9.88	-0.28	-0.28
Student to teacher ratio					
≤ 10	6.68	6.68	6.63	0.05	0.05
11–15	29.18	29.18	27.18	2.00*	2.00*
15–20	45.51	45.51	46.26	-0.75	-0.75
20–25	17.93	17.93	19.21	-1.28*	-1.28*
> 25	0.71	0.71	0.71	#	#
Census region					
Northeast	18.96	18.96	17.44	1.52*	1.52*
Midwest	21.31	21.31	22.09	-0.78*	-0.78*
South	37.91	37.91	37.59	0.32	0.32
West	21.82	21.82	22.89	-1.07*	-1.07
School Urbanicity					
City	29.26	29.26	31.90	-2.64*	-2.64*
Suburban	33.26	33.26	33.33	-0.07	-0.07
Town	13.19	13.19	11.76	1.43*	1.43*
Rural	24.29	24.29	23.01	1.28*	1.28*

See notes at end of table.

Table F-8. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STU weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Range of grades in school					
High school only	86.01	85.59	86.25	-0.24	-0.66
Middle and high school	10.21	10.67	9.64	0.57	1.03
Elementary to high school	3.78	3.74	4.10	-0.32	-0.36
Religious affiliation					
Yes	6.82	6.84	6.76	0.06	0.08
No	0.32	0.30	0.35	-0.03	-0.05
Public	92.85	92.85	92.89	-0.04	-0.04
School is regular secondary					
Yes	6.50	6.47	6.47	0.03	#
No	0.65	0.68	0.64	0.01	0.04
Public	92.85	92.85	92.89	-0.04	-0.04
Augmented sample-state (Public School only)					
California	12.93	12.93	12.28	0.65*	0.65
Florida	3.41	3.41	5.44	-2.03*	-2.03*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.33	3.33	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.75	-1.00*	-1.00*
Pennsylvania	3.72	3.72	3.34	0.38*	0.38*
Tennessee	2.17	2.17	1.84	0.33*	0.33*
Texas	9.18	9.18	8.53	0.65*	0.65*
Washington state	2.17	2.17	1.79	0.38*	0.38*
Public schools in Other states	54.79	54.79	53.45	1.34*	1.34*
Gender[1]					
Male	50.76	50.76	50.42	0.34*	0.34
Female	49.24	49.24	49.58	-0.34*	-0.34

See notes at end of table.

Table F-8. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STU weight, by selected categorical variables: 2013 Update—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Race[2]					
Asian	3.57	3.57	3.58	-0.01	-0.01
Black	13.44	13.44	13.72	-0.28	-0.28
Hispanic	21.78	21.78	22.03	-0.25	-0.25
White	52.41	52.41	51.61	0.80*	0.80
Other/Multiracial	8.79	8.79	9.06	-0.27	-0.27

† Not applicable.
# Rounds to zero.
* Difference between means is significant at the 0.05 level.
[1] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX
[2] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-9. Nonresponse bias before and after weight adjustments for the sample using the W3HSTRANS weight, by selected categorical variables: High School Transcript Collection

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School type													
Public	18,100	2,500	92.86	93.16	90.67	0.31	0.33	0.31	0.33	92.86	92.86	#	#
Private	3,800	740	7.14	6.84	9.33	-0.31	-4.48	-0.31	-4.48	7.14	7.14	#	#
Asian 9th-grade enrollment percent													
≤ 2 percent	11,800	1,500	50.15	50.98	44.21	0.83*	1.63	0.83*	1.63	50.15	50.45	0.30	0.59
> 2 percent	10,200	1,700	49.85	49.02	55.79	-0.83*	-1.70	-0.83*	-1.70	49.85	49.55	-0.30	-0.60
Black 9th-grade enrollment percent													
≤ 7 percent	12,300	1,700	53.97	54.55	49.89	0.57	1.05	0.57	1.05	53.97	54.26	0.28	0.52
> 7 percent	9,600	1,500	46.03	45.45	50.11	-0.57	-1.26	-0.57	-1.26	46.03	45.74	-0.28	-0.61
Hispanic 9th-grade enrollment percent													
≤ 5 percent	11,700	1,500	44.36	45.04	39.47	0.68	1.52	0.68	1.52	44.36	44.44	0.08	0.19
> 5 percent	10,200	1,700	55.64	54.96	60.53	-0.68	-1.25	-0.68	-1.25	55.64	55.56	-0.08	-0.15
Other 9th-grade enrollment percent													
< 80 percent	11,300	1,800	61.86	61.19	66.66	-0.67*	-1.10	-0.67*	-1.10	61.86	61.66	-0.20	-0.32
≥ 80 percent	10,600	1,400	38.14	38.81	33.34	0.67*	1.73	0.67*	1.73	38.14	38.34	0.20	0.51
Charter school													
Yes	390	60	1.54	1.55	1.53	#	0.12	#	0.12	1.54	1.59	0.05	2.99
No	17,700	2,400	90.57	90.78	89.12	0.20	0.22	0.20	0.22	90.57	90.44	-0.14	-0.15
Private	3,900	740	7.88	7.68	9.35	-0.21	-2.68	-0.21	-2.68	7.88	7.97	0.09	1.10

See notes at end of table.

Table F-9. Nonresponse bias before and after weight adjustments for the sample using the W3HSTRANS weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Total enrollment													
< 499 students	3,700	550	13.21	13.40	11.85	0.19	1.42	0.19	1.42	13.21	13.21	#	#
500–999 students	5,200	740	24.24	24.69	21.06	0.45	1.80	0.45	1.80	24.24	24.24	#	#
1,000–1,499 students	5,000	730	21.65	21.28	24.35	-0.38	-1.77	-0.38	-1.77	21.65	21.65	#	#
1,500–2,000 students	4,100	550	17.82	18.02	16.38	0.20	1.11	0.20	1.11	17.82	18.02	0.20	1.10
> 2,000 students	4,000	680	23.07	22.61	26.36	-0.46	-2.03	-0.46	-2.03	23.07	22.88	-0.20	-0.87
9th-grade enrollment													
0–149 9th-grade students	5,100	710	17.75	18.22	14.39	0.47	2.58	0.47*	2.58	17.75	17.75	#	#
150–299 9th-grade students	4,900	700	23.01	23.29	20.98	0.28	1.22	0.28	1.22	23.01	23.01	#	#
300–449 9th-grade students	5,100	710	21.57	21.32	23.40	-0.26	-1.20	-0.26	-1.20	21.57	21.57	#	#
450–600 9th-grade students	3,400	590	17.58	17.28	19.75	-0.30	-1.76	-0.30	-1.76	17.58	17.42	-0.16	-0.92
600+ 9th-grade students	3,400	520	20.09	19.89	21.48	-0.19	-0.98	-0.19	-0.98	20.09	20.25	0.16	0.79
Number of full-time teachers													
≤ 50	7,100	1,000	28.73	29.44	23.64	0.71*	2.42	0.71*	2.42	28.73	28.73	#	#
51–100	8,900	1,300	39.05	38.77	41.06	-0.28	-0.73	-0.28	-0.73	39.05	39.05	#	#
101–150	4,500	600	22.63	22.56	23.07	-0.06	-0.27	-0.06	-0.27	22.63	22.63	#	#
> 150	1,500	320	9.60	9.23	12.24	-0.37	-4.00	-0.37	-4.00	9.60	9.60	#	#

See notes at end of table.

Table F-9. Nonresponse bias before and after weight adjustments for the sample using the W3HSTRANS weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Student to teacher ratio													
≤ 10	1,600	270	6.68	6.51	7.87	-0.17	-2.56	-0.17	-2.56	6.68	6.68	#	#
11–15	6,300	990	29.18	29.12	29.62	-0.06	-0.21	-0.06	-0.21	29.18	29.18	#	#
15–20	10,100	1,500	45.51	45.54	45.25	0.04	0.08	0.04	0.08	45.51	45.51	#	#
20–25	3,800	480	17.93	18.09	16.78	0.16	0.89	0.16	0.89	17.93	17.93	#	#
> 25	170	20	0.71	0.74	0.48	0.03	4.37	0.03	4.37	0.71	0.71	#	#
Census region													
Northeast	3,400	550	18.96	18.79	20.15	-0.17	-0.89	-0.17	-0.89	18.96	18.96	#	#
Midwest	5,800	830	21.31	21.45	20.27	0.14	0.67	0.14	0.67	21.31	21.31	#	#
South	8,900	1,300	37.91	38.31	35.12	0.39	1.02	0.39	1.02	37.91	37.91	#	#
West	3,700	610	21.82	21.45	24.46	-0.37	-1.72	-0.37	-1.72	21.82	21.82	#	#
School Urbanicity													
City	6,200	990	29.26	29.27	29.19	0.01	0.03	0.01	0.03	29.26	29.26	#	#
Suburban	7,800	1,400	33.26	32.09	41.64	-1.17*	-3.66	-1.17*	-3.66	33.26	33.26	#	#
Town	2,600	290	13.19	13.74	9.26	0.55*	4.01	0.55*	4.01	13.19	13.19	#	#
Rural	5,300	560	24.29	24.90	19.91	0.61*	2.46	0.61*	2.46	24.29	24.29	#	#
Range of grades in school													
High school only	18,500	2,700	85.59	85.49	86.29	-0.10	-0.11	-0.10	-0.11	85.59	85.50	-0.10	-0.11
Middle and high school	2,100	290	10.67	10.82	9.57	0.15	1.42	0.15	1.42	10.67	10.75	0.09	0.79
Elementary to high school	1,300	260	3.74	3.68	4.14	-0.06	-1.52	-0.06	-1.52	3.74	3.75	0.01	0.28
Religious affiliation													
Yes	3,700	730	6.84	6.51	9.18	-0.33	-5.02	-0.33	-5.02	6.84	6.80	-0.04	-0.58
No	130	10	0.30	0.32	0.16	0.02*	6.27	0.02*	6.27	0.30	0.34	0.04*	11.59
Public	18,100	2,500	92.86	93.16	90.67	0.31	0.33	0.31	0.33	92.86	92.86	#	#

See notes at end of table.

Table F-9. Nonresponse bias before and after weight adjustments for the sample using the W3HSTRANS weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School is regular secondary													
Yes	3,500	670	6.47	6.22	8.28	-0.25	-4.08	-0.25	-4.08	6.47	6.47	#	0.08
No	310	80	0.68	0.62	1.05	-0.05	-8.51	-0.05	-8.51	0.68	0.67	#	-0.74
Public	18,100	2,500	92.86	93.16	90.67	0.31	0.33	0.31	0.33	92.86	92.86	#	#
Augmented sample-state (Public School only)													
California	1,100	160	12.93	12.88	13.28	-0.05	-0.38	-0.05	-0.38	12.93	12.93	#	#
Florida	770	180	3.41	3.08	5.82	-0.34*	-10.94	-0.34*	-10.94	3.41	3.41	#	#
Georgia	1,100	170	2.29	2.28	2.31	#	-0.12	#	-0.12	2.29	2.29	#	#
Michigan	1,100	100	3.26	3.38	2.39	0.12	3.61	0.12	3.61	3.26	3.26	#	#
North Carolina	1,100	210	3.33	3.15	4.64	-0.18	-5.81	-0.18	-5.81	3.33	3.33	#	#
Ohio	1,100	150	2.75	2.78	2.56	0.03	0.96	0.03	0.96	2.75	2.75	#	#
Pennsylvania	1,000	100	3.72	3.91	2.32	0.20*	5.02	0.20*	5.02	3.72	3.72	#	#
Tennessee	1,200	80	2.17	2.31	1.13	0.14*	6.25	0.14*	6.25	2.17	2.17	#	#
Texas	1,200	110	9.18	9.62	6.06	0.44*	4.55	0.44*	4.55	9.18	9.18	#	#
Washington state	970	130	2.17	2.17	2.18	#	-0.05	#	-0.05	2.17	2.17	#	#
Public schools in Other states	11,200	1,900	54.79	54.43	57.32	-0.35	-0.65	-0.35	-0.65	54.79	54.79	#	#
Gender[5]													
Male	11,100	1,700	50.76	50.49	52.64	-0.26	-0.52	-0.26	-0.52	50.76	50.76	#	#
Female	10,800	1,500	49.24	49.51	47.36	0.26	0.53	0.26	0.53	49.24	49.24	#	#

See notes at end of table.

Table F-9. Nonresponse bias before and after weight adjustments for the sample using the W3HSTRANS weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Race[6]													
Asian	1,800	270	3.57	3.65	3.00	0.08	2.21	0.08	2.21	3.57	3.57	#	#
Black	2,200	400	13.44	13.29	14.52	-0.15	-1.13	-0.15	-1.13	13.44	13.44	#	#
Hispanic	3,600	500	21.78	22.02	20.09	0.24	1.08	0.24	1.08	21.78	21.78	#	#
White	12,100	1,700	52.41	52.39	52.53	-0.02	-0.03	-0.02	-0.03	52.41	52.41	#	#
Other/Multiracial	2,200	350	8.79	8.64	9.87	-0.15	-1.75	-0.15	-1.75	8.79	8.79	#	#

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

[1] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

[2] Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.

[3] Bias in the sample mean is estimated as the product of the base-weighted non-response rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight). The nonresponse rate is not incorporated in the statistical test of significance.

[4] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

[5] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX.

[6] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-10. Nonresponse bias before and after weight adjustments for the sample using the W3HSTRANS weight, by selected categorical variables: High School Transcript Collection

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
School type					
Public	92.86	92.86	92.89	-0.03	-0.03
Private	7.14	7.14	7.11	0.03	0.03
Asian 9th-grade enrollment percent					
≤ 2 percent	50.45	50.15	49.86	0.59	0.29
> 2 percent	49.55	49.85	50.14	-0.59	-0.29
Black 9th-grade enrollment percent					
≤ 7 percent	54.26	53.97	53.76	0.50	0.21
> 7 percent	45.74	46.03	46.24	-0.50	-0.21
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.44	44.36	43.69	0.75	0.67
> 5 percent	55.56	55.64	56.31	-0.75	-0.67
Other 9th-grade enrollment percent					
< 80 percent	61.66	61.86	62.49	-0.83	-0.63
≥ 80 percent	38.34	38.14	37.51	0.83	0.63
Charter school					
Yes	1.59	1.54	1.83	-0.24	-0.29
No	90.44	90.57	90.25	0.19	0.32
Private	7.97	7.88	7.92	0.05	-0.04
Total enrollment					
< 499 students	13.21	13.21	12.79	0.42	0.42
500–999 students	24.24	24.24	23.04	1.20*	1.20*
1,000–1,499 students	21.65	21.65	21.03	0.62	0.62
1,500–2,000 students	18.02	17.82	18.85	-0.83*	-1.03*
> 2,000 students	22.88	23.07	24.29	-1.41*	-1.22*

See notes at end of table.

Table F-10. Nonresponse bias before and after weight adjustments for the sample using the W3HSTRANS weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
9th-grade enrollment					
0–149 9th-grade students	17.75	17.75	17.26	0.49	0.49
150–299 9th-grade students	23.01	23.01	22.02	0.99*	0.99*
300–449 9th-grade students	21.57	21.57	21.14	0.43	0.43
450–600 9th-grade students	17.42	17.58	18.23	-0.81*	-0.65
600+ 9th-grade students	20.25	20.09	21.35	-1.10*	-1.26*
Number of full-time teachers					
≤ 50	28.73	28.73	27.56	1.17*	1.17*
51–100	39.05	39.05	38.71	0.34	0.34
101–150	22.63	22.63	23.96	-1.33*	-1.33*
> 150	9.60	9.60	9.76	-0.16	-0.16
Student to teacher ratio					
≤ 10	6.68	6.68	6.61	0.07	0.07
11–15	29.18	29.18	27.24	1.94*	1.94*
15–20	45.51	45.51	46.28	-0.77	-0.77
20–25	17.93	17.93	19.15	-1.22*	-1.22*
> 25	0.71	0.71	0.73	-0.02	-0.02
Census region					
Northeast	18.96	18.96	17.44	1.52*	1.52*
Midwest	21.31	21.31	22.08	-0.77*	-0.77*
South	37.91	37.91	37.59	0.32	0.32
West	21.82	21.82	22.89	-1.07*	-1.07*
School Urbanicity					
City	29.26	29.26	31.90	-2.64*	-2.64*
Suburban	33.26	33.26	33.33	-0.07	-0.07
Town	13.19	13.19	11.76	1.43*	1.43*
Rural	24.29	24.29	23.02	1.27*	1.27*

See notes at end of table.

Table F-10. Nonresponse bias before and after weight adjustments for the sample using the W3HSTRANS weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Range of grades in school					
High school only	85.50	85.59	85.89	-0.39	-0.30
Middle and high school	10.75	10.67	10.06	0.69	0.61
Elementary to high school	3.75	3.74	4.05	-0.30	-0.31
Religious affiliation					
Yes	6.80	6.84	6.75	0.05	0.09
No	0.34	0.30	0.36	-0.02	-0.06*
Public	92.86	92.86	92.89	-0.03	-0.03
School is regular secondary					
Yes	6.47	6.47	6.47	#	#
No	0.67	0.68	0.64	0.03	0.04
Public	92.86	92.86	92.89	-0.03	-0.03
Augmented sample-state (Public School only)					
California	12.93	12.93	12.28	0.65*	0.65
Florida	3.41	3.41	5.44	-2.03*	-2.03*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.33	3.33	2.91	0.42*	0.42*
Ohio	2.75	2.75	3.76	-1.01*	-1.01*
Pennsylvania	3.72	3.72	3.34	0.38*	0.38*
Tennessee	2.17	2.17	1.84	0.33*	0.33*
Texas	9.18	9.18	8.53	0.65*	0.65*
Washington state	2.17	2.17	1.79	0.38*	0.38*
Public schools in Other states	54.79	54.79	53.45	1.34*	1.34*
Gender[1]					
Male	50.76	50.76	50.35	0.41*	0.41
Female	49.24	49.24	49.65	-0.41*	-0.41

See notes at end of table.

Table F-10. Nonresponse bias before and after weight adjustments for the sample using the W3HSTRANS weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Race[2]					
Asian	3.57	3.57	3.58	-0.01	-0.01
Black	13.44	13.44	13.60	-0.16	-0.16
Hispanic	21.78	21.78	22.08	-0.30	-0.30
White	52.41	52.41	51.88	0.53	0.53
Other/Multiracial	8.79	8.79	8.87	-0.08	-0.08

† Not applicable.
# Rounds to zero.
* Difference between means is significant at the 0.05 level.
[1] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX
[2] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-11. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENTTR weight, by selected categorical variables: High School Transcript Collection

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School type													
Public	14,400	6,200	92.86	92.52	93.62	-0.33	-0.36	-0.33	-0.36	92.86	92.86	#	#
Private	3,200	1,300	7.14	7.48	6.38	0.33	4.47	0.33	4.47	7.14	7.14	#	#
Asian 9th-grade enrollment percent													
≤ 2 percent	9,300	4,000	50.15	50.22	49.98	0.07	0.14	0.07	0.14	50.15	50.18	0.03	0.05
> 2 percent	8,400	3,500	49.85	49.78	50.02	-0.07	-0.15	-0.07	-0.15	49.85	49.82	-0.03	-0.05
Black 9th-grade enrollment percent													
≤ 7 percent	9,900	4,000	53.97	54.83	52.01	0.86	1.56	0.86	1.56	53.97	53.89	-0.08	-0.15
> 7 percent	7,700	3,500	46.03	45.17	47.99	-0.86	-1.89	-0.86	-1.89	46.03	46.11	0.08	0.18
Hispanic 9th-grade enrollment percent													
≤ 5 percent	9,500	3,700	44.36	45.63	41.45	1.27*	2.79	1.27*	2.79	44.36	44.42	0.06	0.14
> 5 percent	8,200	3,800	55.64	54.37	58.55	-1.27*	-2.34	-1.27*	-2.34	55.64	55.58	-0.06	-0.12
Other 9th-grade enrollment percent													
< 80 percent	9,000	4,200	61.86	60.15	65.79	-1.71*	-2.85	-1.71*	-2.85	61.86	61.53	-0.33	-0.53
≥ 80 percent	8,700	3,300	38.14	39.85	34.21	1.71*	4.30	1.71*	4.30	38.14	38.47	0.33	0.86
Charter school													
Yes	310	130	1.54	1.48	1.70	-0.07	-4.64	-0.07	-4.64	1.54	1.55	#	0.29
No	14,000	6,100	90.57	90.08	91.69	-0.49	-0.54	-0.49	-0.54	90.57	90.40	-0.17	-0.19
Private	3,300	1,300	7.88	8.44	6.61	0.56*	6.59	0.56*	6.59	7.88	8.05	0.17	2.11

See notes at end of table.

Table F-11. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENTTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Total enrollment													
< 499 students	2,900	1,300	13.21	13.59	12.35	0.38	2.78	0.38	2.78	13.21	13.21	#	#
500–999 students	4,200	1,800	24.24	24.54	23.56	0.30	1.22	0.30	1.22	24.24	24.24	#	#
1,000–1,499 students	4,000	1,700	21.65	20.91	23.36	-0.74	-3.56	-0.74	-3.56	21.65	21.65	#	#
1,500–2,000 students	3,300	1,300	17.82	18.25	16.83	0.43	2.35	0.43	2.35	17.82	17.91	0.10	0.55
> 2,000 students	3,300	1,400	23.07	22.71	23.90	-0.36	-1.59	-0.36	-1.59	23.07	22.98	-0.10	-0.43
9th-grade enrollment													
0–149 9th-grade students	4,100	1,700	17.75	18.55	15.91	0.80*	4.32	0.80*	4.32	17.75	17.75	#	#
150–299 9th-grade students	4,000	1,700	23.01	23.11	22.77	0.10	0.45	0.10	0.45	23.01	23.01	#	#
300–449 9th-grade students	4,100	1,700	21.57	21.30	22.19	-0.27	-1.27	-0.27	-1.27	21.57	21.57	#	#
450–600 9th-grade students	2,800	1,300	17.58	17.32	18.18	-0.26	-1.51	-0.26	-1.51	17.58	17.51	-0.07	-0.38
600+ 9th-grade students	2,700	1,200	20.09	19.71	20.95	-0.38	-1.91	-0.38	-1.91	20.09	20.15	0.07	0.33
Number of full-time teachers													
≤ 50	5,700	2,400	28.73	29.87	26.12	1.14*	3.81	1.14*	3.81	28.73	28.73	#	#
51–100	7,200	3,100	39.05	38.60	40.08	-0.45	-1.17	-0.45	-1.17	39.05	39.05	#	#
101–150	3,600	1,500	22.63	22.52	22.87	-0.11	-0.48	-0.11	-0.48	22.63	22.63	#	#
> 150	1,200	600	9.60	9.02	10.93	-0.58	-6.42	-0.58	-6.42	9.60	9.60	#	#

See notes at end of table.

Table F-11. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENTTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Student to teacher ratio													
≤ 10	1,300	600	6.68	6.68	6.68	#	-0.01	#	-0.01	6.68	6.68	#	#
11–15	5,000	2,200	29.18	28.53	30.66	-0.65	-2.27	-0.65	-2.27	29.18	29.18	#	#
15–20	8,100	3,400	45.51	45.86	44.69	0.35	0.77	0.35	0.77	45.51	45.51	#	#
20–25	3,100	1,200	17.93	18.16	17.39	0.23	1.28	0.23	1.28	17.93	17.93	#	#
> 25	150	50	0.71	0.77	0.57	0.06	7.75	0.06	7.75	0.71	0.71	#	#
Census region													
Northeast	2,700	1,200	18.96	18.47	20.08	-0.49	-2.64	-0.49	-2.64	18.96	18.96	#	#
Midwest	4,800	1,900	21.31	22.06	19.58	0.75*	3.40	0.75*	3.40	21.31	21.31	#	#
South	7,100	3,100	37.91	37.86	38.03	-0.05	-0.14	-0.05	-0.14	37.91	37.91	#	#
West	3,000	1,300	21.82	21.61	22.30	-0.21	-0.97	-0.21	-0.97	21.82	21.82	#	#
School Urbanicity													
City	5,100	2,100	29.26	29.26	29.27	#	-0.01	#	-0.01	29.26	29.26	#	#
Suburban	6,300	2,900	33.26	32.15	35.81	-1.11*	-3.46	-1.11*	-3.46	33.26	33.26	#	#
Town	2,100	870	13.19	13.38	12.76	0.19	1.41	0.19	1.41	13.19	13.19	#	#
Rural	4,200	1,600	24.29	25.21	22.16	0.93*	3.68	0.93*	3.68	24.29	24.29	#	#
Range of grades in school													
High school only	14,900	6,300	85.59	85.46	85.89	-0.13	-0.15	-0.13	-0.15	85.59	85.67	0.08	0.09
Middle and high school	1,700	730	10.67	10.68	10.63	0.02	0.16	0.02	0.16	10.67	10.55	-0.11	-1.08
Elementary to high school	1,100	500	3.74	3.85	3.48	0.11	2.91	0.11	2.91	3.74	3.78	0.04	1.00
Religious affiliation													
Yes	3,100	1,300	6.84	7.15	6.13	0.31	4.33	0.31	4.33	6.84	6.82	-0.02	-0.33
No	100	40	0.30	0.33	0.25	0.02	7.56	0.02	7.56	0.30	0.33	0.02	7.01
Public	14,400	6,200	92.86	92.52	93.62	-0.33	-0.36	-0.33	-0.36	92.86	92.86	#	#

See notes at end of table.

Table F-11. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENTTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School is regular secondary													
Yes	3,000	1,200	6.47	6.80	5.72	0.33	4.81	0.33	4.81	6.47	6.46	-0.01	-0.21
No	260	130	0.68	0.68	0.66	0.01	1.16	0.01	1.16	0.68	0.69	0.01	1.94
Public	14,400	6,200	92.86	92.52	93.62	-0.33	-0.36	-0.33	-0.36	92.86	92.86	#	#
Augmented sample-state (Public School only)													
California	900	390	12.93	12.74	13.35	-0.18	-1.45	-0.18	-1.45	12.93	12.93	#	#
Florida	610	340	3.41	3.06	4.23	-0.36*	-11.67	-0.36*	-11.67	3.41	3.41	#	#
Georgia	840	380	2.29	2.25	2.36	-0.03	-1.45	-0.03	-1.45	2.29	2.29	#	#
Michigan	930	310	3.26	3.52	2.67	0.26*	7.32	0.26*	7.32	3.26	3.26	#	#
North Carolina	930	380	3.33	3.35	3.28	0.02	0.66	0.02	0.66	3.33	3.33	#	#
Ohio	850	380	2.75	2.61	3.07	-0.14	-5.39	-0.14	-5.39	2.75	2.75	#	#
Pennsylvania	840	300	3.72	3.93	3.22	0.22*	5.51	0.22*	5.51	3.72	3.72	#	#
Tennessee	910	340	2.17	2.30	1.86	0.13*	5.77	0.13*	5.77	2.17	2.17	#	#
Texas	930	410	9.18	9.27	8.98	0.09	0.94	0.09	0.94	9.18	9.18	#	#
Washington state	790	300	2.17	2.25	2.01	0.07	3.23	0.07	3.23	2.17	2.17	#	#
Public schools in Other states	9,100	4,000	54.79	54.72	54.96	-0.07	-0.13	-0.07	-0.13	54.79	54.79	#	#
Gender[5]													
Male	8,800	4,000	50.76	49.43	53.80	-1.33*	-2.68	-1.33*	-2.68	50.76	50.76	#	#
Female	8,800	3,500	49.24	50.57	46.20	1.33*	2.62	1.33*	2.62	49.24	49.24	#	#

See notes at end of table.

Table F-11. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENTTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Race[6]													
Asian	1,500	600	3.57	3.81	3.03	0.24*	6.26	0.24*	6.26	3.57	3.57	#	#
Black	1,800	850	13.44	12.94	14.58	-0.50	-3.84	-0.50	-3.84	13.44	13.44	#	#
Hispanic	2,700	1,300	21.78	21.11	23.32	-0.67	-3.17	-0.67	-3.17	21.78	21.78	#	#
White	10,000	3,900	52.41	53.78	49.27	1.37*	2.55	1.37*	2.55	52.41	52.41	#	#
Other/Multiracial	1,700	820	8.79	8.35	9.81	-0.44	-5.31	-0.44	-5.31	8.79	8.79	#	#

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

[1] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

[2] Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.

[3] Bias in the sample mean is estimated as the product of the base-weighted non-response rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight). The nonresponse rate is not incorporated in the statistical test of significance.

[4] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

[5] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX.

[6] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-12. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENTTR weight, by selected categorical variables: High School Transcript Collection

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
School type					
Public	92.86	92.86	92.89	-0.03	-0.03
Private	7.14	7.14	7.11	0.03	0.03
Asian 9th-grade enrollment percent					
≤ 2 percent	50.18	50.15	49.51	0.67	0.64
> 2 percent	49.82	49.85	50.49	-0.67	-0.64
Black 9th-grade enrollment percent					
≤ 7 percent	53.89	53.97	53.35	0.54	0.62
> 7 percent	46.11	46.03	46.65	-0.54	-0.62
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.42	44.36	43.69	0.73	0.67
> 5 percent	55.58	55.64	56.31	-0.73	-0.67
Other 9th-grade enrollment percent					
< 80 percent	61.53	61.86	62.42	-0.89*	-0.56
≥ 80 percent	38.47	38.14	37.58	0.89*	0.56
Charter school					
Yes	1.55	1.54	1.81	-0.26*	-0.27
No	90.40	90.57	90.19	0.21	0.38
Private	8.05	7.88	8.00	0.05	-0.12
Total enrollment					
< 499 students	13.21	13.21	12.74	0.47	0.47
500–999 students	24.24	24.24	22.88	1.36*	1.36*
1,000–1,499 students	21.65	21.65	21.22	0.43	0.43
1,500–2,000 students	17.91	17.82	18.77	-0.86*	-0.95*
> 2,000 students	22.98	23.07	24.39	-1.41*	-1.32*

See notes at end of table.

Table F-12. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENTTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
9th-grade enrollment					
0–149 9th-grade students	17.75	17.75	17.17	0.58	0.58
150–299 9th-grade students	23.01	23.01	21.87	1.14*	1.14*
300–449 9th-grade students	21.57	21.57	21.32	0.25	0.25
450–600 9th-grade students	17.51	17.58	18.36	-0.85*	-0.78
600+ 9th-grade students	20.15	20.09	21.27	-1.12*	-1.18*
Number of full-time teachers					
≤ 50	28.73	28.73	27.46	1.27*	1.27*
51–100	39.05	39.05	38.80	0.25	0.25
101–150	22.63	22.63	23.93	-1.30*	-1.30*
> 150	9.60	9.60	9.81	-0.21	-0.21
Student to teacher ratio					
≤ 10	6.68	6.68	6.68	#	#
11–15	29.18	29.18	27.07	2.11*	2.11*
15–20	45.51	45.51	46.40	-0.89	-0.89
20–25	17.93	17.93	19.12	-1.19*	-1.19*
> 25	0.71	0.71	0.73	-0.02	-0.02
Census region					
Northeast	18.96	18.96	17.44	1.52*	1.52*
Midwest	21.31	21.31	22.08	-0.77*	-0.77*
South	37.91	37.91	37.59	0.32	0.32
West	21.82	21.82	22.89	-1.07*	-1.07*
School Urbanicity					
City	29.26	29.26	31.90	-2.64*	-2.64*
Suburban	33.26	33.26	33.33	-0.07	-0.07
Town	13.19	13.19	11.76	1.43*	1.43*
Rural	24.29	24.29	23.02	1.27*	1.27*

See notes at end of table.

Table F-12. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENTTR weight, by selected categorical variables: High School Transcript Collection—Continued

Variable	After non-response weight adjustment: Mean: Respondents, non-response adjusted (1)	After post-stratification adjustment: Means: Full sample, base weighted (2)	After post-stratification adjustment: Means: Respondents, adjusted for non-response and post-stratified (3)	Difference: Mean (1) – Mean (3)	Difference: Mean (2) – Mean (3)
Range of grades in school					
High school only	85.67	85.59	86.05	-0.38	-0.46
Middle and high school	10.55	10.67	9.91	0.64	0.76
Elementary to high school	3.78	3.74	4.04	-0.26	-0.30
Religious affiliation					
Yes	6.82	6.84	6.77	0.05	0.07
No	0.33	0.30	0.34	-0.01	-0.04
Public	92.86	92.86	92.89	-0.03	-0.03
School is regular secondary					
Yes	6.46	6.47	6.44	0.02	0.03
No	0.69	0.68	0.67	0.02	0.01
Public	92.86	92.86	92.89	-0.03	-0.03
Augmented sample-state (Public School only)					
California	12.93	12.93	12.28	0.65*	0.65
Florida	3.41	3.41	5.44	-2.03*	-2.03*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.33	3.33	2.91	0.42*	0.42*
Ohio	2.75	2.75	3.76	-1.01*	-1.01*
Pennsylvania	3.72	3.72	3.34	0.38*	0.38*
Tennessee	2.17	2.17	1.84	0.33*	0.33*
Texas	9.18	9.18	8.53	0.65*	0.65*
Washington state	2.17	2.17	1.79	0.38*	0.38*
Public schools in Other states	54.79	54.79	53.45	1.34*	1.34*
Gender[1]					
Male	50.76	50.76	50.40	0.36*	0.36
Female	49.24	49.24	49.60	-0.36*	-0.36

See notes at end of table.

Table F-12. Nonresponse bias before and after weight adjustments for the sample using the W3STUDENTTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Race[2]					
Asian	3.57	3.57	3.59	-0.02	-0.02
Black	13.44	13.44	13.63	-0.19	-0.19
Hispanic	21.78	21.78	21.97	-0.19	-0.19
White	52.41	52.41	51.81	0.60	0.60
Other/Multiracial	8.79	8.79	9.00	-0.21	-0.21

† Not applicable.
# Rounds to zero.
* Difference between means is significant at the 0.05 level.
[1] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX
[2] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1STUTR weight, by selected categorical variables: High School Transcript Collection

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School type													
Public	13,400	7,200	92.86	92.41	93.67	-0.44	-0.48	-0.44	-0.48	92.86	92.86	#	#
Private	3,100	1,500	7.14	7.59	6.33	0.44	5.81	0.44	5.81	7.14	7.14	#	#
Asian 9th-grade enrollment percent													
≤ 2 percent	8,700	4,600	50.15	50.68	49.16	0.53	1.05	0.53	1.05	50.15	50.24	0.09	0.17
> 2 percent	7,800	4,100	49.85	49.32	50.84	-0.53	-1.08	-0.53	-1.08	49.85	49.76	-0.09	-0.18
Black 9th-grade enrollment percent													
≤ 7 percent	9,300	4,700	53.97	55.11	51.86	1.14*	2.06	1.14*	2.06	53.97	53.96	-0.01	-0.03
> 7 percent	7,200	4,000	46.03	44.89	48.14	-1.14*	-2.53	-1.14*	-2.53	46.03	46.04	0.01	0.03
Hispanic 9th-grade enrollment percent													
≤ 5 percent	8,900	4,300	44.36	45.95	41.41	1.59*	3.45	1.59*	3.45	44.36	44.39	0.03	0.07
> 5 percent	7,600	4,300	55.64	54.05	58.59	-1.59*	-2.94	-1.59*	-2.94	55.64	55.61	-0.03	-0.06
Other 9th-grade enrollment percent													
< 80 percent	8,300	4,800	61.86	59.58	66.09	-2.28*	-3.82	-2.28*	-3.82	61.86	61.26	-0.60	-0.98
≥ 80 percent	8,200	3,900	38.14	40.42	33.91	2.28*	5.63	2.28*	5.63	38.14	38.74	0.60	1.55
Charter school													
Yes	300	150	1.54	1.53	1.56	-0.01	-0.60	-0.01	-0.60	1.54	1.60	0.06	3.71
No	13,100	7,000	90.57	89.86	91.90	-0.71*	-0.79	-0.71*	-0.79	90.57	90.30	-0.27	-0.30
Private	3,100	1,500	7.88	8.61	6.54	0.72*	8.39	0.72*	8.39	7.88	8.09	0.21	2.56

See notes at end of table.

Table F-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Total enrollment													
< 499 students	2,800	1,400	13.21	14.05	11.66	0.84*	5.95	0.84*	5.95	13.21	13.21	#	#
500–999 students	3,900	2,000	24.24	24.97	22.90	0.72	2.90	0.72	2.90	24.24	24.24	#	#
1,000–1,499 students	3,700	2,000	21.65	20.41	23.96	-1.24*	-6.08	-1.24*	-6.08	21.65	21.65	#	#
1,500–2,000 students	3,100	1,600	17.82	18.29	16.94	0.47	2.58	0.47	2.58	17.82	17.95	0.13	0.72
> 2,000 students	3,000	1,700	23.07	22.28	24.54	-0.79	-3.55	-0.79	-3.55	23.07	22.94	-0.13	-0.57
9th-grade enrollment													
0–149 9th-grade students	3,900	1,900	17.75	19.18	15.10	1.42*	7.43	1.42*	7.43	17.75	17.75	#	#
150–299 9th-grade students	3,700	1,900	23.01	23.32	22.42	0.32	1.36	0.32	1.36	23.01	23.01	#	#
300–449 9th-grade students	3,800	2,000	21.57	20.91	22.80	-0.66	-3.17	-0.66	-3.17	21.57	21.57	#	#
450–600 9th-grade students	2,600	1,400	17.58	17.56	17.62	-0.02	-0.11	-0.02	-0.11	17.58	17.76	0.18	1.00
600+ 9th-grade students	2,500	1,500	20.09	19.03	22.06	-1.06*	-5.57	-1.06*	-5.57	20.09	19.91	-0.18	-0.89
Number of full-time teachers													
≤ 50	5,400	2,700	28.73	30.56	25.31	1.84*	6.01	1.84*	6.01	28.73	28.73	#	#
51–100	6,600	3,600	39.05	38.42	40.21	-0.63	-1.63	-0.63	-1.63	39.05	39.05	#	#
101–150	3,300	1,700	22.63	22.26	23.30	-0.36	-1.63	-0.36	-1.63	22.63	22.63	#	#
> 150	1,100	730	9.60	8.75	11.18	-0.85*	-9.69	-0.85*	-9.69	9.60	9.60	#	#

See notes at end of table.

Table F-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Student to teacher ratio													
≤ 10	1,200	650	6.68	6.93	6.21	0.25	3.65	0.25	3.65	6.68	6.68	#	#
11–15	4,700	2,500	29.18	28.99	29.53	-0.19	-0.65	-0.19	-0.65	29.18	29.18	#	#
15–20	7,500	4,000	45.51	45.21	46.07	-0.30	-0.66	-0.30	-0.66	45.51	45.51	#	#
20–25	2,800	1,400	17.93	18.07	17.66	0.14	0.80	0.14	0.80	17.93	17.93	#	#
> 25	140	50	0.71	0.80	0.54	0.09	11.42	0.09	11.42	0.71	0.71	#	#
Census region													
Northeast	2,600	1,400	18.96	18.72	19.41	-0.24	-1.30	-0.24	-1.30	18.96	18.96	#	#
Midwest	4,400	2,200	21.31	21.99	20.04	0.68	3.11	0.68	3.11	21.31	21.31	#	#
South	6,600	3,500	37.91	37.84	38.05	-0.07	-0.19	-0.07	-0.19	37.91	37.91	#	#
West	2,800	1,500	21.82	21.45	22.51	-0.37	-1.73	-0.37	-1.73	21.82	21.82	#	#
School Urbanicity													
City	4,700	2,500	29.26	29.05	29.66	-0.22	-0.74	-0.22	-0.74	29.26	29.26	#	#
Suburban	5,800	3,400	33.26	31.59	36.36	-1.67*	-5.28	-1.67*	-5.28	33.26	33.26	#	#
Town	1,900	980	13.19	13.57	12.49	0.38	2.78	0.38	2.78	13.19	13.19	#	#
Rural	4,000	1,800	24.29	25.79	21.48	1.51*	5.84	1.51*	5.84	24.29	24.29	#	#
Range of grades in school													
High school only	13,800	7,300	85.59	85.51	85.75	-0.08	-0.10	-0.08	-0.10	85.59	85.94	0.35	0.41
Middle and high school	1,600	830	10.67	10.58	10.82	-0.08	-0.78	-0.08	-0.78	10.67	10.32	-0.35	-3.41
Elementary to high school	1,000	550	3.74	3.91	3.43	0.17	4.28	0.17	4.28	3.74	3.74	#	-0.02
Religious affiliation													
Yes	3,000	1,400	6.84	7.25	6.08	0.41	5.64	0.41	5.64	6.84	6.82	-0.02	-0.28
No	100	40	0.30	0.33	0.24	0.03	9.46	0.03	9.46	0.30	0.32	0.02	5.84
Public	13,400	7,200	92.86	92.41	93.67	-0.44	-0.48	-0.44	-0.48	92.86	92.86	#	#

See notes at end of table.

Table F-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School is regular secondary													
Yes	2,800	1,300	6.47	6.93	5.61	0.46*	6.63	0.46*	6.63	6.47	6.51	0.04	0.60
No	230	150	0.68	0.66	0.71	-0.02	-2.95	-0.02	-2.95	0.68	0.64	-0.04	-6.19
Public	13,400	7,200	92.86	92.41	93.67	-0.44	-0.48	-0.44	-0.48	92.86	92.86	#	#
Augmented sample-state (Public School only)													
California	840	450	12.93	12.52	13.68	-0.40	-3.23	-0.40	-3.23	12.93	12.93	#	#
Florida	540	410	3.41	2.89	4.40	-0.53*	-18.32	-0.53*	-18.32	3.41	3.41	#	#
Georgia	780	450	2.29	2.24	2.37	-0.04	-1.99	-0.04	-1.99	2.29	2.29	#	#
Michigan	880	360	3.26	3.52	2.78	0.26*	7.29	0.26*	7.29	3.26	3.26	#	#
North Carolina	860	450	3.33	3.37	3.26	0.04	1.08	0.04	1.08	3.33	3.33	#	#
Ohio	770	460	2.75	2.57	3.09	-0.18	-7.03	-0.18	-7.03	2.75	2.75	#	#
Pennsylvania	800	340	3.72	4.04	3.11	0.33*	8.05	0.33*	8.05	3.72	3.72	#	#
Tennessee	860	390	2.17	2.35	1.84	0.18*	7.59	0.18*	7.59	2.17	2.17	#	#
Texas	870	470	9.18	9.22	9.11	0.04	0.40	0.04	0.40	9.18	9.18	#	#
Washington state	720	380	2.17	2.16	2.19	-0.01	-0.44	-0.01	-0.44	2.17	2.17	#	#
Public schools in Other states	8,600	4,500	54.79	55.12	54.17	0.33	0.61	0.33	0.61	54.79	54.79	#	#
Gender[5]													
Male	8,200	4,600	50.76	49.28	53.50	-1.47*	-2.99	-1.47*	-2.99	50.76	50.76	#	#
Female	8,200	4,100	49.24	50.72	46.50	1.47*	2.91	1.47*	2.91	49.24	49.24	#	#

See notes at end of table.

Table F-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Race[6]													
Asian	1,400	710	3.57	3.71	3.31	0.14	3.78	0.14	3.78	3.57	3.57	#	#
Black	1,700	980	13.44	12.92	14.42	-0.52	-4.06	-0.52	-4.06	13.44	13.44	#	#
Hispanic	2,600	1,500	21.78	21.19	22.89	-0.59	-2.80	-0.59	-2.80	21.78	21.78	#	#
White	9,300	4,600	52.41	53.69	50.04	1.28*	2.38	1.28*	2.38	52.41	52.41	#	#
Other/Multiracial	1,600	910	8.79	8.49	9.35	-0.30	-3.51	-0.30	-3.51	8.79	8.79	#	#

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

[1] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

[2] Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.

[3] Bias in the sample mean is estimated as the product of the base-weighted non-response rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight). The nonresponse rate is not incorporated in the statistical test of significance.

[4] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

[5] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX.

[6] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-14. Nonresponse bias before and after weight adjustments for the sample using the W3W1STUTR weight, by selected categorical variables: High School Transcript Collection

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
School type					
Public	92.86	92.86	92.89	-0.03	-0.03
Private	7.14	7.14	7.11	0.03	0.03
Asian 9th-grade enrollment percent					
≤ 2 percent	50.24	50.15	49.56	0.68	0.59
> 2 percent	49.76	49.85	50.44	-0.68	-0.59
Black 9th-grade enrollment percent					
≤ 7 percent	53.96	53.97	53.33	0.63	0.64
> 7 percent	46.04	46.03	46.67	-0.63	-0.64
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.39	44.36	43.64	0.75	0.72
> 5 percent	55.61	55.64	56.36	-0.75	-0.72
Other 9th-grade enrollment percent					
< 80 percent	61.26	61.86	62.21	-0.95*	-0.35
≥ 80 percent	38.74	38.14	37.79	0.95*	0.35
Charter school					
Yes	1.60	1.54	1.87	-0.27*	-0.33*
No	90.30	90.57	90.10	0.20	0.47
Private	8.09	7.88	8.03	0.06	-0.15
Total enrollment					
< 499 students	13.21	13.21	12.70	0.51*	0.51
500–999 students	24.24	24.24	22.89	1.35*	1.35*
1,000–1,499 students	21.65	21.65	21.35	0.30	0.30
1,500–2,000 students	17.95	17.82	18.76	-0.81*	-0.94
> 2,000 students	22.94	23.07	24.29	-1.35*	-1.22

See notes at end of table.

Table F-14. Nonresponse bias before and after weight adjustments for the sample using the W3W1STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
9th-grade enrollment					
0–149 9th-grade students	17.75	17.75	17.16	0.59	0.59
150–299 9th-grade students	23.01	23.01	21.84	1.17*	1.17*
300–449 9th-grade students	21.57	21.57	21.49	0.08	0.08
450–600 9th-grade students	17.76	17.58	18.51	-0.75*	-0.93
600+ 9th-grade students	19.91	20.09	20.99	-1.08*	-0.90
Number of full-time teachers					
≤ 50	28.73	28.73	27.41	1.32*	1.32*
51–100	39.05	39.05	38.97	0.08	0.08
101–150	22.63	22.63	23.77	-1.14*	-1.14
> 150	9.60	9.60	9.84	-0.24	-0.24
Student to teacher ratio					
≤ 10	6.68	6.68	6.64	0.04	0.04
11–15	29.18	29.18	27.09	2.09*	2.09*
15–20	45.51	45.51	46.43	-0.92	-0.92
20–25	17.93	17.93	19.12	-1.19*	-1.19
> 25	0.71	0.71	0.72	-0.01	-0.01
Census region					
Northeast	18.96	18.96	17.44	1.52*	1.52*
Midwest	21.31	21.31	22.09	-0.78*	-0.78
South	37.91	37.91	37.59	0.32	0.32
West	21.82	21.82	22.89	-1.07*	-1.07
School Urbanicity					
City	29.26	29.26	31.90	-2.64*	-2.64*
Suburban	33.26	33.26	33.33	-0.07	-0.07
Town	13.19	13.19	11.76	1.43*	1.43*
Rural	24.29	24.29	23.01	1.28*	1.28*

See notes at end of table.

Table F-14. Nonresponse bias before and after weight adjustments for the sample using the W3W1STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

Variable	After non-response weight adjustment: Mean: Respondents, non-response adjusted (1)	After post-stratification adjustment: Means: Full sample, base weighted (2)	After post-stratification adjustment: Means: Respondents, adjusted for non-response and post-stratified (3)	Difference: Mean (1) – Mean (3)	Difference: Mean (2) – Mean (3)
Range of grades in school					
High school only	85.94	85.59	86.21	-0.27	-0.62
Middle and high school	10.32	10.67	9.73	0.59	0.94
Elementary to high school	3.74	3.74	4.06	-0.32	-0.32
Religious affiliation					
Yes	6.82	6.84	6.77	0.05	0.07
No	0.32	0.30	0.34	-0.02	-0.04
Public	92.86	92.86	92.89	-0.03	-0.03
School is regular secondary					
Yes	6.51	6.47	6.50	0.01	-0.03
No	0.64	0.68	0.61	0.03	0.07
Public	92.86	92.86	92.89	-0.03	-0.03
Augmented sample-state (Public School only)					
California	12.93	12.93	12.28	0.65*	0.65
Florida	3.41	3.41	5.44	-2.03*	-2.03*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.33	3.33	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.76	-1.01*	-1.01*
Pennsylvania	3.72	3.72	3.34	0.38*	0.38*
Tennessee	2.17	2.17	1.84	0.33*	0.33*
Texas	9.18	9.18	8.53	0.65*	0.65*
Washington state	2.17	2.17	1.79	0.38*	0.38*
Public schools in Other states	54.79	54.79	53.45	1.34*	1.34*
Gender[1]					
Male	50.76	50.76	50.44	0.32	0.32
Female	49.24	49.24	49.56	-0.32	-0.32

See notes at end of table.

Table F-14. Nonresponse bias before and after weight adjustments for the sample using the W3W1STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Race[2]					
Asian	3.57	3.57	3.58	-0.01	-0.01
Black	13.44	13.44	13.61	-0.17	-0.17
Hispanic	21.78	21.78	22.04	-0.26	-0.26
White	52.41	52.41	51.79	0.62*	0.62
Other/Multiracial	8.79	8.79	9.00	-0.21	-0.21

† Not applicable.
# Rounds to zero.
* Difference between means is significant at the 0.05 level.
[1] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX
[2] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-15. Nonresponse bias before and after weight adjustments for the sample using the W3W2STUTR weight, by selected categorical variables: High School Transcript Collection

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School type													
Public	13,500	7,100	92.86	92.47	93.57	-0.38	-0.42	-0.38	-0.42	92.86	92.86	#	#
Private	3,100	1,500	7.14	7.53	6.43	0.38	5.10	0.38	5.10	7.14	7.14	#	#
Asian 9th-grade enrollment percent													
≤ 2 percent	8,700	4,600	50.15	50.17	50.11	0.02	0.05	0.02	0.05	50.15	49.91	-0.24	-0.48
> 2 percent	7,800	4,000	49.85	49.83	49.89	-0.02	-0.05	-0.02	-0.05	49.85	50.09	0.24	0.48
Black 9th-grade enrollment percent													
≤ 7 percent	9,300	4,600	53.97	55.23	51.64	1.26*	2.28	1.26*	2.28	53.97	54.04	0.07	0.13
> 7 percent	7,200	4,000	46.03	44.77	48.36	-1.26*	-2.81	-1.26*	-2.81	46.03	45.96	-0.07	-0.15
Hispanic 9th-grade enrollment percent													
≤ 5 percent	9,000	4,300	44.36	46.11	41.12	1.75*	3.79	1.75*	3.79	44.36	44.54	0.18	0.41
> 5 percent	7,600	4,400	55.64	53.89	58.88	-1.75*	-3.24	-1.75*	-3.24	55.64	55.46	-0.18	-0.33
Other 9th-grade enrollment percent													
< 80 percent	8,400	4,800	61.86	59.70	65.87	-2.16*	-3.62	-2.16*	-3.62	61.86	61.51	-0.35	-0.57
≥ 80 percent	8,200	3,800	38.14	40.30	34.13	2.16*	5.36	2.16*	5.36	38.14	38.49	0.35	0.92
Charter school													
Yes	290	150	1.54	1.46	1.70	-0.09	-5.91	-0.09	-5.91	1.54	1.58	0.03	2.16
No	13,100	7,000	90.57	90.03	91.57	-0.54	-0.60	-0.54	-0.60	90.57	90.32	-0.25	-0.27
Private	3,100	1,500	7.88	8.51	6.73	0.62*	7.34	0.62*	7.34	7.88	8.10	0.21	2.63

See notes at end of table.

Table F-15. Nonresponse bias before and after weight adjustments for the sample using the W3W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Total enrollment													
< 499 students	2,800	1,500	13.21	13.76	12.20	0.54	3.96	0.54	3.96	13.21	13.21	#	#
500–999 students	3,900	2,000	24.24	24.76	23.29	0.51	2.08	0.51	2.08	24.24	24.24	#	#
1,000–1,499 students	3,700	1,900	21.65	20.85	23.15	-0.80	-3.86	-0.80	-3.86	21.65	21.65	#	#
1,500–2,000 students	3,100	1,600	17.82	17.90	17.67	0.08	0.45	0.08	0.45	17.82	17.80	-0.02	-0.12
> 2,000 students	3,100	1,600	23.07	22.74	23.70	-0.34	-1.47	-0.34	-1.47	23.07	23.10	0.02	0.09
9th-grade enrollment													
0–149 9th-grade students	3,900	1,900	17.75	18.80	15.81	1.04*	5.55	1.04*	5.55	17.75	17.75	#	#
150–299 9th-grade students	3,800	1,900	23.01	23.25	22.56	0.24	1.04	0.24	1.04	23.01	23.01	#	#
300–449 9th-grade students	3,800	1,900	21.57	21.29	22.09	-0.28	-1.30	-0.28	-1.30	21.57	21.57	#	#
450–600 9th-grade students	2,600	1,500	17.58	17.01	18.63	-0.57	-3.32	-0.57	-3.32	17.58	17.49	-0.09	-0.51
600+ 9th-grade students	2,500	1,400	20.09	19.65	20.91	-0.44	-2.25	-0.44	-2.25	20.09	20.18	0.09	0.44
Number of full-time teachers													
≤ 50	5,400	2,700	28.73	30.16	26.06	1.44*	4.76	1.44*	4.76	28.73	28.73	#	#
51–100	6,700	3,500	39.05	38.58	39.92	-0.47	-1.22	-0.47	-1.22	39.05	39.05	#	#
101–150	3,300	1,700	22.63	22.37	23.09	-0.25	-1.12	-0.25	-1.12	22.63	22.63	#	#
> 150	1,100	680	9.60	8.88	10.93	-0.72	-8.05	-0.72	-8.05	9.60	9.60	#	#

See notes at end of table.

Table F-15. Nonresponse bias before and after weight adjustments for the sample using the W3W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Student to teacher ratio													
≤ 10	1,200	680	6.68	6.57	6.87	-0.10	-1.57	-0.10	-1.57	6.68	6.68	#	#
11–15	4,800	2,500	29.18	28.62	30.21	-0.56	-1.95	-0.56	-1.95	29.18	29.18	#	#
15–20	7,600	3,900	45.51	46.14	44.33	0.63	1.37	0.63	1.37	45.51	45.51	#	#
20–25	2,800	1,400	17.93	17.88	18.01	-0.05	-0.26	-0.05	-0.26	17.93	17.93	#	#
> 25	130	60	0.71	0.78	0.57	0.07	9.55	0.07	9.55	0.71	0.71	#	#
Census region													
Northeast	2,500	1,400	18.96	18.27	20.23	-0.69	-3.76	-0.69	-3.76	18.96	18.96	#	#
Midwest	4,500	2,100	21.31	22.36	19.36	1.05*	4.69	1.05*	4.69	21.31	21.31	#	#
South	6,700	3,500	37.91	37.93	37.88	0.02	0.04	0.02	0.04	37.91	37.91	#	#
West	2,800	1,600	21.82	21.44	22.52	-0.38	-1.76	-0.38	-1.76	21.82	21.82	#	#
School Urbanicity													
City	4,800	2,400	29.26	29.03	29.70	-0.24	-0.81	-0.24	-0.81	29.26	29.26	#	#
Suburban	5,900	3,300	33.26	32.05	35.50	-1.21*	-3.77	-1.21*	-3.77	33.26	33.26	#	#
Town	1,900	980	13.19	13.39	12.82	0.20	1.50	0.20	1.50	13.19	13.19	#	#
Rural	4,000	1,900	24.29	25.53	21.98	1.24*	4.87	1.24*	4.87	24.29	24.29	#	#
Range of grades in school													
High school only	14,000	7,200	85.59	85.44	85.87	-0.15	-0.17	-0.15	-0.17	85.59	85.82	0.23	0.27
Middle and high school	1,600	840	10.67	10.75	10.51	0.08	0.78	0.08	0.78	10.67	10.41	-0.26	-2.46
Elementary to high school	990	580	3.74	3.81	3.62	0.07	1.71	0.07	1.71	3.74	3.77	0.03	0.67
Religious affiliation													
Yes	3,000	1,400	6.84	7.19	6.20	0.34	4.80	0.34	4.80	6.84	6.82	-0.03	-0.39
No	100	40	0.30	0.34	0.23	0.04	11.50	0.04	11.50	0.30	0.33	0.03	8.03
Public	13,500	7,100	92.86	92.47	93.57	-0.38	-0.42	-0.38	-0.42	92.86	92.86	#	#

See notes at end of table.

Table F-15. Nonresponse bias before and after weight adjustments for the sample using the W3W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School is regular secondary													
Yes	2,800	1,300	6.47	6.84	5.77	0.37	5.47	0.37	5.47	6.47	6.46	-0.01	-0.10
No	240	140	0.68	0.69	0.66	0.01	1.47	0.01	1.47	0.68	0.68	0.01	0.92
Public	13,500	7,100	92.86	92.47	93.57	-0.38	-0.42	-0.38	-0.42	92.86	92.86	#	#
Augmented sample-state (Public School only)													
California	830	460	12.93	12.70	13.35	-0.23	-1.78	-0.23	-1.78	12.93	12.93	#	#
Florida	550	400	3.41	2.94	4.28	-0.47*	-15.94	-0.47*	-15.94	3.41	3.41	#	#
Georgia	780	440	2.29	2.25	2.36	-0.04	-1.67	-0.04	-1.67	2.29	2.29	#	#
Michigan	880	360	3.26	3.59	2.64	0.33*	9.27	0.33*	9.27	3.26	3.26	#	#
North Carolina	900	410	3.33	3.47	3.07	0.14	4.09	0.14	4.09	3.33	3.33	#	#
Ohio	790	440	2.75	2.56	3.11	-0.19	-7.53	-0.19	-7.53	2.75	2.75	#	#
Pennsylvania	780	360	3.72	3.96	3.26	0.25*	6.20	0.25*	6.20	3.72	3.72	#	#
Tennessee	860	390	2.17	2.30	1.92	0.13	5.78	0.13	5.78	2.17	2.17	#	#
Texas	870	470	9.18	9.30	8.96	0.12	1.28	0.12	1.28	9.18	9.18	#	#
Washington state	730	370	2.17	2.21	2.11	0.03	1.53	0.03	1.53	2.17	2.17	#	#
Public schools in Other states	8,600	4,500	54.79	54.71	54.94	-0.08	-0.15	-0.08	-0.15	54.79	54.79	#	#
Gender[5]													
Male	8,300	4,600	50.76	49.35	53.36	-1.40*	-2.84	-1.40*	-2.84	50.76	50.76	#	#
Female	8,300	4,000	49.24	50.65	46.64	1.40*	2.77	1.40*	2.77	49.24	49.24	#	#

See notes at end of table.

Table F-15. Nonresponse bias before and after weight adjustments for the sample using the W3W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Race[6]													
Asian	1,400	690	3.57	3.87	3.01	0.30*	7.80	0.30*	7.80	3.57	3.57	#	#
Black	1,700	980	13.44	12.58	15.04	-0.86*	-6.82	-0.86*	-6.82	13.44	13.44	#	#
Hispanic	2,500	1,500	21.78	20.86	23.49	-0.92*	-4.41	-0.92*	-4.41	21.78	21.78	#	#
White	9,400	4,500	52.41	54.37	48.76	1.96*	3.61	1.96*	3.61	52.41	52.41	#	#
Other/Multiracial	1,600	930	8.79	8.31	9.70	-0.49	-5.88	-0.49	-5.88	8.79	8.79	#	#

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

[1] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

[2] Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.

[3] Bias in the sample mean is estimated as the product of the base-weighted non-response rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight). The nonresponse rate is not incorporated in the statistical test of significance.

[4] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

[5] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX.

[6] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-16. Nonresponse bias before and after weight adjustments for the sample using the W3W2STUTR weight, by selected categorical variables: High School Transcript Collection

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
School type					
Public	92.86	92.86	92.89	-0.03	-0.03
Private	7.14	7.14	7.11	0.03	0.03
Asian 9th-grade enrollment percent					
≤ 2 percent	49.91	50.15	49.22	0.69	0.93
> 2 percent	50.09	49.85	50.78	-0.69	-0.93
Black 9th-grade enrollment percent					
≤ 7 percent	54.04	53.97	53.52	0.52	0.45
> 7 percent	45.96	46.03	46.48	-0.52	-0.45
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.54	44.36	43.74	0.80	0.62
> 5 percent	55.46	55.64	56.26	-0.80	-0.62
Other 9th-grade enrollment percent					
< 80 percent	61.51	61.86	62.47	-0.96*	-0.61
≥ 80 percent	38.49	38.14	37.53	0.96*	0.61
Charter school					
Yes	1.58	1.54	1.85	-0.27*	-0.31
No	90.32	90.57	90.12	0.20	0.45
Private	8.10	7.88	8.03	0.07	-0.15
Total enrollment					
< 499 students	13.21	13.21	12.70	0.51*	0.51
500–999 students	24.24	24.24	22.92	1.32*	1.32*
1,000–1,499 students	21.65	21.65	21.22	0.43	0.43
1,500–2,000 students	17.80	17.82	18.65	-0.85*	-0.83
> 2,000 students	23.10	23.07	24.52	-1.42*	-1.45*

See notes at end of table.

Table F-16. Nonresponse bias before and after weight adjustments for the sample using the W3W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
9th-grade enrollment					
0–149 9th-grade students	17.75	17.75	17.14	0.61	0.61
150–299 9th-grade students	23.01	23.01	21.90	1.11*	1.11*
300–449 9th-grade students	21.57	21.57	21.36	0.21	0.21
450–600 9th-grade students	17.49	17.58	18.30	-0.81*	-0.72
600+ 9th-grade students	20.18	20.09	21.30	-1.12*	-1.21*
Number of full-time teachers					
≤ 50	28.73	28.73	27.37	1.36*	1.36*
51–100	39.05	39.05	38.89	0.16	0.16
101–150	22.63	22.63	23.92	-1.29*	-1.29*
> 150	9.60	9.60	9.82	-0.22	-0.22
Student to teacher ratio					
≤ 10	6.68	6.68	6.65	0.03	0.03
11–15	29.18	29.18	27.13	2.05*	2.05*
15–20	45.51	45.51	46.38	-0.87	-0.87
20–25	17.93	17.93	19.11	-1.18*	-1.18
> 25	0.71	0.71	0.73	-0.02	-0.02
Census region					
Northeast	18.96	18.96	17.44	1.52*	1.52*
Midwest	21.31	21.31	22.08	-0.77*	-0.77*
South	37.91	37.91	37.59	0.32	0.32
West	21.82	21.82	22.89	-1.07*	-1.07
School Urbanicity					
City	29.26	29.26	31.90	-2.64*	-2.64*
Suburban	33.26	33.26	33.33	-0.07	-0.07
Town	13.19	13.19	11.76	1.43*	1.43*
Rural	24.29	24.29	23.02	1.27*	1.27*

See notes at end of table.

Table F-16. Nonresponse bias before and after weight adjustments for the sample using the W3W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Range of grades in school					
High school only	85.82	85.59	86.19	-0.37	-0.60
Middle and high school	10.41	10.67	9.76	0.65	0.91
Elementary to high school	3.77	3.74	4.05	-0.28	-0.31
Religious affiliation					
Yes	6.82	6.84	6.76	0.06	0.08
No	0.33	0.30	0.35	-0.02	-0.05
Public	92.86	92.86	92.89	-0.03	-0.03
School is regular secondary					
Yes	6.46	6.47	6.44	0.02	0.03
No	0.68	0.68	0.67	0.01	0.01
Public	92.86	92.86	92.89	-0.03	-0.03
Augmented sample-state (Public School only)					
California	12.93	12.93	12.28	0.65*	0.65
Florida	3.41	3.41	5.44	-2.03*	-2.03*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.33	3.33	2.91	0.42*	0.42*
Ohio	2.75	2.75	3.75	-1.00*	-1.00*
Pennsylvania	3.72	3.72	3.34	0.38*	0.38*
Tennessee	2.17	2.17	1.84	0.33*	0.33*
Texas	9.18	9.18	8.53	0.65*	0.65*
Washington state	2.17	2.17	1.79	0.38*	0.38*
Public schools in Other states	54.79	54.79	53.45	1.34*	1.34*
Gender[1]					
Male	50.76	50.76	50.37	0.39*	0.39
Female	49.24	49.24	49.63	-0.39*	-0.39

See notes at end of table.

Table F-16. Nonresponse bias before and after weight adjustments for the sample using the W3W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Race[2]					
Asian	3.57	3.57	3.58	-0.01	-0.01
Black	13.44	13.44	13.73	-0.29	-0.29
Hispanic	21.78	21.78	21.97	-0.19	-0.19
White	52.41	52.41	51.66	0.75*	0.75
Other/Multiracial	8.79	8.79	9.06	-0.27*	-0.27

† Not applicable.
# Rounds to zero.
* Difference between means is significant at the 0.05 level.
[1] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX
[2] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-17. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STUTR weight, by selected categorical variables: High School Transcript Collection

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School type													
Public	12,500	8,100	92.86	92.35	93.62	-0.50*	-0.54	-0.50*	-0.54	92.86	92.86	#	#
Private	2,900	1,700	7.14	7.65	6.38	0.50*	6.57	0.50*	6.57	7.14	7.14	#	#
Asian 9th-grade enrollment percent													
≤ 2 percent	8,100	5,100	50.15	50.67	49.36	0.52	1.02	0.52	1.02	50.15	50.09	-0.06	-0.12
> 2 percent	7,200	4,700	49.85	49.33	50.64	-0.52	-1.05	-0.52	-1.05	49.85	49.91	0.06	0.12
Black 9th-grade enrollment percent													
≤ 7 percent	8,700	5,300	53.97	55.57	51.55	1.59*	2.86	1.59*	2.86	53.97	54.03	0.06	0.11
> 7 percent	6,700	4,500	46.03	44.43	48.45	-1.59*	-3.58	-1.59*	-3.58	46.03	45.97	-0.06	-0.12
Hispanic 9th-grade enrollment percent													
≤ 5 percent	8,300	4,900	44.36	46.48	41.12	2.12*	4.57	2.12*	4.57	44.36	44.60	0.24	0.54
> 5 percent	7,000	4,900	55.64	53.52	58.88	-2.12*	-3.97	-2.12*	-3.97	55.64	55.40	-0.24	-0.44
Other 9th-grade enrollment percent													
< 80 percent	7,700	5,400	61.86	59.06	66.13	-2.80*	-4.75	-2.80*	-4.75	61.86	61.24	-0.62	-1.02
≥ 80 percent	7,700	4,400	38.14	40.94	33.87	2.80*	6.84	2.80*	6.84	38.14	38.76	0.62	1.61
Charter school													
Yes	280	170	1.54	1.52	1.58	-0.02	-1.56	-0.02	-1.56	1.54	1.60	0.06	3.63
No	12,200	7,900	90.57	89.79	91.77	-0.78*	-0.87	-0.78*	-0.87	90.57	90.26	-0.31	-0.34
Private	2,900	1,700	7.88	8.69	6.65	0.81*	9.29	0.81*	9.29	7.88	8.14	0.25	3.08

See notes at end of table.

Table F-17. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Total enrollment													
< 499 students	2,600	1,600	13.21	14.26	11.61	1.05*	7.37	1.05*	7.37	13.21	13.21	#	#
500–999 students	3,700	2,200	24.24	25.23	22.74	0.99	3.92	0.99	3.92	24.24	24.24	#	#
1,000–1,499 students	3,400	2,300	21.65	20.31	23.70	-1.34*	-6.62	-1.34*	-6.62	21.65	21.65	#	#
1,500–2,000 students	2,800	1,800	17.82	17.92	17.66	0.10	0.56	0.10	0.56	17.82	17.80	-0.02	-0.10
> 2,000 students	2,800	1,900	23.07	22.28	24.29	-0.80	-3.58	-0.80	-3.58	23.07	23.09	0.02	0.08
9th-grade enrollment													
0–149 9th-grade students	3,700	2,100	17.75	19.49	15.11	1.73*	8.90	1.73*	8.90	17.75	17.75	#	#
150–299 9th-grade students	3,500	2,100	23.01	23.49	22.28	0.48	2.04	0.48	2.04	23.01	23.01	#	#
300–449 9th-grade students	3,500	2,300	21.57	20.87	22.64	-0.70	-3.36	-0.70	-3.36	21.57	21.57	#	#
450–600 9th-grade students	2,400	1,600	17.58	17.25	18.08	-0.33	-1.91	-0.33	-1.91	17.58	17.80	0.22	1.24
600+ 9th-grade students	2,300	1,600	20.09	18.90	21.89	-1.18*	-6.26	-1.18*	-6.26	20.09	19.87	-0.22	-1.11
Number of full-time teachers													
≤ 50	5,100	3,000	28.73	30.94	25.36	2.21*	7.15	2.21*	7.15	28.73	28.73	#	#
51–100	6,200	4,000	39.05	38.39	40.05	-0.66	-1.72	-0.66	-1.72	39.05	39.05	#	#
101–150	3,100	2,000	22.63	22.09	23.44	-0.54	-2.43	-0.54	-2.43	22.63	22.63	#	#
> 150	1,000	800	9.60	8.58	11.15	-1.02*	-11.83	-1.02*	-11.83	9.60	9.60	#	#

See notes at end of table.

Table F-17. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Student to teacher ratio													
≤ 10	1,100	740	6.68	6.84	6.43	0.16	2.36	0.16	2.36	6.68	6.68	#	#
11–15	4,500	2,800	29.18	29.12	29.26	-0.06	-0.20	-0.06	-0.20	29.18	29.18	#	#
15–20	7,000	4,500	45.51	45.46	45.59	-0.05	-0.11	-0.05	-0.11	45.51	45.51	#	#
20–25	2,600	1,600	17.93	17.76	18.18	-0.16	-0.92	-0.16	-0.92	17.93	17.93	#	#
> 25	130	60	0.71	0.82	0.54	0.11	13.46	0.11	13.46	0.71	0.71	#	#
Census region													
Northeast	2,400	1,600	18.96	18.52	19.63	-0.44	-2.36	-0.44	-2.36	18.96	18.96	#	#
Midwest	4,200	2,500	21.31	22.31	19.78	1.00*	4.48	1.00*	4.48	21.31	21.31	#	#
South	6,200	4,000	37.91	37.92	37.91	#	0.01	#	0.01	37.91	37.91	#	#
West	2,600	1,800	21.82	21.26	22.68	-0.56	-2.65	-0.56	-2.65	21.82	21.82	#	#
School Urbanicity													
City	4,400	2,800	29.26	28.78	30.00	-0.48	-1.68	-0.48	-1.68	29.26	29.26	#	#
Suburban	5,400	3,800	33.26	31.45	36.02	-1.81*	-5.77	-1.81*	-5.77	33.26	33.26	#	#
Town	1,800	1,100	13.19	13.60	12.58	0.40	2.97	0.40	2.97	13.19	13.19	#	#
Rural	3,700	2,100	24.29	26.18	21.40	1.89*	7.23	1.89*	7.23	24.29	24.29	#	#
Range of grades in school													
High school only	12,900	8,200	85.59	85.49	85.75	-0.10	-0.12	-0.10	-0.12	85.59	86.09	0.50	0.58
Middle and high school	1,500	940	10.67	10.65	10.70	-0.02	-0.18	-0.02	-0.18	10.67	10.14	-0.53	-5.23
Elementary to high school	930	630	3.74	3.86	3.56	0.12	3.14	0.12	3.14	3.74	3.77	0.03	0.80
Religious affiliation													
Yes	2,800	1,600	6.84	7.30	6.15	0.45	6.22	0.45	6.22	6.84	6.80	-0.04	-0.61
No	90	50	0.30	0.35	0.23	0.05	13.65	0.05	13.65	0.30	0.34	0.04	12.04
Public	12,500	8,100	92.86	92.35	93.62	-0.50*	-0.54	-0.50*	-0.54	92.86	92.86	#	#

See notes at end of table.

Table F-17. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
School is regular secondary													
Yes	2,700	1,500	6.47	6.99	5.68	0.52*	7.46	0.52*	7.46	6.47	6.52	0.05	0.75
No	220	170	0.68	0.66	0.70	-0.02	-2.92	-0.02	-2.92	0.68	0.63	-0.05	-7.77
Public	12,500	8,100	92.86	92.35	93.62	-0.50*	-0.54	-0.50*	-0.54	92.86	92.86	#	#
Augmented sample-state (Public School only)													
California	770	520	12.93	12.46	13.64	-0.47	-3.74	-0.47	-3.74	12.93	12.93	#	#
Florida	480	470	3.41	2.75	4.42	-0.66*	-24.10	-0.66*	-24.10	3.41	3.41	#	#
Georgia	710	510	2.29	2.24	2.36	-0.05	-2.28	-0.05	-2.28	2.29	2.29	#	#
Michigan	830	410	3.26	3.60	2.75	0.34*	9.38	0.34*	9.38	3.26	3.26	#	#
North Carolina	830	480	3.33	3.50	3.08	0.17	4.77	0.17	4.77	3.33	3.33	#	#
Ohio	710	520	2.75	2.51	3.12	-0.24	-9.55	-0.24	-9.55	2.75	2.75	#	#
Pennsylvania	740	400	3.72	4.08	3.16	0.36*	8.93	0.36*	8.93	3.72	3.72	#	#
Tennessee	810	430	2.17	2.35	1.89	0.18	7.74	0.18	7.74	2.17	2.17	#	#
Texas	810	530	9.18	9.25	9.08	0.07	0.74	0.07	0.74	9.18	9.18	#	#
Washington state	660	440	2.17	2.12	2.26	-0.06	-2.73	-0.06	-2.73	2.17	2.17	#	#
Public schools in Other states	8,000	5,100	54.79	55.15	54.24	0.36	0.65	0.36	0.65	54.79	54.79	#	#
Gender[5]													
Male	7,600	5,200	50.76	49.19	53.14	-1.57*	-3.18	-1.57*	-3.18	50.76	50.76	#	#
Female	7,700	4,600	49.24	50.81	46.86	1.57*	3.08	1.57*	3.08	49.24	49.24	#	#

See notes at end of table.

Table F-17. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	Before weight adjustment									After non-response weight adjustment			
			Means, base weighted			Respondents vs. full sample		Respondents vs. non-respondents		Means		Full sample vs. respondents	
Variable	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias[1]	Relative bias[2]	Estimated bias[3]	Relative bias[2]	Full sample, base weighted	Respondents, non-response adjusted	Estimated bias[4]	Relative bias[2]
Race[6]													
Asian	1,300	800	3.57	3.77	3.27	0.20	5.32	0.20	5.32	3.57	3.57	#	#
Black	1,500	1,100	13.44	12.53	14.84	-0.91*	-7.30	-0.91*	-7.30	13.44	13.44	#	#
Hispanic	2,300	1,700	21.78	20.92	23.09	-0.86	-4.11	-0.86	-4.11	21.78	21.78	#	#
White	8,700	5,200	52.41	54.32	49.50	1.91*	3.51	1.91*	3.51	52.41	52.41	#	#
Other/Multiracial	1,500	1,000	8.79	8.46	9.31	-0.34	-3.97	-0.34	-3.97	8.79	8.79	#	#

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

[1] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

[2] Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.

[3] Bias in the sample mean is estimated as the product of the base-weighted non-response rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight). The nonresponse rate is not incorporated in the statistical test of significance.

[4] Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

[5] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX.

[6] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-18. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STUTR weight, by selected categorical variables: High School Transcript Collection

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
School type					
Public	92.86	92.86	92.89	-0.03	-0.03
Private	7.14	7.14	7.11	0.03	0.03
Asian 9th-grade enrollment percent					
≤ 2 percent	50.09	50.15	49.40	0.69	0.75
> 2 percent	49.91	49.85	50.60	-0.69	-0.75
Black 9th-grade enrollment percent					
≤ 7 percent	54.03	53.97	53.38	0.65	0.59
> 7 percent	45.97	46.03	46.62	-0.65	-0.59
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.60	44.36	43.77	0.83*	0.59
> 5 percent	55.40	55.64	56.23	-0.83*	-0.59
Other 9th-grade enrollment percent					
< 80 percent	61.24	61.86	62.31	-1.07*	-0.45
≥ 80 percent	38.76	38.14	37.69	1.07*	0.45
Charter school					
Yes	1.60	1.54	1.90	-0.30*	-0.36
No	90.26	90.57	90.04	0.22	0.53
Private	8.14	7.88	8.06	0.08	-0.18
Total enrollment					
< 499 students	13.21	13.21	12.69	0.52*	0.52
500–999 students	24.24	24.24	22.85	1.39*	1.39*
1,000–1,499 students	21.65	21.65	21.36	0.29	0.29
1,500–2,000 students	17.80	17.82	18.63	-0.83*	-0.81
> 2,000 students	23.09	23.07	24.47	-1.38*	-1.40*

See notes at end of table.

Table F-18. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
9th-grade enrollment					
0–149 9th-grade students	17.75	17.75	17.12	0.63	0.63
150–299 9th-grade students	23.01	23.01	21.85	1.16*	1.16*
300–449 9th-grade students	21.57	21.57	21.48	0.09	0.09
450–600 9th-grade students	17.80	17.58	18.56	-0.76*	-0.98
600+ 9th-grade students	19.87	20.09	20.99	-1.12*	-0.90
Number of full-time teachers					
≤ 50	28.73	28.73	27.34	1.39*	1.39*
51–100	39.05	39.05	38.99	0.06	0.06
101–150	22.63	22.63	23.78	-1.15*	-1.15
> 150	9.60	9.60	9.89	-0.29	-0.29
Student to teacher ratio					
≤ 10	6.68	6.68	6.65	0.03	0.03
11–15	29.18	29.18	27.10	2.08*	2.08*
15–20	45.51	45.51	46.37	-0.86	-0.86
20–25	17.93	17.93	19.16	-1.23*	-1.23
> 25	0.71	0.71	0.72	-0.01	-0.01
Census region					
Northeast	18.96	18.96	17.44	1.52*	1.52*
Midwest	21.31	21.31	22.09	-0.78*	-0.78
South	37.91	37.91	37.59	0.32	0.32
West	21.82	21.82	22.89	-1.07*	-1.07
School Urbanicity					
City	29.26	29.26	31.90	-2.64*	-2.64*
Suburban	33.26	33.26	33.33	-0.07	-0.07
Town	13.19	13.19	11.76	1.43*	1.43*
Rural	24.29	24.29	23.01	1.28*	1.28*

See notes at end of table.

Table F-18. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Range of grades in school					
High school only	86.09	85.59	86.37	-0.28	-0.78
Middle and high school	10.14	10.67	9.55	0.59	1.12
Elementary to high school	3.77	3.74	4.08	-0.31	-0.34
Religious affiliation					
Yes	6.80	6.84	6.74	0.06	0.10
No	0.34	0.30	0.37	-0.03	-0.07
Public	92.86	92.86	92.89	-0.03	-0.03
School is regular secondary					
Yes	6.52	6.47	6.50	0.02	-0.03
No	0.63	0.68	0.61	0.02	0.07
Public	92.86	92.86	92.89	-0.03	-0.03
Augmented sample-state (Public School only)					
California	12.93	12.93	12.28	0.65*	0.65
Florida	3.41	3.41	5.44	-2.03*	-2.03*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.33	3.33	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.76	-1.01*	-1.01*
Pennsylvania	3.72	3.72	3.34	0.38*	0.38*
Tennessee	2.17	2.17	1.84	0.33*	0.33*
Texas	9.18	9.18	8.53	0.65*	0.65*
Washington state	2.17	2.17	1.79	0.38*	0.38*
Public schools in Other states	54.79	54.79	53.45	1.34*	1.34*
Gender[1]					
Male	50.76	50.76	50.35	0.41*	0.41
Female	49.24	49.24	49.65	-0.41*	-0.41

See notes at end of table.

Table F-18. Nonresponse bias before and after weight adjustments for the sample using the W3W1W2STUTR weight, by selected categorical variables: High School Transcript Collection—Continued

	After non-response weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
Variable	Respondents, non-response adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for non-response and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Race[2]					
Asian	3.57	3.57	3.59	-0.02	-0.02
Black	13.44	13.44	13.75	-0.31	-0.31
Hispanic	21.78	21.78	21.90	-0.12	-0.12
White	52.41	52.41	51.68	0.73*	0.73
Other/Multiracial	8.79	8.79	9.08	-0.29*	-0.29

† Not applicable.
# Rounds to zero.
* Difference between means is significant at the 0.05 level.
[1] Composite sex variable used in nonresponse adjustment for which if X2SEX is known then the composite variable is equal to X2SEX. If X2SEX is unknown then the composite variable is equal to X1SEX
[2] Composite race variable used in nonresponse adjustment for which if X2RACE is known then the composite variable is equal to X2RACE. If X2RACE is unknown then frame race data is used to compute the composite race variable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-19. Comparison of item respondents and nonrespondents for S3IB (S3 A13B Has taken IB course(s) -- CUIB) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.4	90.3	95.1	-2.12*
Private	7.6	9.7	4.9	2.12*
Census region				
Northeast	18.8	18.1	19.6	-0.66
Midwest	21.0	23.2	18.1	2.22*
South	38.5	36.9	40.7	-1.70
West	21.7	21.8	21.5	0.14
School urbanity				
City	29.5	29.8	29.2	0.27
Suburban	28.9	28.6	29.3	-0.29
Town	12.4	11.7	13.3	-0.69
Rural	29.2	29.9	28.3	0.71
Race/ethnicity				
Hispanic	21.4	18.5	25.1	-2.90*
Asian	4.6	5.9	2.9	1.35*
Black	11.7	8.6	15.8	-3.14*
Other	62.3	67.0	56.2	4.69*
Sex				
Male	48.2	44.2	53.3	-3.97*
Female	51.8	55.8	46.7	3.97*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-20. Comparison of item respondents and nonrespondents for S3FALLHS (S3 F01A Attend previously identified high school as of Nov 1 2013 -- CUFALLHS) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	95.3	96.4	95.2	1.15*
Private	4.7	3.6	4.8	-1.15*
Census region				
Northeast	18.9	14.0	19.4	-4.91*
Midwest	19.2	23.8	18.7	4.59
South	39.1	28.9	40.2	-10.13*
West	22.8	33.3	21.6	10.45*
School urbanity				
City	29.9	39.0	28.8	9.09*
Suburban	29.0	27.4	29.2	-1.59
Town	13.3	12.2	13.4	-1.11
Rural	27.8	21.4	28.5	-6.39*
Race/ethnicity				
Hispanic	26.2	30.9	25.7	4.72*
Asian	2.8	2.0	2.9	-0.82
Black	15.5	22.9	14.6	7.43*
Other	55.5	44.2	56.8	-11.34*
Sex				
Male	55.2	61.5	54.5	6.35*
Female	44.8	38.5	45.5	-6.35*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-21. Comparison of item respondents and nonrespondents for S3NOCLGOTHRSN (S3 D10D Not attending postsecondary school as of Nov 1 2013 - other reason coded) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	96.1	97.9	95.4	1.75*
Private	3.9	2.1	4.6	-1.75*
Census region				
Northeast	18.8	16.0	20.1	-2.84
Midwest	19.7	20.8	19.2	1.09
South	40.2	40.5	40.0	0.38
West	21.4	22.7	20.7	1.37
School urbanity				
City	28.7	27.6	29.2	-1.15
Suburban	27.2	23.7	28.8	-3.50*
Town	13.8	14.9	13.3	1.09*
Rural	30.2	33.8	28.6	3.56*
Race/ethnicity				
Hispanic	25.0	26.3	24.5	1.25*
Asian	2.4	1.6	2.8	-0.83*
Black	14.8	12.8	15.7	-1.98
Other	57.7	59.3	57.0	1.56
Sex				
Male	54.0	53.7	54.2	-0.38*
Female	46.0	46.3	45.8	0.38*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-22. Comparison of item respondents and nonrespondents for S3FIELD2 (S3 C05B Major will be considering - 2-digit CIP code -- CUFIELDGEN01) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.6	89.8	94.2	-1.72*
Private	8.4	10.2	5.8	1.72*
Census region				
Northeast	19.9	20.4	19.1	0.51*
Midwest	21.0	22.5	18.8	1.49*
South	37.7	36.8	39.0	-0.87*
West	21.4	20.3	23.2	-1.13*
School urbanity				
City	29.3	29.2	29.5	-0.15
Suburban	29.1	29.1	29.0	0.03
Town	12.4	11.8	13.4	-0.64
Rural	29.2	30.0	28.0	0.76
Race/ethnicity				
Hispanic	21.2	18.6	25.1	-2.56*
Asian	4.2	4.6	3.7	0.36*
Black	12.5	11.4	14.2	-1.09*
Other	62.0	65.3	57.0	3.29*
Sex				
Male	48.7	46.3	52.5	-2.43*
Female	51.3	53.7	47.5	2.43*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-23. Comparison of item respondents and nonrespondents for S3LASTHSYR (S3 A08B Year dropout/alternative completer last attended high school -- CULASTHSYR) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	95.9	98.6	95.2	2.73*
Private	4.1	1.4	4.8	-2.73*
Census region				
Northeast	18.8	16.2	19.3	-2.61
Midwest	19.1	20.5	18.7	1.47
South	41.2	43.8	40.6	2.60*
West	21.0	19.5	21.3	-1.47
School urbanity				
City	29.4	31.9	28.8	2.51
Suburban	28.5	26.2	29.1	-2.35
Town	13.7	15.4	13.4	1.64
Rural	28.4	26.6	28.8	-1.81
Race/ethnicity				
Hispanic	25.1	25.8	25.0	0.70*
Asian	2.6	1.2	2.9	-1.35*
Black	15.6	17.9	15.1	2.28
Other	56.7	55.1	57.1	-1.62*
Sex				
Male	55.1	57.1	54.6	2.05*
Female	44.9	42.9	45.4	-2.05*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-24. Comparison of item respondents and nonrespondents for S3FIELD_STEM (S3 C05C Major will be considering - STEM code) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.6	89.8	94.2	-1.74*
Private	8.4	10.2	5.8	1.74*
Census region				
Northeast	19.9	20.4	19.0	0.57*
Midwest	21.0	22.5	18.8	1.46*
South	37.7	36.8	39.0	-0.86*
West	21.4	20.3	23.2	-1.16*
School urbanity				
City	29.3	29.2	29.5	-0.13
Suburban	29.1	29.2	29.0	0.07
Town	12.4	11.7	13.5	-0.71
Rural	29.2	30.0	28.0	0.78
Race/ethnicity				
Hispanic	21.2	18.7	25.1	-2.55*
Asian	4.2	4.6	3.7	0.36*
Black	12.5	11.4	14.2	-1.10*
Other	62.0	65.3	57.1	3.29*
Sex				
Male	48.7	46.3	52.5	-2.47*
Female	51.3	53.7	47.5	2.47*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-25. Comparison of item respondents and nonrespondents for S3NOV1JOB_STEM1 (S3 E19D Nov 1 2013 job - STEM code 1 (sub-domain)) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	95.3	95.6	94.9	0.30*
Private	4.7	4.4	5.1	-0.30*
Census region				
Northeast	17.8	17.0	18.7	-0.75*
Midwest	21.5	22.8	19.8	1.33*
South	39.0	39.1	38.8	0.11
West	21.8	21.1	22.7	-0.69
School urbanity				
City	28.5	27.7	29.6	-0.85*
Suburban	26.9	25.8	28.2	-1.06*
Town	13.8	14.2	13.3	0.40*
Rural	30.8	32.3	28.9	1.50*
Race/ethnicity				
Hispanic	23.5	21.6	25.9	-1.89
Asian	2.7	2.4	3.0	-0.26*
Black	13.7	13.2	14.3	-0.48
Other	60.1	62.8	56.8	2.63*
Sex				
Male	51.6	50.3	53.3	-1.32
Female	48.4	49.7	46.7	1.32

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-26. Comparison of item respondents and nonrespondents for S3MILBRANCH (S3 B05 Branch of the military will be serving in as of Nov 1 2013 -- CUMILBRANCH) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	95.3	96.5	95.1	1.22*
Private	4.7	3.5	4.9	-1.22*
Census region				
Northeast	18.9	13.9	19.5	-4.96*
Midwest	18.9	19.7	18.8	0.78
South	40.6	43.6	40.2	3.03
West	21.6	22.8	21.5	1.15
School urbanity				
City	28.2	25.7	28.5	-2.52
Suburban	28.5	22.0	29.3	-6.54*
Town	13.5	12.3	13.6	-1.16
Rural	29.9	40.1	28.5	10.23*
Race/ethnicity				
Hispanic	24.1	15.4	25.2	-8.68*
Asian	2.9	3.0	2.9	0.09
Black	15.2	19.3	14.6	4.13*
Other	57.9	62.3	57.3	4.46
Sex				
Male	57.0	76.5	54.5	19.46*
Female	43.0	23.5	45.5	-19.46*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-27. Comparison of item respondents and nonrespondents for S3CHOICEACC (S3 C12 Teen^s first choice among schools accepted to -- CUCHOICEACC) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.1	90.4	94.8	-1.69*
Private	7.9	9.6	5.2	1.69*
Census region				
Northeast	19.7	19.7	19.7	-0.03
Midwest	21.0	22.7	18.3	1.69*
South	38.0	36.3	40.7	-1.68*
West	21.3	21.3	21.3	0.02
School urbanity				
City	29.4	29.2	29.8	-0.22
Suburban	28.6	28.4	28.9	-0.22
Town	12.3	12.1	12.7	-0.21
Rural	29.6	30.3	28.6	0.64
Race/ethnicity				
Hispanic	21.6	19.3	25.2	-2.31*
Asian	4.0	4.4	3.4	0.39*
Black	13.2	10.9	16.6	-2.21*
Other	61.3	65.4	54.7	4.13*
Sex				
Male	48.7	46.1	52.7	-2.57*
Female	51.3	53.9	47.3	2.57*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-28. Comparison of item respondents and nonrespondents for S3CHOICEAPPLVL (S3 First choice applied to college IPEDS level) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.2	90.5	94.9	-1.71*
Private	7.8	9.5	5.1	1.71*
Census region				
Northeast	19.6	19.9	19.0	0.36
Midwest	21.1	22.2	19.2	1.17*
South	38.0	36.8	40.0	-1.26*
West	21.4	21.1	21.8	-0.27
School urbanity				
City	29.4	29.6	29.1	0.18
Suburban	28.5	28.5	28.4	0.05
Town	12.4	11.9	13.2	-0.51
Rural	29.7	29.9	29.2	0.29
Race/ethnicity				
Hispanic	21.7	19.1	25.6	-2.51*
Asian	4.0	4.4	3.4	0.39*
Black	13.3	11.5	16.2	-1.83*
Other	61.1	65.0	54.9	3.95*
Sex				
Male	48.6	46.4	52.1	-2.23*
Female	51.4	53.6	47.9	2.23*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-29. Comparison of item respondents and nonrespondents for S3CHOICEAPPCNTRL (S3 First choice applied to college IPEDS control) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.2	90.5	94.9	-1.71*
Private	7.8	9.5	5.1	1.71*
Census region				
Northeast	19.6	19.9	19.0	0.36
Midwest	21.1	22.2	19.2	1.17*
South	38.0	36.8	40.0	-1.26*
West	21.4	21.1	21.8	-0.27
School urbanity				
City	29.4	29.6	29.1	0.18
Suburban	28.5	28.5	28.4	0.05
Town	12.4	11.9	13.2	-0.51
Rural	29.7	29.9	29.2	0.28
Race/ethnicity				
Hispanic	21.7	19.1	25.6	-2.51*
Asian	4.0	4.4	3.4	0.39*
Black	13.3	11.5	16.2	-1.83*
Other	61.1	65.0	54.9	3.95*
Sex				
Male	48.6	46.4	52.1	-2.22*
Female	51.4	53.6	47.9	2.22*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-30. Comparison of item respondents and nonrespondents for S3CLGAPPLVL1 (S3 First applied to college IPEDS level) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.6	88.9	95.0	-2.77*
Private	8.4	11.1	5.0	2.77*
Census region				
Northeast	20.9	22.2	19.3	1.33*
Midwest	20.8	22.7	18.3	1.98*
South	37.4	34.6	40.8	-2.79*
West	21.0	20.4	21.6	-0.53
School urbanity				
City	30.0	30.9	28.8	0.95*
Suburban	29.1	29.0	29.2	-0.11
Town	11.8	10.7	13.2	-1.14*
Rural	29.1	29.4	28.8	0.29
Race/ethnicity				
Hispanic	21.8	18.8	25.5	-3.00*
Asian	4.3	5.2	3.1	0.94*
Black	14.2	12.9	15.8	-1.32
Other	59.7	63.1	55.6	3.39*
Sex				
Male	48.3	44.3	53.2	-4.04*
Female	51.7	55.7	46.8	4.04*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-31. Comparison of item respondents and nonrespondents for S3CLGAPPCNTRL1 (S3 First applied to college IPEDS control) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.6	88.9	95.0	-2.77*
Private	8.4	11.1	5.0	2.77*
Census region				
Northeast	20.9	22.2	19.3	1.33*
Midwest	20.8	22.7	18.3	1.99*
South	37.4	34.6	40.8	-2.80*
West	21.0	20.4	21.6	-0.52
School urbanity				
City	30.0	30.9	28.8	0.96*
Suburban	29.1	29.0	29.2	-0.12
Town	11.8	10.7	13.2	-1.14*
Rural	29.1	29.4	28.8	0.30
Race/ethnicity				
Hispanic	21.8	18.8	25.5	-3.00*
Asian	4.3	5.2	3.1	0.94*
Black	14.2	12.9	15.8	-1.33
Other	59.7	63.1	55.6	3.39*
Sex				
Male	48.3	44.3	53.2	-4.04*
Female	51.7	55.7	46.8	4.04*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-32. Comparison of item respondents and nonrespondents for S3CLGAPPSEL1 (S3 First applied to college IPEDS selectivity code) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.6	88.8	95.0	-2.82*
Private	8.4	11.2	5.0	2.82*
Census region				
Northeast	20.9	22.4	19.2	1.46*
Midwest	20.8	22.7	18.4	1.96*
South	37.4	34.6	40.7	-2.79*
West	21.0	20.3	21.7	-0.63*
School urbanity				
City	30.0	30.7	29.1	0.78*
Suburban	29.1	29.1	29.1	-0.03
Town	11.8	10.7	13.2	-1.13*
Rural	29.1	29.5	28.7	0.39
Race/ethnicity				
Hispanic	21.8	18.7	25.5	-3.14*
Asian	4.3	5.2	3.2	0.93*
Black	14.2	12.7	15.9	-1.43
Other	59.7	63.4	55.4	3.65*
Sex				
Male	48.3	44.2	53.1	-4.07*
Female	51.7	55.8	46.9	4.07*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-33. Comparison of item respondents and nonrespondents for S3CHOICEAPPSEL (S3 First choice applied to college IPEDS selectivity code) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.2	90.5	94.8	-1.74*
Private	7.8	9.5	5.2	1.74*
Census region				
Northeast	19.6	20.1	18.8	0.51*
Midwest	21.1	22.1	19.4	1.09
South	38.0	36.8	39.9	-1.25*
West	21.4	21.0	21.9	-0.35
School urbanity				
City	29.4	29.6	29.2	0.16
Suburban	28.5	28.6	28.4	0.07
Town	12.4	11.8	13.4	-0.62
Rural	29.7	30.0	29.1	0.39
Race/ethnicity				
Hispanic	21.7	19.1	25.5	-2.55*
Asian	4.0	4.3	3.4	0.36*
Black	13.3	11.5	16.0	-1.81*
Other	61.1	65.1	55.1	4.00*
Sex				
Male	48.6	46.3	52.1	-2.31*
Female	51.4	53.7	47.9	2.31*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-34. Comparison of item respondents and nonrespondents for S3APOTHER (S3 A14C Has taken other (not math or science) AP course(s) -- CUAPOTH) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.2	89.1	95.1	-3.08*
Private	7.8	10.9	4.9	3.08*
Census region				
Northeast	19.3	18.6	20.0	-0.73
Midwest	19.2	20.4	18.0	1.27
South	39.4	38.3	40.6	-1.19
West	22.1	22.7	21.5	0.65
School urbanity				
City	30.9	32.3	29.6	1.40*
Suburban	29.8	30.4	29.1	0.67
Town	11.6	10.0	13.1	-1.60*
Rural	27.7	27.3	28.2	-0.47
Race/ethnicity				
Hispanic	22.1	18.9	25.1	-3.22*
Asian	4.9	7.1	2.9	2.16*
Black	11.7	7.0	16.1	-4.68*
Other	61.3	67.1	55.9	5.74*
Sex				
Male	48.8	44.3	53.0	-4.46*
Female	51.2	55.7	47.0	4.46*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-35. Comparison of item respondents and nonrespondents for S3APMATH (S3 A14A Has taken AP math course(s) -- CUAPMTH) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.2	89.1	95.1	-3.08*
Private	7.8	10.9	4.9	3.08*
Census region				
Northeast	19.3	18.6	20.0	-0.73
Midwest	19.2	20.5	17.9	1.35
South	39.4	38.3	40.5	-1.17
West	22.1	22.6	21.6	0.54
School urbanity				
City	30.9	32.4	29.6	1.45*
Suburban	29.8	30.5	29.1	0.72
Town	11.6	9.8	13.2	-1.75*
Rural	27.7	27.3	28.1	-0.42
Race/ethnicity				
Hispanic	22.1	18.7	25.3	-3.39*
Asian	4.9	7.1	2.9	2.22*
Black	11.7	7.0	16.0	-4.67*
Other	61.3	67.2	55.9	5.84*
Sex				
Male	48.8	44.3	53.0	-4.50*
Female	51.2	55.7	47.0	4.50*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-36. Comparison of item respondents and nonrespondents for S3APSCIENCE (S3 A14B Has taken AP science course(s) -- CUAPSCI) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.2	89.1	95.1	-3.11*
Private	7.8	10.9	4.9	3.11*
Census region				
Northeast	19.3	18.5	20.0	-0.74
Midwest	19.2	20.5	17.9	1.35
South	39.4	38.3	40.5	-1.10
West	22.1	22.6	21.6	0.49
School urbanity				
City	30.9	32.4	29.5	1.49*
Suburban	29.8	30.4	29.1	0.70
Town	11.6	9.8	13.2	-1.76*
Rural	27.7	27.3	28.1	-0.42
Race/ethnicity				
Hispanic	22.1	18.7	25.2	-3.33*
Asian	4.9	7.2	2.9	2.22*
Black	11.7	7.0	16.0	-4.66*
Other	61.3	67.1	55.9	5.77*
Sex				
Male	48.8	44.3	53.0	-4.53*
Female	51.2	55.7	47.0	4.53*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-37. Comparison of item respondents and nonrespondents for S3CHOICEACCLVL (S3 First choice selected to college IPEDS level) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.1	90.4	94.5	-1.67*
Private	7.9	9.6	5.5	1.67*
Census region				
Northeast	19.7	19.7	19.7	0.01
Midwest	21.0	22.1	19.3	1.17
South	38.0	36.8	39.8	-1.24*
West	21.3	21.4	21.2	0.06
School urbanity				
City	29.4	29.3	29.7	-0.16
Suburban	28.6	28.4	28.9	-0.20
Town	12.3	12.2	12.5	-0.15
Rural	29.7	30.2	28.9	0.50
Race/ethnicity				
Hispanic	21.6	19.3	25.0	-2.30*
Asian	4.0	4.3	3.4	0.37*
Black	13.2	11.0	16.3	-2.14*
Other	61.2	65.3	55.3	4.07*
Sex				
Male	48.6	46.3	52.1	-2.40*
Female	51.4	53.7	47.9	2.40*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-38. Comparison of item respondents and nonrespondents for S3CHOICEACCCNTRL (S3 First choice selected to college IPEDS control) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.1	90.4	94.5	-1.67*
Private	7.9	9.6	5.5	1.67*
Census region				
Northeast	19.7	19.7	19.7	0.01
Midwest	21.0	22.1	19.3	1.17
South	38.0	36.8	39.8	-1.24*
West	21.3	21.4	21.2	0.06
School urbanity				
City	29.4	29.3	29.7	-0.15
Suburban	28.6	28.4	28.9	-0.20
Town	12.3	12.2	12.5	-0.15
Rural	29.7	30.2	28.9	0.50
Race/ethnicity				
Hispanic	21.6	19.3	25.0	-2.30*
Asian	4.0	4.3	3.4	0.37*
Black	13.2	11.0	16.3	-2.14*
Other	61.2	65.3	55.3	4.07*
Sex				
Male	48.6	46.3	52.1	-2.39*
Female	51.4	53.7	47.9	2.39*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-39. Comparison of item respondents and nonrespondents for S3CHOICEACCSEL (S3 First choice selected to college IPEDS selectivity code) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	92.1	90.4	94.5	-1.71*
Private	7.9	9.6	5.5	1.71*
Census region				
Northeast	19.7	19.8	19.5	0.13
Midwest	21.0	22.1	19.5	1.08
South	38.0	36.8	39.7	-1.22*
West	21.3	21.3	21.3	0.02
School urbanity				
City	29.4	29.2	29.7	-0.23
Suburban	28.6	28.4	28.8	-0.19
Town	12.3	12.1	12.6	-0.21
Rural	29.7	30.3	28.8	0.63
Race/ethnicity				
Hispanic	21.6	19.3	24.9	-2.35*
Asian	4.0	4.3	3.5	0.34*
Black	13.2	10.9	16.2	-2.21*
Other	61.2	65.5	55.4	4.22*
Sex				
Male	48.6	46.1	52.1	-2.52*
Female	51.4	53.9	47.9	2.52*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-40. Comparison of item respondents and nonrespondents for S3APPSTATUS1 (S3 C11A Admission status at first (other) school applied to/registered at [S3CLGAPPID1] -- CUAPP1STATUS) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.6	88.8	94.8	-2.88*
Private	8.4	11.2	5.2	2.88*
Census region				
Northeast	20.9	21.8	19.9	0.92*
Midwest	20.8	23.2	18.1	2.40*
South	37.4	34.6	40.5	-2.84*
West	21.0	20.5	21.5	-0.47
School urbanity				
City	30.0	30.6	29.3	0.61
Suburban	29.1	29.2	28.9	0.13
Town	11.8	10.9	12.9	-0.95*
Rural	29.1	29.3	28.9	0.21
Race/ethnicity				
Hispanic	21.8	18.6	25.4	-3.26*
Asian	4.3	5.3	3.1	1.03*
Black	14.2	12.3	16.3	-1.91*
Other	59.7	63.9	55.2	4.14*
Sex				
Male	48.3	44.3	52.7	-3.99*
Female	51.7	55.7	47.3	3.99*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-41. Comparison of item respondents and nonrespondents for S3NOV1JOB2 (S3 E19C Nov 1 2013 job - 2-digit SOC code -- CUJ2OCC2) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	95.3	95.6	95.0	0.27*
Private	4.7	4.4	5.0	-0.27*
Census region				
Northeast	17.8	16.7	18.9	-1.05*
Midwest	21.5	23.3	19.5	1.83*
South	39.0	38.6	39.3	-0.34
West	21.8	21.4	22.3	-0.44
School urbanity				
City	28.5	28.0	29.1	-0.54
Suburban	26.9	25.1	28.8	-1.77*
Town	13.8	14.3	13.3	0.52*
Rural	30.8	32.6	28.8	1.79*
Race/ethnicity				
Hispanic	23.5	21.7	25.4	-1.73
Asian	2.7	2.4	2.9	-0.25*
Black	13.7	12.9	14.6	-0.80
Other	60.1	62.9	57.1	2.79*
Sex				
Male	51.6	49.9	53.6	-1.78
Female	48.4	50.1	46.4	1.78

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-42. Comparison of item respondents and nonrespondents for S3HSCOMPYR (S3 A07B Year expects to receive high school credential -- CUHSCOMPYR) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	95.9	97.8	95.4	1.90*
Private	4.1	2.2	4.6	-1.90*
Census region				
Northeast	19.0	17.8	19.4	-1.26
Midwest	19.0	21.1	18.5	2.01
South	39.1	34.1	40.4	-4.97
West	22.8	27.1	21.7	4.21*
School urbanity				
City	31.1	38.4	29.1	7.31*
Suburban	28.7	27.7	29.0	-1.00
Town	13.1	11.6	13.5	-1.48
Rural	27.2	22.3	28.5	-4.84*
Race/ethnicity				
Hispanic	26.3	29.2	25.6	2.87*
Asian	2.7	2.3	2.8	-0.42*
Black	15.8	19.4	14.8	3.62*
Other	55.2	49.1	56.8	-6.06*
Sex				
Male	55.2	56.3	54.8	1.14*
Female	44.8	43.7	45.2	-1.14*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-43. Comparison of item respondents and nonrespondents for S3HIGHINCOME (S3 D03C Thought unqualified for FAFSA aid because income too high -- CUNOQUALINC) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.4	89.0	94.4	-4.47*
Private	6.6	11.0	5.6	4.47*
Census region				
Northeast	19.1	14.8	20.1	-4.30*
Midwest	18.7	18.3	18.8	-0.41
South	40.2	39.6	40.3	-0.63
West	22.0	27.3	20.8	5.34*
School urbanity				
City	29.0	30.6	28.6	1.65
Suburban	29.3	28.1	29.5	-1.12
Town	13.0	11.1	13.4	-1.92
Rural	28.8	30.2	28.5	1.40
Race/ethnicity				
Hispanic	24.8	23.5	25.1	-1.33
Asian	3.1	4.0	2.9	0.85
Black	13.1	6.7	14.6	-6.38*
Other	58.9	65.8	57.4	6.85*
Sex				
Male	54.6	54.5	54.6	-0.06*
Female	45.4	45.5	45.4	0.06

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-44. Comparison of item respondents and nonrespondents for S3FAMNOTQUAL (S3 D03A Thought unqualified for FAFSA aid because other family member didn^t qualify -- CUNOQUALFAM) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.4	89.1	94.4	-4.33*
Private	6.6	10.9	5.6	4.33*
Census region				
Northeast	19.1	14.7	20.1	-4.38*
Midwest	18.7	18.1	18.9	-0.66
South	40.2	39.4	40.4	-0.77
West	22.0	27.8	20.7	5.82*
School urbanity				
City	29.0	30.7	28.6	1.75
Suburban	29.3	28.3	29.5	-0.97
Town	13.0	10.6	13.5	-2.36
Rural	28.8	30.4	28.4	1.58
Race/ethnicity				
Hispanic	24.8	23.9	25.0	-0.92
Asian	3.1	4.0	2.9	0.90
Black	13.1	7.0	14.5	-6.11*
Other	58.9	65.1	57.6	6.14
Sex				
Male	54.6	54.9	54.5	0.29*
Female	45.4	45.1	45.5	-0.29*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-45. Comparison of item respondents and nonrespondents for S3CREDIT (S3 D03B Thought unqualified for FAFSA aid because concerns about credit score -- CUNOQUALCRED) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.4	89.2	94.4	-4.26*
Private	6.6	10.8	5.6	4.26*
Census region				
Northeast	19.1	14.8	20.1	-4.33*
Midwest	18.7	18.0	18.9	-0.75*
South	40.2	39.5	40.4	-0.74
West	22.0	27.8	20.7	5.82*
School urbanity				
City	29.0	30.6	28.6	1.65
Suburban	29.3	28.3	29.5	-0.92
Town	13.0	10.7	13.5	-2.25
Rural	28.8	30.3	28.4	1.52
Race/ethnicity				
Hispanic	24.8	23.9	25.0	-0.96
Asian	3.1	4.0	2.9	0.83
Black	13.1	6.9	14.5	-6.28*
Other	58.9	65.3	57.5	6.40*
Sex				
Male	54.6	54.9	54.5	0.37*
Female	45.4	45.1	45.5	-0.37*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-46. Comparison of item respondents and nonrespondents for S3LOWSCORES (S3 D03D Thought unqualified for FAFSA aid because grades/test scores too low -- CUNOQUALTEST) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.4	89.1	94.4	-4.35*
Private	6.6	10.9	5.6	4.35*
Census region				
Northeast	19.1	14.8	20.0	-4.30*
Midwest	18.7	18.0	18.9	-0.70*
South	40.2	40.0	40.2	-0.21
West	22.0	27.2	20.8	5.22*
School urbanity				
City	29.0	30.2	28.7	1.27
Suburban	29.3	28.3	29.5	-1.00
Town	13.0	10.8	13.5	-2.25
Rural	28.8	30.8	28.3	1.98
Race/ethnicity				
Hispanic	24.8	23.4	25.1	-1.43
Asian	3.1	4.0	2.9	0.86
Black	13.1	7.1	14.5	-6.03*
Other	58.9	65.5	57.5	6.61*
Sex				
Male	54.6	54.6	54.6	0.05*
Female	45.4	45.4	45.4	-0.05*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-47. Comparison of item respondents and nonrespondents for S3PTNOTQUAL (S3 D03E Thought unqualified for FAFSA aid because part-time enrollment -- CUNOQUALPT) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.4	89.2	94.4	-4.24*
Private	6.6	10.8	5.6	4.24*
Census region				
Northeast	19.1	15.0	20.0	-4.07*
Midwest	18.7	18.0	18.9	-0.74*
South	40.2	39.7	40.3	-0.52
West	22.0	27.3	20.8	5.33*
School urbanity				
City	29.0	30.2	28.7	1.21
Suburban	29.3	28.4	29.4	-0.81
Town	13.0	10.8	13.5	-2.17
Rural	28.8	30.5	28.4	1.78
Race/ethnicity				
Hispanic	24.8	23.5	25.1	-1.34
Asian	3.1	4.0	2.9	0.87
Black	13.1	7.1	14.5	-6.04*
Other	58.9	65.4	57.5	6.51*
Sex				
Male	54.6	54.6	54.6	0.07*
Female	45.4	45.4	45.4	-0.07*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-48. Comparison of item respondents and nonrespondents for S3CLGAPPLVL2 (S3 Second applied to college IPEDS level) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.2	86.7	94.6	-4.52*
Private	8.8	13.3	5.4	4.52*
Census region				
Northeast	21.9	24.4	20.0	2.55*
Midwest	20.0	22.0	18.5	1.98
South	37.1	33.2	40.0	-3.91*
West	21.1	20.5	21.5	-0.61
School urbanity				
City	30.6	32.3	29.3	1.70*
Suburban	29.8	30.8	29.0	1.00*
Town	11.5	9.5	13.0	-2.00*
Rural	28.2	27.5	28.7	-0.70*
Race/ethnicity				
Hispanic	22.4	18.8	25.1	-3.61*
Asian	4.5	6.0	3.5	1.42*
Black	14.5	12.9	15.6	-1.53
Other	58.6	62.3	55.8	3.71
Sex				
Male	49.0	43.9	52.7	-5.02*
Female	51.0	56.1	47.3	5.02*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-49. Comparison of item respondents and nonrespondents for S3CLGAPPCNTRL2 (S3 Second applied to college IPEDS control) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.2	86.7	94.6	-4.52*
Private	8.8	13.3	5.4	4.52*
Census region				
Northeast	21.9	24.4	20.0	2.55*
Midwest	20.0	22.0	18.5	1.98
South	37.1	33.2	40.0	-3.91*
West	21.1	20.5	21.5	-0.61
School urbanity				
City	30.6	32.3	29.3	1.70*
Suburban	29.8	30.8	29.0	1.00*
Town	11.5	9.5	13.0	-2.00*
Rural	28.2	27.5	28.7	-0.70*
Race/ethnicity				
Hispanic	22.4	18.8	25.1	-3.61*
Asian	4.5	6.0	3.5	1.42*
Black	14.5	12.9	15.6	-1.53
Other	58.6	62.3	55.8	3.71
Sex				
Male	49.0	43.9	52.7	-5.02*
Female	51.0	56.1	47.3	5.02*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-50. Comparison of item respondents and nonrespondents for S3CLGAPPSEL2 (S3 Second applied to college IPEDS selectivity code) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.2	86.6	94.5	-4.61*
Private	8.8	13.4	5.5	4.61*
Census region				
Northeast	21.9	24.5	19.9	2.67*
Midwest	20.0	21.8	18.7	1.84
South	37.1	33.1	39.9	-3.93*
West	21.1	20.5	21.5	-0.58
School urbanity				
City	30.6	32.4	29.2	1.84*
Suburban	29.8	30.8	29.0	1.04*
Town	11.5	9.3	13.0	-2.13*
Rural	28.2	27.4	28.7	-0.75*
Race/ethnicity				
Hispanic	22.4	18.8	25.0	-3.61*
Asian	4.5	6.0	3.5	1.48*
Black	14.5	12.8	15.7	-1.66
Other	58.6	62.4	55.8	3.79
Sex				
Male	49.0	43.5	52.9	-5.44*
Female	51.0	56.5	47.1	5.44*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-51. Comparison of item respondents and nonrespondents for S3DUALSCIENCE (S3 A16B Has taken dual enrollment science course(s) -- CUDUALSCIENCE) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	94.3	92.7	95.0	-1.58
Private	5.7	7.3	5.0	1.58
Census region				
Northeast	18.8	16.8	19.7	-1.96
Midwest	21.2	27.6	18.1	6.44*
South	40.0	38.2	40.8	-1.76
West	20.1	17.4	21.4	-2.71*
School urbanity				
City	27.5	23.7	29.3	-3.74*
Suburban	27.5	23.8	29.3	-3.70*
Town	13.8	15.3	13.1	1.45
Rural	31.2	37.2	28.3	5.99*
Race/ethnicity				
Hispanic	22.0	15.6	25.0	-6.36*
Asian	3.3	4.1	2.9	0.82
Black	13.0	7.0	15.9	-6.01*
Other	61.8	73.3	56.2	11.54*
Sex				
Male	49.4	41.7	53.1	-7.70*
Female	50.6	58.3	46.9	7.70*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-52. Comparison of item respondents and nonrespondents for S3DUALMATH (S3 A16A Has taken dual enrollment math course(s) -- CUDUALMATH) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	94.3	92.7	95.1	-1.59
Private	5.7	7.3	4.9	1.59
Census region				
Northeast	18.8	16.8	19.7	-1.99
Midwest	21.2	27.7	18.0	6.53*
South	40.0	38.2	40.8	-1.81
West	20.1	17.4	21.4	-2.74*
School urbanity				
City	27.5	23.6	29.3	-3.82*
Suburban	27.5	23.9	29.2	-3.63*
Town	13.8	15.3	13.1	1.46
Rural	31.2	37.2	28.3	5.99*
Race/ethnicity				
Hispanic	22.0	15.5	25.1	-6.46*
Asian	3.3	4.1	2.9	0.83
Black	13.0	7.0	15.8	-5.98*
Other	61.8	73.4	56.2	11.61*
Sex				
Male	49.4	41.7	53.1	-7.76*
Female	50.6	58.3	46.9	7.76*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-53. Comparison of item respondents and nonrespondents for S3DUALOTHER (S3 A16C Has taken other (not math or science) dual enrollment course(s) -- CUDUALOTHER) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	94.3	92.7	95.1	-1.62
Private	5.7	7.3	4.9	1.62
Census region				
Northeast	18.8	16.9	19.7	-1.89
Midwest	21.2	27.6	18.1	6.45*
South	40.0	38.2	40.8	-1.76
West	20.1	17.3	21.4	-2.81*
School urbanity				
City	27.5	23.7	29.2	-3.74*
Suburban	27.5	23.9	29.2	-3.63*
Town	13.8	15.3	13.1	1.47
Rural	31.2	37.1	28.4	5.90*
Race/ethnicity				
Hispanic	22.0	15.6	25.0	-6.35*
Asian	3.3	3.9	2.9	0.68
Black	13.0	7.0	15.8	-5.96*
Other	61.8	73.4	56.2	11.64*
Sex				
Male	49.4	41.6	53.2	-7.79*
Female	50.6	58.4	46.8	7.79*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-54. Comparison of item respondents and nonrespondents for S3APPSTATUS2 (S3 C11B Admission status at second (other) school applied to/registered at [S3CLGAPPID2] -- CUAPP2STATUS) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.2	86.5	94.5	-4.70*
Private	8.8	13.5	5.5	4.70*
Census region				
Northeast	21.8	24.5	20.0	2.68*
Midwest	20.0	22.0	18.6	1.97
South	37.1	32.5	40.3	-4.55*
West	21.1	21.0	21.2	-0.10
School urbanity				
City	30.6	31.9	29.7	1.33
Suburban	29.8	31.0	28.9	1.21*
Town	11.5	9.5	12.8	-1.97*
Rural	28.2	27.6	28.6	-0.57*
Race/ethnicity				
Hispanic	22.4	18.4	25.2	-4.03*
Asian	4.6	6.2	3.5	1.59*
Black	14.5	12.5	15.8	-1.99
Other	58.6	63.0	55.5	4.43
Sex				
Male	48.9	43.4	52.8	-5.56*
Female	51.1	56.6	47.2	5.56*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-55. Comparison of item respondents and nonrespondents for S3CLGGRANT (S3 D06 Scholarship/grant amount for Nov 1 2013 school for 2013-2014 school year -- CUFALLGRANT) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.6	88.5	94.2	-3.06*
Private	8.4	11.5	5.8	3.06*
Census region				
Northeast	19.9	19.7	19.9	-0.11
Midwest	21.0	22.9	19.4	1.88*
South	37.7	36.2	39.0	-1.52*
West	21.4	21.2	21.7	-0.26
School urbanity				
City	29.3	29.2	29.4	-0.10
Suburban	29.1	29.2	29.0	0.12
Town	12.4	11.7	13.0	-0.69
Rural	29.2	29.9	28.6	0.66
Race/ethnicity				
Hispanic	21.2	18.4	23.6	-2.78*
Asian	4.2	4.4	4.1	0.12*
Black	12.5	8.8	15.7	-3.68*
Other	62.0	68.4	56.5	6.34*
Sex				
Male	48.7	46.3	50.8	-2.40*
Female	51.3	53.7	49.2	2.40*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-56. Comparison of item respondents and nonrespondents for S3CLGBORROW (S3 D05 Amount borrowing to pay for Nov 1 2013 school for 2013-2014 school year -- CUFALLBORROW) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.6	88.4	93.9	-3.15*
Private	8.4	11.6	6.1	3.15*
Census region				
Northeast	19.9	19.9	19.8	0.04
Midwest	21.0	22.0	20.4	0.91
South	37.7	37.8	37.6	0.14
West	21.4	20.3	22.2	-1.08
School urbanity				
City	29.3	30.1	28.7	0.77
Suburban	29.1	28.0	29.9	-1.11
Town	12.4	11.9	12.8	-0.50
Rural	29.2	30.1	28.6	0.83
Race/ethnicity				
Hispanic	21.2	18.1	23.5	-3.12*
Asian	4.2	4.5	4.1	0.23*
Black	12.5	9.4	14.8	-3.09*
Other	62.0	68.0	57.7	5.98*
Sex				
Male	48.7	47.0	50.0	-1.75*
Female	51.3	53.0	50.0	1.75*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-57. Comparison of item respondents and nonrespondents for S3CHCSTAFFORD (S3 D09A Offered loan to attend 1st choice accepted school: 2013-2014 year -- CUCHSTAFFORD) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.7	92.6	94.1	-1.15
Private	6.3	7.4	5.9	1.15
Census region				
Northeast	20.0	19.7	20.2	-0.37
Midwest	19.7	22.1	18.9	2.41
South	38.4	35.9	39.3	-2.51
West	21.8	22.3	21.7	0.48
School urbanity				
City	30.1	32.0	29.4	1.92*
Suburban	28.6	25.9	29.6	-2.74*
Town	12.8	13.3	12.7	0.43
Rural	28.5	28.9	28.4	0.39
Race/ethnicity				
Hispanic	24.5	23.6	24.8	-0.86
Asian	3.7	4.1	3.6	0.36
Black	15.5	14.8	15.7	-0.70
Other	56.3	57.5	55.9	1.20*
Sex				
Male	49.4	42.8	51.8	-6.66*
Female	50.6	57.2	48.2	6.66*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-58. Comparison of item respondents and nonrespondents for S3CHCPELL (S3 D09C Offered scholarship/grant to attend 1st choice accepted school: 2013-2014 -- CUCHPELL) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.7	92.6	94.1	-1.15
Private	6.3	7.4	5.9	1.15
Census region				
Northeast	20.0	19.7	20.1	-0.28
Midwest	19.7	22.0	18.9	2.28
South	38.4	35.8	39.3	-2.59
West	21.8	22.4	21.6	0.60
School urbanity				
City	30.1	32.0	29.4	1.97*
Suburban	28.6	25.9	29.5	-2.67*
Town	12.8	13.1	12.8	0.22
Rural	28.5	29.0	28.3	0.49
Race/ethnicity				
Hispanic	24.5	23.6	24.8	-0.85
Asian	3.7	4.1	3.6	0.35
Black	15.5	14.8	15.7	-0.69
Other	56.3	57.5	55.9	1.19*
Sex				
Male	49.4	42.6	51.8	-6.79*
Female	50.6	57.4	48.2	6.79*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-59. Comparison of item respondents and nonrespondents for S3CHCWKSTUDY (S3 D09B Offered work-study to attend 1st choice accepted school: 2013-2014 year -- CUCHWKSTD) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.7	92.6	94.1	-1.15
Private	6.3	7.4	5.9	1.15
Census region				
Northeast	20.0	19.5	20.2	-0.52
Midwest	19.7	22.2	18.9	2.44
South	38.4	36.0	39.3	-2.44
West	21.8	22.4	21.7	0.53
School urbanity				
City	30.1	32.1	29.3	2.03*
Suburban	28.6	25.8	29.6	-2.76*
Town	12.8	13.3	12.7	0.46
Rural	28.5	28.8	28.4	0.27
Race/ethnicity				
Hispanic	24.5	23.6	24.7	-0.83
Asian	3.7	4.1	3.6	0.36
Black	15.5	14.8	15.7	-0.67
Other	56.3	57.5	55.9	1.13*
Sex				
Male	49.4	42.8	51.8	-6.65*
Female	50.6	57.2	48.2	6.65*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-60. Comparison of item respondents and nonrespondents for S3CHCOTHAID (S3 D09D Offered other financial aid to attend 1st choice accepted school: 2013-2014 -- CUCHOTHAID) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.7	92.6	94.1	-1.17
Private	6.3	7.4	5.9	1.17
Census region				
Northeast	20.0	19.8	20.1	-0.26
Midwest	19.7	21.9	19.0	2.16
South	38.4	36.0	39.3	-2.45
West	21.8	22.4	21.6	0.56
School urbanity				
City	30.1	32.1	29.3	2.01*
Suburban	28.6	25.9	29.5	-2.69*
Town	12.8	13.2	12.7	0.37
Rural	28.5	28.8	28.4	0.31
Race/ethnicity				
Hispanic	24.5	23.6	24.8	-0.88
Asian	3.7	4.1	3.6	0.37
Black	15.5	14.9	15.7	-0.63
Other	56.3	57.5	55.9	1.14*
Sex				
Male	49.4	42.7	51.8	-6.69*
Female	50.6	57.3	48.2	6.69*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-61. Comparison of item respondents and nonrespondents for S3CLGCOST (S3 D04 Cost of Nov 1 2013 school before financial aid for 2013-2014 school year -- CUCOSTFALLCLG) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	91.6	87.6	94.3	-4.00*
Private	8.4	12.4	5.7	4.00*
Census region				
Northeast	19.9	21.8	18.5	1.98*
Midwest	21.0	23.6	19.3	2.56*
South	37.7	35.4	39.2	-2.27*
West	21.4	19.2	23.0	-2.26*
School urbanity				
City	29.3	28.4	29.9	-0.92
Suburban	29.1	29.8	28.6	0.71
Town	12.4	11.9	12.7	-0.50
Rural	29.2	29.9	28.7	0.70
Race/ethnicity				
Hispanic	21.2	16.8	24.2	-4.37*
Asian	4.2	4.8	3.8	0.59*
Black	12.5	8.4	15.3	-4.14*
Other	62.0	70.0	56.6	7.92*
Sex				
Male	48.7	47.5	49.5	-1.18*
Female	51.3	52.5	50.5	1.18*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-62. Comparison of item respondents and nonrespondents for S3OTHJOBFT (S3 E15 Other job - works full-time or part-time -- CUOTHJOBHRSCAT) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	94.2	88.4	95.2	-5.89*
Private	5.8	11.6	4.8	5.89*
Census region				
Northeast	19.5	19.3	19.6	-0.21
Midwest	21.5	38.6	18.7	17.10*
South	38.8	28.7	40.5	-10.12*
West	20.1	13.3	21.2	-6.78*
School urbanity				
City	27.2	21.8	28.1	-5.41*
Suburban	29.3	25.5	29.9	-3.80
Town	13.5	15.9	13.2	2.37
Rural	30.0	36.8	28.9	6.84*
Race/ethnicity				
Hispanic	23.1	9.9	25.2	-13.13*
Asian	2.6	1.4	2.8	-1.18*
Black	13.2	4.2	14.7	-8.97*
Other	61.1	84.4	57.3	23.28*
Sex				
Male	52.9	45.4	54.1	-7.52*
Female	47.1	54.6	45.9	7.52*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-63. Comparison of item respondents and nonrespondents for S3OTHJOBHRS (S3 E14 Other job - hours works per week -- CUOTHJOBHRS) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	94.2	88.2	95.2	-6.01*
Private	5.8	11.8	4.8	6.01*
Census region				
Northeast	19.5	19.2	19.6	-0.33
Midwest	21.5	38.3	18.9	16.77*
South	38.8	29.2	40.4	-9.68*
West	20.1	13.4	21.2	-6.75*
School urbanity				
City	27.2	22.0	28.0	-5.23*
Suburban	29.3	25.6	29.8	-3.62
Town	13.5	15.6	13.2	2.05
Rural	30.0	36.8	28.9	6.80*
Race/ethnicity				
Hispanic	23.1	10.2	25.1	-12.90*
Asian	2.6	1.4	2.8	-1.16*
Black	13.2	4.4	14.6	-8.86*
Other	61.1	84.0	57.5	22.92*
Sex				
Male	52.9	45.3	54.1	-7.65*
Female	47.1	54.7	45.9	7.65*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-64. Comparison of item respondents and nonrespondents for X3EARNPERHR2 (X3 Other job earnings per hour) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	94.2	88.2	95.1	-6.02*
Private	5.8	11.8	4.9	6.02*
Census region				
Northeast	19.5	19.9	19.5	0.34
Midwest	21.5	39.0	19.0	17.50*
South	38.8	28.6	40.3	-10.27*
West	20.1	12.6	21.2	-7.56*
School urbanity				
City	27.2	22.5	27.9	-4.72*
Suburban	29.3	26.2	29.7	-3.09
Town	13.5	15.0	13.3	1.48
Rural	30.0	36.3	29.1	6.33*
Race/ethnicity				
Hispanic	23.1	10.4	24.9	-12.69*
Asian	2.6	1.6	2.8	-1.03*
Black	13.2	3.9	14.6	-9.33*
Other	61.1	84.1	57.8	23.04*
Sex				
Male	52.9	43.1	54.4	-9.86*
Female	47.1	56.9	45.6	9.86*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-65. Comparison of item respondents and nonrespondents for S3CHCCOST (S3 D08 Cost of 1st choice accepted school before financial aid for 2013-2014 year -- CUCOSTCHOICE) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	93.7	89.5	94.4	-4.21*
Private	6.3	10.5	5.6	4.21*
Census region				
Northeast	20.0	19.3	20.1	-0.76
Midwest	19.7	22.7	19.3	2.97
South	38.4	34.4	39.0	-4.03
West	21.8	23.7	21.6	1.82
School urbanity				
City	30.1	29.7	30.1	-0.33
Suburban	28.6	26.8	28.9	-1.78
Town	12.8	13.6	12.7	0.72
Rural	28.5	29.9	28.3	1.39
Race/ethnicity				
Hispanic	24.5	21.4	24.9	-3.04
Asian	3.7	4.6	3.6	0.83
Black	15.5	10.9	16.2	-4.55
Other	56.3	63.1	55.3	6.76
Sex				
Male	49.4	46.6	49.9	-2.79*
Female	50.6	53.4	50.1	2.79*

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-66. Comparison of item respondents and nonrespondents for S3IBMATH (S3 A15A Has taken IB math course(s) -- CUIBMTH) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	95.1	94.8	95.1	-0.31
Private	4.9	5.2	4.9	0.31
Census region				
Northeast	19.5	17.5	19.6	-2.02
Midwest	18.4	24.4	18.1	5.96
South	40.7	39.4	40.8	-1.26
West	21.3	18.7	21.5	-2.68
School urbanity				
City	29.8	42.5	29.2	12.60
Suburban	29.8	39.2	29.3	9.47
Town	12.9	6.3	13.3	-6.65*
Rural	27.5	12.0	28.2	-15.43*
Race/ethnicity				
Hispanic	25.0	20.7	25.2	-4.23
Asian	3.1	7.8	2.9	4.71*
Black	15.5	11.3	15.7	-4.22
Other	56.4	60.1	56.2	3.73
Sex				
Male	52.9	46.3	53.3	-6.66
Female	47.1	53.7	46.7	6.66

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-67. Comparison of item respondents and nonrespondents for S3IBSCIENCE (S3 A15B Has taken IB science course(s) -- CUIBSCI) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	95.1	94.7	95.1	-0.35
Private	4.9	5.3	4.9	0.35
Census region				
Northeast	19.5	17.9	19.6	-1.68
Midwest	18.4	24.6	18.1	6.15
South	40.7	38.8	40.8	-1.94
West	21.3	18.8	21.5	-2.54
School urbanity				
City	29.8	41.4	29.3	11.53
Suburban	29.8	40.2	29.2	10.40
Town	12.9	6.3	13.3	-6.60*
Rural	27.5	12.1	28.2	-15.34*
Race/ethnicity				
Hispanic	25.0	20.1	25.2	-4.85
Asian	3.1	7.9	2.9	4.78*
Black	15.5	11.4	15.7	-4.13
Other	56.4	60.6	56.2	4.20
Sex				
Male	52.9	46.6	53.2	-6.29
Female	47.1	53.4	46.8	6.29

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

Table F-68. Comparison of item respondents and nonrespondents for S3IBOTHER (S3 A15C Has taken other (not math or science) IB course(s) -- CUIBOTH) by select sample school characteristics, using Student Design weight

	Percent estimated[1]			
Characteristic	Total	Respondent	Nonrespondent	Estimated bias[2]
School type				
Public	95.1	94.7	95.1	-0.35
Private	4.9	5.3	4.9	0.35
Census region				
Northeast	19.5	16.8	19.7	-2.73
Midwest	18.4	24.6	18.1	6.17
South	40.7	39.8	40.7	-0.92
West	21.3	18.8	21.5	-2.52
School urbanity				
City	29.8	43.0	29.2	13.17
Suburban	29.8	39.6	29.3	9.81
Town	12.9	6.0	13.3	-6.90*
Rural	27.5	11.4	28.3	-16.09*
Race/ethnicity				
Hispanic	25.0	21.1	25.2	-3.85
Asian	3.1	7.9	2.9	4.78*
Black	15.5	11.4	15.7	-4.12
Other	56.4	59.6	56.2	3.19
Sex				
Male	52.9	46.4	53.3	-6.56
Female	47.1	53.6	46.7	6.56

[1] Estimates were calculated with the Student Design weight.
[2] Estimated bias is defined by equation 6.29. A value marked with an asterisk (*) identifies a bias that is significantly different from zero with statistical significance ≤ 0.05. Bias estimates without an asterisk are labeled as negligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study, Restricted-use Data File and Control System Data.

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Appendix G: Imputation Details

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Table G-1. Imputation variables[1]

Variable	Description	Values
S3HSCRED	*Teenager has high school credential*	*1 = Yes* *0 = No*
S3HSCREDTYPE	*Type of high school credential*	*1 = High school diploma* *2 = GED or other high school equivalency* *3 = Certificate of attendance*
S2HSCRED	S2 A05 Teenager has earned a high school credential	1 = Regular diploma 2 = GED/Alternative high school credential 3 = No
S3HSCREDMO	S3 A03A Month received high school credential	1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December
S3HSCREDYR	S3 A03B Year received high school credential	2009 – 2013
S3LASTHSMO	Month dropout/alternative completer last attended high school	1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December
S3LASTHSYR	Year dropout/alternative completer last attended high school	2009 – 2013
X3LASTHSDATE	*Date dropout/alternative completer last attended high school*	*200909-201310*

See notes at end of table.

Table G-1. Imputation variables[1]—Continued

Variable	Description	Values
S2LASTHSMO	Month teenager last attended high school	1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December
S2LASTHSYR	Year teenager last attended high school	2009 – 2012
S3ENROLLHS13	S3 A04 Teenager's high school enrollment status spring 2013 term/fall 2013 term	1 = Attending high school 2 = Not attending high school 3 = Being homeschooled
S3CNSLCLG	S3 A17A Has met with high school counselor about college admissions in 2012-2013 year	1 = Yes 2 = No 3 = Don't know (Valid response)
S3CLASSES	*S3 B01A Taking postsecondary classes as of Nov 1 2013*	*1 = Yes* *2 = No* *3 = Don't Know (Valid response)*
S2CLG2013	S2 C21A Expects to continue education after HS in fall 2013	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3APPRENTICE	S3 B01B Apprenticing as of Nov 1 2013	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3WORK	*S3 B01C Working for pay as of Nov 1 2013*	*1 = Yes* *2 = No* *3 = Don't Know (Valid response)*
S2WORK2013	S2 C12B Expects to work in fall 2013	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3MILITARY	S3 B01D Serving in the military as of Nov 1 2013	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3FAMILY	S3 B01E Starting family/taking care of children as of Nov 1 2013	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3HS	S3 B01F Attending high school or homeschool as of Nov 1 2013	1 = Yes 2 = No 3 = Don't Know (Valid response)

See notes at end of table.

Table G-1. Imputation variables[1]—Continued

Variable	Description	Values
S3GEDCOURSE	S3 B01G In a course to prepare for GED as of Nov 1 2013	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3WORKFT	S3 B04 Working full-time as of Nov 1 2013	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3CURWORK	Currently working for pay	1 = Yes 0 = No
S3CLGFT	S3 B03 Attending college full-time or part-time as of Nov 1 2013	1 = Full-time 2 = Part-time 3 = Don't Know (Valid response)
S3PROGLEVEL	Level of program enrolled in as of Nov 1 2013	1 = Bachelor's degree program (usually a 4-year degree) 2=Associate's degree program (usually a 2-year degree) 3=Certificate or diploma program from a school that provides occupational training (usually takes 2 years or less to complete, often leading to a license, such as cosmetology) 4=No specific program, but [you/he/she] [will be/were] taking courses 5=Other 6=You don't know
S3AAB4BA	Will complete Associate's degree before transferring to Bachelor's program	1 = Yes 0 = No
S3CLGAPPNUM	How many postsecondary institutions applied to/registered at	0 - 69
S3NOPOSTSEC	Did not complete FAFSA because teen does not plan to continue education	1 = Yes 0 = No
S3DONOTWANT	Not attending postsecondary school as of Nov 1 2013 - does not want to	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3NOTADMITTED	Not attending postsecondary school as of Nov 1 2013 - did not get in	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3CANTAFFORD	Not attending postsecondary school as of Nov 1 2013 - can't afford	1 = Yes 2 = No 3 = Don't Know (Valid response)
S3NOCLGOTH	Not attending postsecondary school as of Nov 1 2013 - other reason	1 = Yes 2 = No 3 = Don't Know (Valid response)
X3SQDATE	Questionnaire Date	20130601 - 20131231

See notes at end of table.

Table G-1. Imputation variables[1]—Continued

Variable	Description	Values
X3RTYPE	Respondent type	1=Student 2=Parent
S2GRD1011	S2 A13 Grade level in 2010-2011 school year	1 = 9th grade 2 = 10th grade 3 = 11th grade 4 = 12th grade 5 = Ungraded program 6 = Not attending during 2010-2011 school year
S2GRD1112	S2 A14 Grade level in spring 2012 or last 2011-2012 attendance	1 = 9th grade 2 = 10th grade 3 = 11th grade 4 = 12th grade 5 = Ungraded program 6 = Not attending during 2011-2012 school year
S2REQSEL4YR	S2 C10D Will meet requirements for selective 4-year college by summer 2013	1 = Yes 2 = No 3 = Don't Know (Valid response)
X2UNIV2B	Sample member F1 status	1 = In school, in grade 11 2 = In school, not in grade 11 3 = In school, ungraded or unknown grade 4 = Home schooled 5 = Early graduate 6 = Left school 7 = Nonrespondent 8 = Questionnaire incapable 9 = Out of scope cases and deceased cases
X2DROPSTAT	X2 F1 dropout status	0 = Not dropout and not alternative completer 1 = Current dropout as of spring 2012 2 = Alternative completer 3 = Student/parent/prior school report of dropout episode 4 = Status unknown 9 = Out of scope or ineligible
X2TXMSEM	X2 Mathematics standard error of measurement	Continuous
X2TXMTH	X2 Mathematics theta score	Continuous
X1TXMTH	X1 Mathematics theta score	Continuous
X2SES	X2 Socio-economic status composite	Continuous
X1SES	X1 Socio-economic status composite	Continuous

See notes at end of table.

Table G-1. Imputation variables[1]—Continued

Variable	Description	Values
X1SES_U	X1 SES derived with locale (urbanicity)	Continuous
S2CURCONTROL	S2 Currently enrolled transfer school control	1 = Public 2 = Catholic 3 = Other private
M1TEST	M1 B07N Math teacher's emphasis on standardized test preparation	1 = No emphasis 2 = Minimal emphasis 3 = Moderate emphasis 4 = Heavy emphasis
M1PSETSPRIO	M1 D05C School's principal sets priorities and sees that they are carried out	1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree
A1DROPOUTPRV	A1 B03E % of student body enrolled in a dropout prevention program	Continuous
C2AVGSATREAD	C2 C20A Average SAT critical reading score	Continuous
P2CONTACTSCH	P2 B15 How often contacted teen's school since start of 2011-2012 school year	1 = Never 2 = Once or twice 3 = Three or four times 4 = More than four times
A2YRSADMIN	A2 D20 Years served as principal of any school	Continuous
A2CATCHUP	A2 B09D Catch-up courses offered to struggling students	1 = Yes 0 = No

[1] Variables in *italics* are the variables that were imputed while the other variables are the possible predictor variables from which CART selected the actual predictor variables used to construct imputation classes.
SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Table G-2. Weighted distribution of imputed variables before and after imputation

Student questionnaire variables	Category	Before imputation		After imputation	
		Sample size[1]	Weighted estimate	Sample size[2]	Weighted estimate
Teenager has high school credential (S3HSCRED)	No	1,786	11.79	1,787	11.79
	Yes	16,770	88.21	16,771	88.21
Type of high school credential (S3HSCREDTYPE)	Item legitimate skip/NA	1,786	11.80	1,787	11.79
	High school diploma	16,207	85.14	16,215	85.08
	GED/ HS equivalency	471	2.61	494	2.67
	Certificate of attendance	62	0.45	62	0.45
S3 B01A Taking postsecondary classes as of Nov. 1, 2013 (S3CLASSES)	Yes	13,477	68.36	13,508	68.30
	No	3,401	20.72	3,415	20.74
	Don't Know	1,621	10.91	1,635	10.96
S3 B01C Working for pay as of Nov. 1, 2013 (S3WORK)	Yes	9,887	56.93	9,948	56.93
	No	6,083	30.13	6,106	30.10
	Don't Know	2,490	12.94	2,504	12.97
Date dropout/alternative completer last attended high school (X3LASTHSDATE)	Excludes legitimate skips	1,096	201,166.83	1,340	201,162.47

[1] Unweighted sample size excludes records with item nonresponse.
[2] Unweighted sample size includes all records with either actual or imputed values.
SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Appendix H: Weighting Equations

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The creation of analytic weights for the analyses of the High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript study is detailed below. The formation of each weight involved nonresponse adjustments, and calibration adjustments, each of which are defined in this appendix for every 2013 Update and High School Transcript analytic weight.

The nonresponse and calibration weight adjustments are defined in equation form for each weight — W3STUDENT, W3W1STU, W3W2STU, W3W1W2STU, W3HSTRANS, W3STUDENTTR, W3W1STUTR, W3W2STUTR, and W3W1W2STUTR.

In the text and equations that follow, a sample member for whom one or more high school transcripts were collected is referred to as a "transcript respondent" or as having "responded in the transcript collection."

H.1 Student 2013 Update Analytic Weight (W3STUDENT)

Base Weight

The student base weight developed for the HSLS:09 base year also served as the 2013 Update base weight. Specifically, the HSLS:09 base student weight was calculated as

$$w_{1hij} = w_{3hi}\, d_{j|hi}\,, \tag{H-1}$$

where w_{3hi} is the base year school analytic weight and $d_{j|hi}$ is the conditional student-level base weight (inverse probability of selection in stratum *j* within sample school *hi*). Please see the base year data file documentation (Ingels et al. 2011) for more information on the construction of the HSLS:09 base student weight.

Adjustments for Nonresponse for W3STUDENT

The deceased students and the 2013 Update questionnaire incapable students and were not included in either nonresponse adjustment to create the 2013 Update student analytic weight.

Triple nonrespondents. The student weight adjusted for the first of the two nonresponse conditions was defined as

$$w_{2hij} = \begin{cases} w_{1hij}\, a_{1hij}, & \text{for students who responded or were questionnaire incapable in at least one of the base year, first follow-up, or 2013 Update} \\ 0, & \text{for students who did not respond or were not questionnaire incapable in any one of the base year, first follow-up, or 2013 Update} \end{cases} \tag{H-2}$$

where a_{1hij} is the first nonresponse weight adjustment that accounts for nonresponse to HSLS:09 base year, first follow-up, and 2013 Update, and w_{1hij} is the base weight as described in expression (H-1). Summary statistics for the first nonresponse weight adjustment are the following: minimum = 1.00, median = 1.05, and maximum = 1.54.

Other nonrespondents. A second model was constructed to inflate w_{2hij} for the 2013 Update responding students, resulting in the nonresponse-adjusted student weight:

$$w_{3hij} = \begin{cases} w_{2hij}\, a_{2hij}, & \text{for 2013 Update responding students} \\ 0, & \text{for students who did not respond in the 2013 Update} \end{cases} \tag{H-3}$$

where a_{2hij} is the second student nonresponse weight adjustment, and w_{2hij} is the 2013 Update student analytic weight adjusted for triple nonresponse, described in expression (H-2). The minimum, median, and maximum values for a_{2hij} are 1.00, 1.24, and 4.14 respectively.

Weight Calibration to Produce the Final Analytic Weight W3STUDENT

A final weight adjustment was applied to the weight in expression (H-3) to maintain consistency with the student population first defined in the HSLS:09 base year. The final 2013 Update student analytic weight (W3STUDENT) was constructed as

$$w_{4hij} = \begin{cases} w_{3hij}\, a_{3hij}, & \text{for 2013 Update responding students,} \\ w_{1hij}\, a_{3hij}, & \text{for 2013 Update questionnaire-incapable students, or for deceased students} \\ 0, & \text{for students who did not respond in the 2013 Update} \end{cases} \quad \text{(H-4)}$$

where a_{3hij} is the calibration adjustment determined through the exponential model, w_{3hij} is the weight adjusted for student nonresponse in the 2013 Update as described in expression (H-3), and w_{1hij} is the base weight as described in expression (H-1). The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were changed to zero. The weight input into the model for the responding students, w_{3hi}, was trimmed prior to the calibration adjustment, to account for weights with an extremely high value. The minimum, median, and maximum values for a_{3hij} are 0.60, 1.20, and 5.22, respectively.

H.2 Base year to 2013 Update Student Longitudinal Analytic Weight (W3W1STU)

Adjustment for Nonresponse for W3W1STU

The deceased students and 2013 Update questionnaire incapable students who are base-year respondents or questionnaire incapable were not included in either nonresponse adjustment used to construct the base year to 2013 Update student longitudinal analytic weight. The longitudinal student weight adjusted for nonresponse in the base year and/or 2013 Update was constructed as

$$w_{3hij} = \begin{cases} w_{2hij}\, a_{2hij}, & \text{for students who responded to the base year and 2013 update, or for questionnaire incapable base year students who responded in the 2013 Update} \\ 0, & \text{for students who did not respond in either the base year or 2013 Update} \end{cases} \quad \text{(H-5)}$$

where a_{2hij} is the nonresponse adjustment, and w_{2hij} is the 2013 Update student analytic weight adjusted for triple nonresponse, described in section H.1 and expression (H-2). The minimum, median, and maximum values for a_{2hij} are 1.06, 1.32, and 6.61, respectively.

Weight Calibration to Produce the Final Longitudinal Analytic Weight W3W1STU

A calibration factor was applied to the nonresponse-adjusted weight given in expression (H-5) to produce the final base year to 2013 Update student longitudinal analytic weight. The base year to 2013 Update student longitudinal analytic weight (W3W1STU) was constructed as

$$w_{4hij} = \begin{cases} w_{3hij}\, a_{3hij}, & \text{for students who responded to the base year and 2013 Update,} \\ & \text{or for questionnaire incapable base year students who responded} \\ & \quad \text{in the 2013 Update} \\ w_{1hij}\, a_{3hij}, & \text{for students who responded in the base year and were questionnaire} \\ & \quad \text{incapable in the 2013 Update,} \\ & \text{or for students who were questionnaire incapable in the base year} \\ & \quad \text{and 2013 Update,} \\ & \text{or for deceased students} \\ 0, & \text{for students who did not respond in either the base year} \\ & \quad \text{or 2013 Update} \end{cases} \qquad \text{(H-6)}$$

where a_{3hij} is the calibration adjustment determined through the exponential model, w_{3hij} is the student weight adjusted for nonresponse in the base year and/or 2013 Update, as described in expression (H-5), and w_{1hij} is the base weight as described in expression (H-1) from section H.1. The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were changed to zero. The weight input into the model for the responding students, w_{3hi}, was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{3hij} are 0.61, 1.20, and 5.25, respectively.

H.3 First follow-up to 2013 Update Student Longitudinal Analytic Weight (W3W2STU)

Adjustment for Nonresponse for W3W2STU

The deceased students and 2013 Update questionnaire incapable students who are first follow-up respondents or questionnaire incapable were not included in either nonresponse adjustment used to construct the first follow-up to 2013 Update student longitudinal analytic weight. The longitudinal student weight adjusted for nonresponse in the first follow-up and/or 2013 Update was constructed as

$$w_{3hij} = \begin{cases} w_{2hij}\, a_{2hij}, & \text{for students who responded to the first follow-up and 2013 update, or for questionnaire incapable first follow-up students who responded in the 2013 Update} \\ 0, & \text{for students who did not respond in either the first follow-up or 2013 Update} \end{cases} \quad \text{(H-7)}$$

where a_{2hij} is the nonresponse adjustment, and w_{2hij} is the 2013 Update student analytic weight adjusted for triple nonresponse, described in section H.1 and expression (H-2). The minimum, median, and maximum values for a_{2hij} are 1.00, 1.21, and 4.70, respectively.

Weight Calibration to Produce the Final Longitudinal Analytic Weight W3W2STU

A calibration factor was applied to the nonresponse-adjusted weight given in expression (H-7) to produce the final first follow-up to 2013 Update student longitudinal analytic weight. The student first follow-up to 2013 Update longitudinal analytic weight (W3W2STU) was constructed as

$$w_{4hij} = \begin{cases} w_{3hij}\, a_{3hij}, & \text{for students who responded to the first follow-up and 2013 Update, or for questionnaire incapable first follow-up students who responded in the 2013 Update} \\ w_{1hij}\, a_{3hij}, & \text{for students who responded in the first follow-up and were questionnaire incapable in the 2013 Update, or for students who were questionnaire incapable in the first follow-up and 2013 Update, or for deceased students} \\ 0, & \text{for students who did not respond in either the first follow-up or 2013 Update} \end{cases} \quad \text{(H-8)}$$

where a_{3hij} is the calibration adjustment determined through the exponential model, w_{3hij} is the student weight adjusted for nonresponse in the first follow-up and/or 2013 Update, as described in expression (H-7), and w_{1hij} is the base weight as described in expression (H-1) from section H.1. The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were changed to zero. The weight input into the model for the responding students, w_{3hi}, was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{3hij} are 0.59, 1.21, and 5.30, respectively.

H.4 Base year to First Follow-up to 2013 Update Student Longitudinal Analytic Weight (W3W1W2STU)

Adjustment for Nonresponse for W3W1W2STU

The deceased students and 2013 Update questionnaire incapable students who are base year respondents or questionnaire incapable and first follow-up respondents or questionnaire incapable were not included in either nonresponse adjustment used to construct W3W1W2STU. The longitudinal student weight adjusted for nonresponse in the base year, first follow-up, and/or 2013 Update was constructed as

$$w_{3hij} = \begin{cases} w_{2hij}\, a_{2hij}, & \text{for students who responded to the base year, first follow-up, and 2013 Update,} \\ & \text{or for questionnaire incapable base year students who responded in the first follow-up and 2013 Update,} \\ & \text{or for students who responded in the base year, were questionnaire incapable in the first follow-up, and responded in the 2013 Update,} \\ & \text{or for students who were questionnaire incapable in the base year and first follow-up, and responded in the 2013 Update} \\ 0, & \text{for students who did not respond in at least one of the base year, first follow-up, or 2013 Update} \end{cases} \quad \text{(H-9)}$$

where a_{2hij} is the nonresponse adjustment, and w_{2hij} is the 2013 Update student analytic weight adjusted for triple nonresponse, described in section H.1 and expression (H-2). The minimum, median, and maximum values for a_{2hij} are 1.06, 1.43, and 5.43, respectively.

Weight Calibration to Produce the Final Longitudinal Analytic Weight W3W1W2STU

A calibration factor was applied to the nonresponse-adjusted weight given in expression (H-9) to produce the final base year to first follow-up to 2013 Update student longitudinal analytic weight. The base year to first follow-up to 2013 Update student longitudinal analytic weight (W3W1W2STU) was constructed as

$$w_{4hij} = \begin{cases} w_{3hij}\, a_{3hij}, & \text{for students who responded to the base year, first follow-up, and 2013 Update,} \\ & \text{or for questionnaire incapable base year students who responded in the first follow-up and 2013 Update,} \\ & \text{or for students who responded in the base year, were questionnaire incapable in the first follow-up, and responded in the 2013 Update,} \\ & \text{or for students who were questionnaire incapable in the base year and first follow-up, and responded in the 2013 Update} \\ w_{1hij}\, a_{3hij}, & \text{for students who responded in the base year and first follow-up, and were questionnaire incapable in the 2013 Update,} \\ & \text{or for students who were questionnaire incapable in the base year, responded in the first follow-up, and were questionnaire incapable in the 2013 Update,} \\ & \text{or for students who responded in the base year, and were questionnaire incapable in the first follow-up and 2013 Update,} \\ & \text{or for students who were questionnaire incapable in the base year, first follow-up, and 2013 Update,} \\ & \text{or for deceased students} \\ 0, & \text{for students who did not respond in at least one of the base year, first follow-up, or 2013 Update} \end{cases} \quad \text{(H-10)}$$

where a_{3hij} is the calibration adjustment determined through the exponential model, w_{3hij} is the student weight adjusted for nonresponse in the base year, first follow-up, and/or 2013 Update, as described in expression (H-9), and w_{1hij} is the base weight as described in expression (H-1) from section H.1. The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were changed to zero. The weight input into the model for the responding students, w_{3hi}, was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{3hij} are 0.60, 1.19, and 5.11, respectively.

H.5 High School Transcript Analytic Weight (W3HSTRANS)

Adjustments for Nonresponse for W3HSTRANS

The 2013 Update questionnaire incapable students and deceased students were not included in either nonresponse adjustment to create the high school transcript analytic weight.

Triple nonrespondents. The transcript weight adjusted for the first of the two nonresponse conditions was defined as

$$w_{2hij} = \begin{cases} w_{1hij}\, a_{1hij}, & \text{for students who responded or were questionnaire incapable in at least one of the base year, first follow-up, or 2013 Update} \\ 0, & \text{for students who did not respond or were not questionnaire incapable in any one of the base year, first follow-up, or 2013 Update} \end{cases} \quad \text{(H-11)}$$

where a_{1hij} is the first nonresponse weight adjustment that accounts for nonresponse to HSLS:09 base year, first follow-up, and 2013 Update, and w_{1hij} is the base weight as described in expression (H-1) from section H.1. Summary statistics for the first nonresponse weight adjustment are the following: minimum = 1.00, median = 1.05, and maximum = 1.54.

Other nonrespondents. A second model was constructed to inflate w_{2hij} for the high school transcript collection responding students, resulting in the nonresponse-adjusted transcript weight:

$$w_{3hij} = \begin{cases} w_{2hij}\, a_{2hij}, & \text{for students who responded in the transcript collection} \\ 0, & \text{for students who did not respond in the transcript collection} \end{cases} \quad \text{(H-12)}$$

where a_{2hij} is the second high school transcript nonresponse weight adjustment, and w_{2hij} is the high school transcript analytic weight adjusted for triple nonresponse, described in expression (H-11). The minimum, median, and maximum values for a_{2hij} are 1.00, 1.05, and 4.00 respectively.

Weight Calibration to Produce the Final Analytic Weight W3HSTRANS

A final weight adjustment was applied to the weight in expression (H-12) to maintain consistency with the student population first defined in the HSLS:09 base year. The final high school transcript analytic weight (W3HSTRANS) was constructed as

$$w_{4hij} = \begin{cases} w_{3hij}\, a_{3hij}, & \text{for students who responded in the transcript collection} \\ w_{1hij}\, a_{3hij}, & \text{for students who responded in the transcript collection and were 2013 Update questionnaire-incapable students, or for deceased students} \\ 0, & \text{for students who did not respond in the transcript collection} \end{cases} \quad \text{(H-13)}$$

where a_{3hij} is the calibration adjustment determined through the exponential model, w_{3hij} is the weight adjusted for student nonresponse in the high school transcript collection as described in expression (H-12), and w_{1hij} is the base weight as described in expression (H-1) from section H.1. The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were changed to zero. The weight input into the model

for the responding students, w_{3hi}, was trimmed prior to the calibration adjustment, to account for weights with an extremely high value. The minimum, median, and maximum values for a_{3hij} are 0.54, 1.19, and 4.33, respectively.

H.6 High School Transcript and 2013 Update Analytic Weight (W3STUDENTTR)

Adjustment for Nonresponse for W3STUDENTTR

The deceased students and 2013 Update questionnaire incapable students who are high school transcript collection respondents were not included in any nonresponse adjustment used to construct the high school transcript and 2013 Update analytic weight. The analytic weight adjusted for nonresponse in the high school transcript collection and 2013 Update was constructed as

$$w_{4hij} = \begin{cases} w_{3hij}\, a_{3hij}, & \text{for students who responded in the transcript collection and 2013 Update,} \\ 0, & \text{for students who did not respond in either the transcript collection or 2013 Update} \end{cases} \quad \text{(H-14)}$$

where a_{3hij} is the nonresponse adjustment, w_{3hij} is the high school transcript analytic weight adjusted for triple nonresponse and nonresponse in the high school transcript collection, described in section H.5 and expression (H-12). The minimum, median, and maximum values for a_{3hij} are 1.02, 1.15, and 3.15, respectively.

Weight Calibration to Produce the Final Analytic Weight W3STUDENTTR

A calibration factor was applied to the nonresponse-adjusted weight given in expression (H-14) to produce the final high school transcript and 2013 Update analytic weight. The high school transcript and 2013 Update analytic weight (W3STUDENTTR) was constructed as

$$w_{5hij} = \begin{cases} w_{4hij}\, a_{4hij}, & \text{for students who responded in the transcript collection and 2013 Update,} \\ w_{1hij}\, a_{4hij}, & \text{for students who responded in the transcript collection and were questionnaire incapable in the 2013 Update, or for deceased students} \\ 0, & \text{for students who did not respond in either the transcript collection or 2013 Update} \end{cases} \quad \text{(H-15)}$$

where a_{4hij} is the calibration adjustment determined through the exponential model, w_{4hij} is the weight adjusted for nonresponse in the high school transcript collection and/or 2013 Update, as

described in expression (H-14), and w_{1hij} is the base weight as described in expression (H-1) from section H.1. The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were changed to zero. The weight input into the model for the responding students, w_{4hi}, was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{4hij} are 0.52, 1.20, and 4.90, respectively.

H.7 High School Transcript and Base Year to 2013 Update Longitudinal Analytic Weight (W3W1STUTR)

Adjustment for Nonresponse for W3W1STUTR

The deceased students and 2013 Update questionnaire incapable students who are high school transcript collection respondents and base-year respondents or questionnaire incapable were not included in any nonresponse adjustment used to construct the high school transcript and base year to 2013 Update longitudinal analytic weight.The analytic weight adjusted for nonresponse in the high school transcript collection, base year, and 2013 Update was constructed as

$$w_{4hij} = \begin{cases} w_{3hij}\, a_{3hij}, & \text{for students who responded in the transcript collection, the base year, and 2013 update, or for students who responded in the transcript collection, were questionnaire incapable in the base year, and responded in the 2013 Update} \\ 0, & \text{for students who did not respond in at least one of the transcript collection, the base year, or 2013 Update} \end{cases} \quad \text{(H-16)}$$

where a_{3hij} is the nonresponse adjustment, w_{3hij} is the high school transcript analytic weight adjusted for triple nonresponse and nonresponse in the high school transcript collection, described in section H.5 and expression (H-12). The minimum, median, and maximum values for a_{3hij} are 1.02, 1.30, and 3.45, respectively.

Weight Calibration to Produce the Final Analytic Weight W3W1STUTR

A calibration factor was applied to the nonresponse-adjusted weight given in expression (H-16) to produce the final high school transcript and base year to 2013 Update analytic weight. The high school transcript and base year to 2013 Update analytic weight (W3W1STUTR) was constructed as

$$w_{5hij} = \begin{cases} w_{4hij}\, a_{4hij}, & \text{for students who responded in the transcript collection, the base year, and 2013 Update, or for students who responded in the transcript collection, were questionnaire incapable in the base year, and responded in the 2013 Update} \\ w_{1hij}\, a_{4hij}, & \text{for students who responded in the transcript collection and the base year, and were questionnaire incapable in the 2013 Update, for students who responded in the transcript collection, and were questionnaire incapable in the base year and 2013 Update, or for deceased students} \\ 0, & \text{for students who did not respond in at least one of the transcript collection, the base year, or 2013 Update} \end{cases} \quad \text{(H-17)}$$

where a_{4hij} is the calibration adjustment determined through the exponential model, w_{4hij} is the weight adjusted for nonresponse in the high school transcript collection, base year, and/or 2013 Update, as described in expression (H-16), and w_{1hij} is the base weight as described in expression (H-1) from section H.1. The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were changed to zero. The weight input into the model for the responding students, w_{4hi}, was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{4hij} are 0.53, 1.20, and 4.93, respectively.

H.8 High School Transcript and First Follow-up to 2013 Update Longitudinal Analytic Weight (W3W2STUTR)

Adjustment for Nonresponse for W3W2STUTR

The deceased students and 2013 Update questionnaire incapable students who are high school transcript collection respondents and first follow-up respondents or questionnaire incapable were not included in any nonresponse adjustment used to construct the high school transcript and first follow-up to 2013 Update longitudinal analytic weight. The analytic weight adjusted for nonresponse in the high school transcript collection, first follow-up, and 2013 Update was constructed as

$$w_{4hij} = \begin{cases} w_{3hij}\, a_{3hij}, & \text{for students who responded in the transcript collection, the first follow-up, and 2013 update,} \\ & \text{or for students who responded in the transcript collection, were questionnaire incapable in the first follow-up, and responded in the 2013 Update} \\ 0, & \text{for students who did not respond in at least one of the transcript collection, the first follow-up, or 2013 Update} \end{cases} \quad \text{(H-18)}$$

where a_{3hij} is the nonresponse adjustment, w_{3hij} is the high school transcript analytic weight adjusted for triple nonresponse and nonresponse in the high school transcript collection, described in section H.5 and expression (H-12). The minimum, median, and maximum values for a_{3hij} are 1.02, 1.29, and 4.24, respectively.

Weight Calibration to Produce the Final Analytic Weight W3W2STUTR

A calibration factor was applied to the nonresponse-adjusted weight given in expression (H-18) to produce the final high school transcript and first follow-up to 2013 Update analytic weight. The high school transcript and first follow-up to 2013 Update analytic weight (W3W2STUTR) was constructed as

$$w_{5hij} = \begin{cases} w_{4hij}\, a_{4hij}, & \text{for students who responded in the transcript collection, the first follow-up, and 2013 Update,} \\ & \text{or for students who responded in the transcript collection, were questionnaire incapable in the first follow-up, and responded in the 2013 Update} \\ w_{1hij}\, a_{4hij}, & \text{for students who responded in the transcript collection and the first follow-up, and were questionnaire incapable in the 2013 Update,} \\ & \text{for students who responded in the transcript collection, and were questionnaire incapable in the first follow-up and 2013 Update,} \\ & \text{or for deceased students} \\ 0, & \text{for students who did not respond in at least one of the transcript collection, the first follow-up, or 2013 Update} \end{cases} \quad \text{(H-19)}$$

where a_{4hij} is the calibration adjustment determined through the exponential model, w_{4hij} is the weight adjusted for nonresponse in the high school transcript collection, first follow-up, and/or 2013 Update, as described in expression (H-18), and w_{1hij} is the base weight as described in expression (H-1) from section H.1. The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were changed to zero. The

weight input into the model for the responding students, w_{4hi}, was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{4hij} are 0.53, 1.19, and 4.68, respectively.

H.9 High School Transcript and Base Year to First Follow-up to 2013 Update Longitudinal Analytic Weight (W3W1W2STUTR)

Adjustment for Nonresponse for W3W1W2STUTR

The deceased students and 2013 Update questionnaire incapable students who are high school transcript collection respondents, are base year respondents or questionnaire incapable, and first follow-up respondents or questionnaire incapable were not included in any nonresponse adjustment used to construct the high school transcript and base year to first follow-up to 2013 Update longitudinal analytic weight. The analytic weight adjusted for nonresponse in the high school transcript collection, base year, first follow-up, and 2013 Update was constructed as

$$w_{4hij} = \begin{cases} w_{3hij}\, a_{3hij}, & \text{for students who responded in the transcript collection, the base year, first follow-up, and 2013 Update, or for students who responded in the transcript collection, were questionnaire incapable in the base year, and responded in the first follow-up and 2013 Update, or for students who responded in the transcript collection and the base year, were questionnaire incapable in the first follow-up, and responded in the 2013 Update, or for students who responded in the transcript collection, were questionnaire incapable in the base year and first follow-up, and responded in the 2013 Update} \\ 0, & \text{for students who did not respond in at least one of the transcript collection, the base year, first follow-up, or 2013 Update} \end{cases} \quad \text{(H-20)}$$

where a_{3hij} is the nonresponse adjustment, w_{3hij} is the high school transcript analytic weight adjusted for triple nonresponse and nonresponse in the high school transcript collection, described in section H.5 and expression (H-12). The minimum, median, and maximum values for a_{3hij} are 1.05, 1.40, and 3.74, respectively.

Weight Calibration to Produce the Final Analytic Weight W3W1W2STUTR

A calibration factor was applied to the nonresponse-adjusted weight given in expression (H-20) to produce the final high school transcript and base year to first follow-up to 2013 Update analytic weight. The high school transcript and base year to first follow-up to 2013 Update analytic weight (W3W1W2STUTR) was constructed as

$$w_{5hij} = \begin{cases} w_{4hij}\, a_{4hij}, & \text{for students who responded in the transcript collection, the base year, first follow-up, and 2013 Update,} \\ & \text{or for students who responded in the transcript collection, were questionnaire incapable in the base year, and responded in the first follow-up and 2013 Update,} \\ & \text{or for students who responded in the transcript collection and the base year, were questionnaire incapable in the first follow-up, and responded in the 2013 Update,} \\ & \text{or for students who responded in the transcript collection, were questionnaire incapable in the base year and first follow-up, and responded in the 2013 Update} \\ w_{1hij}\, a_{4hij}, & \text{for students who responded in the transcript collection, the base year, and first follow-up, and were questionnaire incapable in the 2013 Update,} \\ & \text{or for students who responded in the transcript collection, were questionnaire incapable in the base year, responded in the first follow-up, and were questionnaire incapable in the 2013 Update,} \\ & \text{or for students who responded in the transcript collection and the base year, and were questionnaire incapable in the first follow-up and 2013 Update,} \\ & \text{or for students who responded in the transcript collection, were questionnaire incapable in the base year, first follow-up, and 2013 Update,} \\ & \text{or for deceased students} \\ 0, & \text{for students who did not respond in at least one of the transcript collection, the base year, first follow-up, or 2013 Update} \end{cases} \quad \text{(H-21)}$$

where a_{4hij} is the calibration adjustment determined through the exponential model, w_{4hij} is the weight adjusted for nonresponse in the high school transcript collection, base year, first follow-up, and/or 2013 Update, as described in expression (H-20), and w_{1hij} is the base weight as described in expression (H-1) from section H.1. The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were changed to zero. The weight input into the model for the responding students, w_{4hi}, was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{4hij} are 0.53, 1.21, and 4.82, respectively.

Appendix I: Transcript Data Collection Materials

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Initial Transcript Request Letter

May 8, 2015

«sch_tcontact_name»
«sch_entity_name»
«sch_address»
«sch_citystzip»

Website: https://surveys.nces.ed.gov/hsls/
Study ID: «sch_entity_id»
Password: «password»

Dear «sch_tcontact_name»:

We are contacting you to request sample member transcripts for the US Department of Education's High School Longitudinal Study of 2009 (HSLS:09). This package includes information about the study and instructions for preparing and transmitting the transcripts.
We are requesting the following information:

-- Completed School Information Page (SIP)
-- Student Transcripts for Sampled Students
«catalogfill»

HSLS:09 is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education, which has contracted with RTI International (RTI), an independent nonprofit research organization, to collect student transcripts for research purposes. Data will be used to provide information that will be used by Congress, researchers, and policymakers to improve the quality of education in America.

We have informed parents and students of the transcript collection each time we collected data for HSLS:09 since 2009. All correspondence to parents and students contained a reference to the transcript data collection scheduled for the 2013-2014 academic year. That correspondence includes all of our parent consent forms for study participation, the study brochures and web site, the student instructions during the in-school data collection, the panel maintenance postcards sent out each year, and the telephone interview lead letters.

To complete our request, please log in to the secure study website at https://surveys.nces.ed.gov/hsls/ using the study ID and password printed on this letter. The list of students for whom transcripts are requested is posted on the site. Also available at the website are the School Information Page (SIP) and instructions for obtaining reimbursement for the requested transcripts, should you require it. We prefer that you complete the School Information Page online and upload transcripts via the secure study website. The attached transcript instructions provide additional ways of submitting the transcripts. You also have the option to print the School Information Page from the secure website and fax that information to us.

We would appreciate receiving the requested transcript data on or before «duedate». Please do not hesitate to call us if you feel you need to have a later delivery date. If you have any questions about the HSLS:09 transcript collection, please call our Help Desk toll-free at 1-866-253-1063 between 8:30 AM and 6:00 PM Eastern time, Monday through Friday. We can also be reached by e-mail at hsls@rti.org
Collection of transcript information is on behalf of the Secretary of Education under the *Family Educational Rights and Privacy Act* (FERPA). FERPA allows the release of records to the Secretary of Education or his agents without prior written consent for the evaluation of Federal- and State-supported education programs. For additional information on FERPA, please visit our study website at

https://surveys.nces.ed.gov/hsls/ A disclosure notice that can be placed in each student's file is also available on the study website.

NCES is authorized by federal law (Public Law 107-279) to conduct HSLS:09. Responses and student record information may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law (ESRA 2002, 20 U.S.C., § 9573). Data will be combined to produce statistical reports for Congress and others. No individual data (e.g., names or addresses) will be reported.

A representative from RTI will contact you in a few days to confirm your receipt of this letter, answer any questions you may have and to identify the person at your school most qualified to provide the requested student transcripts.

Thank you for your cooperation and timely attention to this matter.

Sincerely,

Jeffrey Owings, Ph.D.
Associate Commissioner, Elementary/Secondary & Libraries Studies Division
National Center for Education Statistics
U.S. Department of Education

Please visit the study website for more information:

https://surveys.nces.ed.gov/hsls/

To log in, enter the study ID below

and enter the password below.

NCES is authorized to conduct HSLS:09 under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0852, and it is completely voluntary. Depending on the number of students per institution, and the method with which transcripts are provided, it is expected that the range will be 0.5 to 3 hours, with an average burden of 2 hours per institution. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. OMB Expiration Date: 04/30/2016

Transcript Instructions

Transcript Instructions

There are 4 primary steps for providing data. You will need to access the secure study website at https://surveys.nces.ed.gov/hsls. Log in using the study ID and password printed at the bottom of the letter you received from RTI.

NOTE: You will need your study ID and password each time you log in to the website.

1 Complete the School Information page

On this page, you will need to provide or confirm selected information about your school including grading scale and term system. This page is accessible from the Dashboard on the website. If you prefer to provide the information on a paper form, please print a copy from the study website.

2 Complete the Transcript Data Submission page

Each student's name and study ID number will be listed on the transcript data transmission page. Please check the box next to each student whose transcript you are sending and select the mode of submission. If you are unable to provide a transcript, please enter the reason in the space provided—for example, "No record of student's attendance" or "Transcript cannot be located." Please print and retain a copy for your records.

NOTE: You must complete the Transcript Data Submission webpage prior to sending transcript data, so that we may verify receipt of all transcript data submitted. Once you have sent the transcript data, click Submit. This page is accessible from the Dashboard.

3 Transmit Transcript Data

A number of options are available for transmitting transcript data to RTI. Each is described below.

Uploading to the Secure Study Website: Uploading electronic transcript data directly to the secure website is the preferred method for sending transcript data.

Faxing Hard Copy Transcripts: If your school is unable to provide the transcript data electronically via any of the methods previously mentioned, you may fax transcripts to one of our secure fax numbers (877-254-1952 or 877-653-1239). First, send a test fax using the Student Transcript Fax Cover Page included in your school packet, with your name, telephone number, and fax number, to ensure that the transfer is working correctly. Please verify that the fax number matches one of our secure fax numbers. Once you have done this, please fax the completed Student Transcript Fax Cover Page that you received in your packet and your students' transcripts to the same number.

Sending Transcript Data as an Encrypted Attachment by Electronic Mail: If you choose to use electronic mail (e-mail) to submit student transcript data, the attachment containing the data will need to be encrypted, using software such as SecureZIP (select the option Use FIPS 140 Mode), to ensure they are transmitted securely. SecureZIP can be downloaded from the website:

http://www.securezip.com. Detailed instructions for downloading and using SecureZIP can be accessed from the link "E-mail transcript data as an encrypted attachment." If you choose to use encryption software other than SecureZIP, please contact the Help Desk to ensure that the software complies with our security standards.

Once the attachment is encrypted, send to hsls@rti.org and include the file names and descriptions. If you need assistance with this process, please contact the Help Desk toll-free at 866-253-1063 or via e-mail at hsls@rti.org.

Sending Transcript Data via the SPEEDE Server: If you are a registered user of the SPEEDE server at the University of Texas at Austin and wish to use it to send your transcripts, please select School Code “RTIIES” with School Name “RTI Intl Educ Studies Div” as the transcript recipient.

Sending Redacted Transcripts via FedEx: If your school is unable to provide the transcript data via any of the other methods, you may send them via FedEx at no cost to you after redacting each student’s personally identifiable information and writing his/her study ID on the transcript. Please refer to the website link “Sending redacted transcripts via FedEx” for instructions.

4 Provide Requested Course Catalogs or Course Descriptions

Once transcript data are received, the individual courses reported in the transcript data will be coded using a common classification system, the National Center for Education Statistics' (NCES) Classification of Secondary School Courses (CSSC) or School Codes for the Exchange of Data (SCED). Course catalogs (also referred to as course descriptions) are used as a resource in this process. If we need a course catalog from your school, this will be listed in the initial letter.

Fax Cover Page

Student Transcript Fax Cover Page

School ID: «sch_entity_id»

Name of Sender: _____

School Name: _____

Date: _____

Telephone number: _____

Fax number: _____

Number of Pages: _____

Number of Student Transcripts: _____

Instructions:

1. Fax this document to 877-254-1952 or 877-653-1239 as a test page.
2. Check the confirmation page that prints from your fax machine and confirm that the fax was sent to the correct number.
3. Fax the completed Student Transcript Fax Cover Page and your students' transcripts to the same number.

If you need assistance, please contact our Help Desk at 1-866-253-1063 or e-mail us at hsls@rti.org.

Instructions for Sending Redacted Transcript via FedEx

The following instructions for sending redacted transcripts via FedEx can be accessed on the secure study website once a user has logged into the website.

Redacted Transcripts via FedEx

If your school is unable to provide the transcript data via any of the other methods, you may send them via FedEx (at no cost to you) after redacting each student's personally identifiable information (student name, address, DOB, SSN) and writing his/her HSLS study ID on the transcript. Please make certain you don't include HSLS:09 on any of the labels. You will find each student's HSLS study ID listed on the Transcript Data Transmission webpage beside the student's name.

Instructions for Completing the Fed Ex Shipping Label:

- Include the following number in the internal billing reference number field: 0212678.001.431.

- On the lower right hand side of the label is a section titled Payment. Please mark "Recipient" and add 4080-1226-0 in the FedEx Acct. No. field.

- Mark the service as Priority Overnight.

Send the student transcripts to:

RTI International

Attention: Data Capture (Project #: 0212678.001.431) 1000 Parliament Court, Suite 100 Durham, NC 27703

Phone: 919-541-8929

If you need assistance with this process, please contact our Help Desk toll-free at 1-866-253-1063 or via e-mail at HSLS@rti.org.

Family Educational Rights and Privacy Act Regulations

34 CFR Part 99

Subpart A—General

Section

99.1 To which education agencies or institutions do these regulations apply?

99.2 What is the purpose of these regulations?

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99.4 What are the rights of parents?

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Subpart B—What Are the Rights of Inspection and Review of Education Records?

Section

99.10 What rights exist for a parent or eligible student to inspect and review education records?

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99.12 What limitations exist on the right to inspect and review records?

Subpart C – What Are the Procedures for Amending Education Records?

Section

99.20 How can a parent or eligible student request amendment of the student's education records?

99.21 Under what conditions does a parent or eligible student have the right to a hearing?

99.22 What minimum requirements exist for the conduct of a hearing?

Subpart D—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

Section

99.30 Under what conditions is prior consent required to disclose information?

99.31 Under what conditions is prior consent not required to disclose information?

99.32 What recordkeeping requirements exist concerning requests and disclosures?

99.33 What limitation apply to the redisclosure of information?

99.34 What conditions apply to disclosure of information to other education agencies or institutions?

99.35 What conditions apply to disclosure of information for Federal or State program purposes?

99.36 What conditions apply to disclosure of information in health and safety emergencies?

99.37 What conditions apply to disclosing directory information?

99.38 What conditions apply to disclosure of information as permitted by State stature adopted after November 19, 1974 concerning the juvenile justice system?

99.39 What definitions apply to the nonconsensual disclosure of records by postsecondary educational institutions in connection with disciplinary proceedings concerning crimes of violence or non-forcible sex offenses?

Subpart E – What are the Enforcement Procedures?

Section

99.60 What functions has the Secretary delegated to the Office and to the Office of Administrative Law Judges?

99.61 What responsibility does an educational agency or institution have concerning conflict with State or local laws?

99.62 What information must an educational agency or institution submit to the Office?

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99.64 What is the complaint procedure?

99.65 What is the content of the notice of complaint issued by the Office?

99.66 What are the responsibilities of the Office in the enforcement process?

99.67 How does the Secretary enforce decisions?

AUTHORITY: 20 U.S.C. 1232g unless otherwise noted.

PART 99 – FAMILY EDUCATIONAL RIGHTS AND PRIVACY

The authority citation for part continues to read as follows:

AUTHORITY: 20 U.S.C. 1232g, unless otherwise noted.

Subpart A—General

§ 99.1 To which educational agencies or institutions do these regulations apply?

(a) Except as otherwise noted in § 99.10, this part applies to an educational agency or institution to which funds have been made available under any program administered by the Secretary, if—

(1) The educational institution provides educational services or instruction, or both, to students; or

(2) The educational agency is authorized to direct and control public elementary secondary, or postsecondary educational institutions.

(b) This part does not apply to an educational agency or institution solely because students attending that agency or institution receive non-monetary benefits under a program referenced in paragraph (a) of this section, if no funds under that program are made available to the agency or institution.

on the contested information in the record or stating why he or she disagrees with the decision of the agency or institution, or both.

(c) If an educational agency or institution places a statement in the education records of a student under paragraph (b)(2) of this section, the agency or institution shall:

(1) Maintain the statement with the contested part of the record for as long as the record is maintained; and

(2) Disclose the statement whenever it discloses the portion of the record to which the statement relates.

(Authority: 20 U.S.C 1232g(a)(2))

§99.22 What minimum requirements exist for the conduct of a hearing?

The hearing require by § 99.21 must meet, at a minimum, the following requirements:

(a) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.

(b) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.

(c) the hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.

(d) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence relevant ot the issues raised under § 99.21. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

(e) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

(f) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

(Authority: 20 U.S.C 1232g(a)(2))

Subpart D—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

§ 99.30 Under what conditions is prior consent required to disclose information?

(a) The parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records, except as provided in § 99.31.

(b) The written consent must:

(1) Specify the records that may be disclosed;

(2) State the purpose of the disclosure; and

(3) Identify the party or class of parties to whom the disclosure may be made.

(c) When a disclosure is made under paragraph

(a) of this section:

(1) If a parent or eligible student so requests, the educational agency or institution shall provide him or her with a copy of the records disclosed; and

(2) If the parent of a student who is not an

eligible student to requests, the agency or institution shall provide the student with a copy of the records disclosed.

(Authority: 20 U.S.C 1232g (b)(1) and (b)(2)(A))

§ 99.31 Under what conditions is prior consent not required to disclose information?

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by § 99.30 if the disclosure meets one or more of the following conditions:

(1) The disclose is to other school officials, including teachers, within the agency or institution who the agency or institution has determined to have legitimate educational interests.

(2) The disclosure is, subject to the requirements of § 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll.

(3) The disclosure is, subject to the requirements of § 99.35, to authorized representatives of—

(i) The comptroller General of the United States;

(ii) The Attorney General of the United States;

(iii) The Secretary; or

(iv(State and local educational authorities.

(4)(i) The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(A) Determine eligibility for the aid;

(B) Determine the amount of the aid;

(C) Determine the conditions for the aid; or

(D) Enforce the terms and conditions of the aid.

(ii) As used in paragraph (a)(4)(i) of this section, “financial aid” means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual’s attendance at an educational agency or institution.

(Authority: 20 U.S.C 1232g(b)(1)(D))

(5)(i) The disclosure is to State and local official or authorities to whom this information is specifically—

(A) Allowed to be reported or disclosed pursuant to a State statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student whose records are released; or

(B) Allowed to be reported or disclosed pursuant to a State statute adopted after November 19, 1974, subject to the requirements of § 99.38.

(ii) Paragraph (a)(5)(1) of this section does not prevent a State from further limiting number or type of State or local officials to whom disclosure may be made under that paragraph.

(6)(i) The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

A) Develop, validate, or administer predictive tests;

(B) Administer student aid programs; or

(C) Improve instruction.

(iii) The agency or institution may disclose in

formation under paragraph (a)(6)(i) of this section if:

(A) The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization; and

(B) The information is destroyed when no longer needed for the purposes for which the study was conducted.

(iii) If this Office determines that a third party outside the educational agency or institution to whom information is disclosed under this paragraph (a)(6) violates paragraph (a)(6)(ii)(B) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

(iv) For the purposes of paragraph (a)(6) of this section, the term "organization" includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

(7) The disclosure is to accrediting organization to carry out their accrediting functions.

(8) The disclosure is to parents, as defined in § 99.3, of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.

(9)(i) The disclosure is to comply with a judicial order or lawfully issued subpoena.

(ii) The educational agency or institution may disclose information under paragraph (a)(9)(i) of this section only if the agency or institution makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with—

(A) A Federal grand jury subpoena and the court has order that the existence or the contents of the subpoena or the information furnished in response of the subpoena not be disclosed; or

(B) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in the response to the subpoena not be disclosed.

(iii)(A) If an educational agency or institution initiates legal action against a parent or student, the educational agency or institution may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the educational agency or institution to proceed with the legal action as plaintiff.

(B) If a parent or eligible student initiates legal action against an educational agency or institution, the educational agency or institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the educational agency or institution to defend itself.

(10) The disclosure is in connection with a health or safety emergency, under the conditions described in § 99.36.

(11) The disclosure is information the educational agency or institution has designated as "directory information," under the condition described in § 99.37.

(12) The disclosure is to the parent of a student who is not an eligible student or to the student.

(13) The disclosure, subject to the requirements in § 99.39, is to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. the disclosure may only include the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. The institution may disclose the final results of the disciplinary proceeding, regardless of whether the institution concluded a violation was committed.

(14)(i) The disclosure, subject to the requirements in § 99.39, is in connection with a disciplinary proceeding at an institution of

postsecondary education. The institution must not disclose the final results of the disciplinary proceeding unless it determines that—

(A)The student is an alleged perpetrator of a crime of violence or non-forcible sex offense: and

(B) With respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies.

(ii) The institution may not disclose the name of any other student, including a victim or witness, without the prior written consent of the other student.

(iii) This section applies only to the disciplinary proceedings in which the final results were reached on or after October 7, 1998.

(15)(i) The disclosure is to a parent of a student at an institution of postsecondary education regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if—

(A) The institution determines that the student has committed a disciplinary violation with respect to that use or possession; and

(B) The student is under the age of 21 at the time of the disclosure to the parent.

(iii) Paragraph (a)(15) of this section does not supersede any provision of State law that prohibits an institution of postsecondary education from disclosing information.

(b) Paragraph (a) of this section does not forbid an educational agency or institution from disclosing, nor does it require an educational agency or institution to disclose, personally identifiable information from the education records of a student to any parities under paragraphs (a)(1) through (11), (13), (14), and (15) of this section.

(Authority: 20 U.S.C 1232g(a)(5)(A), (b)(1), (b)(2)(B), (b)(6), (h) and (i))

§ 99.32 What recordkeeping requirements exist concerning requests and disclosures?

(a)(1) An educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student.

(2) The agency or institution shall maintain the record with the education records of the student as long as the records are maintained.

(3) For each request or disclosure the record must include:

(i) The parties who have requested or received personally identifiable information from the education records; and

(ii) The legitimate interests the parties had in requesting or obtaining the information.

(b) If an educational agency or institution discloses personally identifiable information from an education record with the understanding authorized under § 99.33(b), the record of the disclosure required under this section must include:

(1) The names of the additional parties to which the receiving party may disclose the information on behalf of the educational agency or institution; and

(2) The legitimate interests under § 99.31 which each of the additional parties has in requesting or obtaining the information.

(c) The following parties may inspect the record relating to each student:

(1) The parent or eligible student.

(2) The school official or his or her assistants who are responsible for the custody of the records.

(3) Those parties authorized in § 99.31(a)(1) and (3) for the purposes of auditing the recordkeeping procedures of the educational agency or institution.

(d) Paragraph (a) of this section does not apply if the request was from, or the disclosure was to:

(1) The parent or eligible student;

(2) A school official under § 99.31 (a)(1);

(3) A party with written consent from the parent or eligible student;

(4) A party seeking directory information; or

(5) A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

(Approved by the Office of Management and Budget under control number 1880-0508)

(Authority: 20 U.S.C 1232g(b)(1) and (b)(4)(A)

§ 99.33 What limitations apply to the redisclosure of information?

(a)(1) An educational agency of institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student.

(2) The officers, employees, and agents of a party that receives information under paragraph (a)(1) of this section may use the information, but only for the purposes for which the disclosure was made.

(b) Paragraph (a) of this section does not prevent an educational agency or institution from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosure of the information on behalf of the educational agency or institution if:

(1) The disclosures meet the requirements of § 99.31; and

(2) The educational agency or institution has complied with the requirements of § 99.32(b).

(c) Paragraph (a) of this section does not apply to disclosures made to parents of dependent students under § 99.31(a)(8), to disclosures made pursuant to court orders, lawfully issued subpoenas, or litigation under § 99.31(a)(9), to disclosures of directory information under § 99.31(a)(11), to disclosures made to a parent or student under § 99.31(a) (12), to disclosures made in connection with
a disciplinary proceedings under § 99.31(a) (14), or to disclosures made to parents under § 99.31(a)(15).

(d) Excerpt for disclosures under § 99.31(a) (9), (11) and (12), and educational agency or institution shall inform a party to whom disclosure is made of the requirements of this section.

(e) If this Office determines that a third party improperly rediscloses personally identifiable information from education records in violation of § 99.33(a) of this section, the educational agency or institution may not allow that third party access to personally identifiable information form education records for at least five years.

(Authority: 20 U.S.C 1232g(b)(4)(B))

§ 99.34 What conditions apply to disclosure of information to other educational agencies or institutions?

(a) An educational agency or institution that discloses an education record under § 99.31(a)(2) shall:

(1) Make a reasonable attempt to notify the parent or eligible student at the last known address of the parent or eligible student, unless:

(i) The disclosure is initiated by the parent or eligible student; or

(ii) The annual notification of the agency or institution under § 99.7 includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll:

(2) Give the parent or eligible student, upon request, a copy of the record that was disclosed; and

(3) Give the parent or eligible student, upon request, an opportunity for a hearing under Subpart C.

(b) An educational agency or institution may disclose an education record of a student in attendance to another educational agency or institution if:

(1) The student is enrolled in or receives services from the other agency or institution; and

(2) The disclosure meets the requirements of paragraph (a) of this section.

(Authority: 20 U.S.C 1232g(b)(1)(B))

§ 99.35 What conditions apply to disclosure of information for Federal or State program purposes?

(a) The officials listed in § 99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs.

(b) Information that is collected under paragraph (a) of this section must:

(1) Be protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to in paragraph (a) of this section; and

(2) Be destroyed when no longer needed for the purposes listed in paragraph (a) of this section.

(c) Paragraph (b) of this section does not apply if:

(1) The parent or eligible student has give written consent for the disclosure under § 99.30; or

(2) The collection of personally identifiable information is specifically authorized by Federal law.

(Authority: 20 U.S.C 1232g(b)(3))

§ 99.36 What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in the Act or this part shall prevent an educational agency or institution from—

(1) Including in the education records of a student appropriate information

Disclosure Notice

DISCLOSURE NOTICE

DISCLOSURE NOTICE

Student record data for this student have been provided to RTI International, a nonprofit research organization and agent for the U.S. Department of Education, National Center for Education Statistics (NCES). This disclosure statement fulfills the requirements of 34 CFR 99.32(a) pursuant to the *Family Educational Rights and Privacy Act* (FERPA) (20 U.S.C. 1232g).

The data were requested for the High School Longitudinal Study of 2009. NCES is authorized by federal law to conduct this voluntary study. Responses and student record information may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law (ESRA 2002, 20 U.S.C., § 9573). Data from these records will be combined with others into statistical summaries and tables. No individual data (e.g., names or addresses) will be reported.

OMB # 1850-0852
Expiration Date: 4/30/2015

School Information Page

School Information Page
High School Longitudinal Study (HSLS) Transcript Collection

School ID#:«sch_entity_id»

Preparer's name _____

Preparer's title _____

Preparer's e-mail address _____

Preparer's telephone number _____

Date prepared _____

Your answers to the items below will help us analyze the transcripts. We ask that you visit the secure study website (https://surveys.nces.ed.gov/hsls/), login with the study ID and password provided on the letter you received with this document, and complete this form online. If that is not possible, please complete this hardcopy form and fax to RTI at 877-254-1952 or 877-653-1239.

1. **Please specify below your school's grade scale (the percentage equivalent of each letter grade). Select Grade Scale 1, Grade Scale 2, or Other Grade Scale and then fill in the percentages your school uses.**

Grade Scale 1
A= ____% to ____%
B= ____% to ____%
C= ____% to ____%
D= ____% to ____%
F= ____% to ____%
pass/satisfactory = ____% to ____%
fail/unsatisfactory= ____% to ____%

Grade Scale 2
A+= ____% to ____%
A = ____% to ____%
A- = ____% to ____%
B+= ____% to ____%
B = ____% to ____%
B- = ____% to ____%
C+= ____% to ____%
C = ____% to ____%
C- = ____% to ____%
D+= ____% to ____%
D = ____% to ____%
D- = ____% to ____%
F = ____% to ____%
pass/satisfactory = ____% to ____%
fail/unsatisfactory= ____% to ____%

Other Grade Scale

2. **If your school weights certain courses or programs (such as Advanced Placement or honors), please specify the system you use below.**

3. **Is any of the information below <u>unavailable</u> at your school and consequently not included on or with the transcripts you are providing? Check off each piece of information that is unavailable.** Please attempt to retrieve any information not routinely included on transcripts at your school from other sources, such as student records, and provide only the requested information by writing it on each student's transcript photocopy or printout or by sending copies of additional documents.

Student-level information:

_____ Student address
_____ Participation in specialized programs
_____ Date student left school (graduation date or final withdrawal date)
_____ Reason student left school (graduated, transferred, etc.)
_____ Type of diploma awarded (standard diploma, GED, certificate of attendance, etc.)
_____Cumulative GPA
_____ Standardized test scores for the PSAT, SAT/ACT, AP, and/or SAT subject tests
_____ Date taken for the PSAT, SAT/ACT, AP, and/or SAT subject tests
_____ International Baccalaureate (IB) test scores and date taken

Coursetaking histories for grades 9 through 12* including:

_____ Course title

_____ Course number

_____ School name where course was taken

_____ School year course was taken

_____ Grade level course was taken

_____ Term course was taken

_____ Number of credits earned for each course taken

_____ Raw course grade/Standardized letter grade received

_____ Classification of Secondary School Courses (CSSC) code

_____ School Codes for the Exchange of Data (SCED)

*If coursetaking histories prior to 9th grade are available, we would be grateful for their inclusion as well. There is keen interest, in particular, in identifying students who have taken algebra or geometry prior to 9th grade.

4. **Please specify below how your school calculates Grade Point Average (GPA), including whether all courses are included in the calculation or only academic courses.**

5. **For 2012-2013, how many credits did a student in this school earn for a course that meets every day for a single class period throughout the school year (or is equivalent to such a course)?**
_____ credits.

   If this changed during the past four years, please also answer the question for each of the school years below:

   2009-2010: _____ credits

   2010-2011: _____ credits

   2011-2012: _____ credits

6. **Please specify below what term system your school uses (e.g., year, semesters, quarters, trimesters, etc.).**

7. **Please send course catalogs, course descriptions, or equivalent documents for the school years listed below.** Place a checkmark next to the school year(s) for which you are sending a course catalog. If these catalogs are not available, please send master teaching schedules and/or course listings or similar documents. (If there are no catalogs listed below, please skip to item 9.)

   «catfill09»

   «catfill10»

   «catfill11»

   «catfill12»

8. **Have there been substantial changes in your course offerings between the 2009-2010 school year and the 2012-2013 school years? Please indicate yes or no, and, if yes, please explain.**

9. **Please indicate whether or not courses are available to your students in any of the ways listed below. If offered/available, also indicate whether your school's course catalogs and transcripts include this information:**

		If available to your students		
	Available to your students? (Y/N)	Do your course catalogs include information identifying these courses? (Y/N)	Do your transcripts include information identifying these courses? (Y/N)	Notes/Comments Are there special symbols or abbreviations used to identify these courses in your course catalogs and on transcripts? If so, please list them below.
Courses taught off-site at career/technical or vocational center[1]				
Courses provided at or by a postsecondary institution - for high school credit only				
Courses provided at or by a postsecondary institution - for dual credit[2]				
Courses that are part of a tech-prep program[3]				
Courses that are part of a career academy[4]				
Courses taught on-line or via distance education				

If these courses are not included in your school's standard course catalog, please send us course catalogs or lists (if available) that contain the courses (including the vocational center or other facility's catalog if it has its own, as applicable). Please record how many of these catalogs (or lists) you are sending: _____.

[1] Typically provides career/technical instruction only; students attend part-time and receive their academic instruction at a home high school.

[2] A course taken which enables a student to earn both high school and college credit.

[3] A course that can be taken as part of a program of integrated academic and vocational high school study linked to a related postsecondary program (e.g., 2+2 program).

[4] A course taken as part of a school-within-a school program in which a curriculum that integrates academic and vocational courses is organized around broad career areas (e.g., health, transportation, information technology).

9. **Please place a checkmark next to the types of high school diplomas offered at your school (check all that apply) and indicate the total number of credits required for graduation for the different types.** If this information is in the course catalogs, please indicate which page the information is on: page_____.

Diploma Type	Offered?	# of Credits
Standard		
Regents (NY State Only)		
Honors		
Certificate of Merit		
Vocational		
Special Education		
Certificate of Attendance		
International Baccalaureate		
Other (specify)		

10. **Please provide below (or on additional pages) any information about the transcripts or course catalogs you are providing that would be helpful in processing them, including keys to abbreviations on the transcripts.**

Please call RTI toll-free at 1-866-253-1063 or email us at hsls@rti.org if you have any questions/concerns. Thank you for your help. We appreciate your cooperation.

School Post Consent Request Letter/E-mail – Explicit

«MailingDate»

«RecipientName»
«SchoolName»
«Address1»
«Address2»
«City», «State» «Zip»

Dear «RecipientName»:

Recently, we contacted you about the collection of high school transcripts as part of the High School Longitudinal Study of 2009 (HSLS:09). You may recall that HSLS:09 is sponsored by the National Center for Education Statistics (NCES) which contracted RTI International (RTI), a not-for-profit research organization, to collect the transcript data. The study focuses on understanding how high school experiences affect students' learning and their educational and career choices and explores students' transitions from high school to college, the labor force, and adult roles. Of special interest is coursetaking and career preparation in math and science. Transcript data provide important, critically valuable information about how a student's courses and grades influence subsequent postsecondary success in work or at college. At this time, we are contacting you to request transcripts for the students at your school who were selected to participate as fall 2009 9th graders. Enclosed in this package are instructions for preparing and transmitting the transcripts. You can access the list of sampled students on the secure study website (see below).

At your request, RTI mailed a letter to HSLS:09 sampled students (and their parents/guardians) who attended your school. The letter asked the students/parents to sign and return a permission form or logon to a secure website using a unique ID and password and grant permission for the release of the student transcript. You can access the list of sampled students on the secure study website (see below). Beside each student's name, you will be able to view the student or parent's permission to RTI for the release of the student transcript. We ask that you provide transcripts for these students electronically or via fax. We will also accept hard copy transcripts if sent via FedEx and as long as personally identifiable information has been redacted and the HSLS student ID is included on each student's transcript.

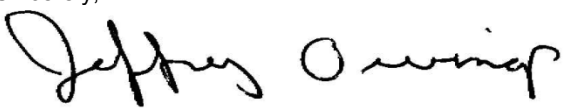
Collection of transcript information is on behalf of the Secretary of Education under the *Family Educational Rights and Privacy Act* (FERPA). FERPA allows the release of records to the Secretary of Education or his agents without prior written consent.

Responses and student record information may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law (ESRA 2002, 20 U.S.C., § 9573). Data will be combined to produce statistical reports for Congress and others. No individual data (e.g., names or addresses) will be reported.

If you have any questions about HSLS:09 transcript collection, please call Jane Griffin at RTI toll-free at 1-866-253-1063 between 8:30 AM and 6:00 PM Eastern time, Monday through Friday. We can also be reached via e-mail at hsls@rti.org.

Thank you for your cooperation and timely attention to this matter.

Sincerely,



Jeffrey Owings, Ph.D.
Associate Commissioner, Elementary/Secondary & Libraries Studies Division
National Center for Education Statistics
U.S. Department of Education

Please visit the study website for more information:

https://surveys.nces.ed.gov/hsls/

To log in, enter the Study ID below and enter the password below.

NCES is authorized to conduct HSLS:09 under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0852, and it is completely voluntary. Depending on the number of students per institution, and the method with which transcripts are provided, it is expected that the range will be 0.5 to 3 hours, with an average burden of 2 hours per institution. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. OMB Expiration Date: 04/30/2016

School Post Consent Request Letter /E-mail– Implied

«MailingDate»

«RecipientName»
«SchoolName»
«Address1»
«Address2»
«City», «State» «Zip»

Dear «RecipientName»:

Recently, we contacted you about the collection of high school transcripts as part of the High School Longitudinal Study of 2009 (HSLS:09). You may recall that HSLS:09 is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education, which has contracted with RTI International (RTI), a not-for-profit research organization, to collect the transcript data. The study focuses on understanding how high school experiences affect students' learning and their educational and career choices and exploring students' transitions from high school to college, the labor force, and adult roles. Of special interest is coursetaking and career preparation in math and science. Transcript data provide important, critically valuable information about how a student's courses and grades influence postsecondary success in work and at college. At this time, we are contacting you to request transcripts for the students at your school who were selected to participate as fall 2009 9th graders. Enclosed in this package are instructions for preparing and transmitting the transcripts. You can access the list of sampled students on the secure study website (see below).

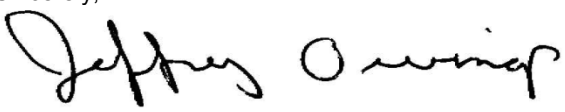
At your request, RTI mailed a letter to your HSLS:09 sampled students (and their parents/guardians). The letter asked the students/parents to opt out if they do NOT want their transcript data to be released. You can access the list of sampled students on the secure study website (see below). It will indicate the names of HSLS:09 sample members who attended your school and who have not contacted us to opt out of the transcript collection as of the three-week period indicated in our correspondents. We ask that you provide transcripts for these students electronically or via fax. We will also accept hard copy transcripts if sent via FedEx and as long as personally identifiable information has been redacted and the HSLS student ID is included on each student's transcript.

Collection of transcript information is on behalf of the Secretary of Education under the *Family Educational Rights and Privacy Act* (FERPA). FERPA allows the release of records to the Secretary of Education or his agents without prior written consent. Responses and student record information may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law (ESRA 2002, 20 U.S.C., § 9573). Data will be combined to produce statistical reports for Congress and others. No individual data (e.g., names or addresses) will be reported.

If you have any questions about HSLS:09 transcript collection, please call Jane Griffin at RTI toll-free at 1-866-253-1063 between 8:30 AM and 6:00 PM Eastern time, Monday through Friday. She can also be reached by mail at: Research Triangle Institute, P.O. Box 12194, Research Triangle Park, NC 27709, or by e-mail at hsls@rt.org.

Thank you for your cooperation and timely attention to this matter.

Sincerely,



Jeffrey Owings, Ph.D.
Associate Commissioner,
Elementary/Secondary & Libraries Studies Division
National Center for Education Statistics
U.S. Department of Education

Please visit the study website for more information:

https://surveys.nces.ed.gov/hsls1/

To log in, enter the study ID below and enter the password

NCES is authorized to conduct HSLS:09 under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0852, and it is completely voluntary. Depending on the number of students per institution, and the method with which transcripts are provided, it is expected that the range will be 0.5 to 3 hours, with an average burden of 2 hours per institution. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. OMB Expiration Date: 04/30/2016

Additional Student Transcript Request Letter/E-mail for Schools

«MailingDate»
«RecipientName»
«SchoolName»
«Address1»
«Address2»
«City», «State» «Zip»

Dear «RecipientName»:

We contacted you recently to obtain transcripts for students who attended «schoolname» and are sample members in the High School Longitudinal Study of 2009 (HSLS:09) being conducted by RTI International for the U. S. Department of Education. We want to thank you for your efforts in providing those valuable data. We are contacting you again to seek additional transcripts for sample members we learned attended your school from another school's transcript. I am requesting transcripts for these {phase2_num} students. [*If only 1 student, then we would say:* I am requesting the transcript for one student.]

Included with this letter are instructions for preparing and transmitting transcript data to RTI. You can find a list of your students for whom transcripts are requested, with their dates of birth, at the secure study website listed in the box below; to access the site, log in using the username and password printed at the bottom of this letter. Also available at the website are instructions for obtaining reimbursement for preparing the transcripts, should your school require it. I would appreciate your sending us the requested transcript data by «due_date». Please call 1-866-253-1063 or e-mail hsls@rti.org if you have any questions.

Thank you again for your assistance with the HSLS:09 transcript collection.

Sincerely,

Dan Pratt
HSLS:09 Project Director

Please visit the study website for more information:

https://surveys.nces.ed.gov/hsls/

To log in, enter the study ID below and the password below.

NCES is authorized to conduct HSLS:09 under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0852, and it is completely voluntary. Depending on the number of students per institution, and the method with which transcripts are provided, it is expected that the range will be 0.5 to 3 hours, with an average burden of 2 hours per institution. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. OMB Expiration Date: 04/30/2016

School Transcript Reminder Letter

<Date>
«TranscriptCoordinatorName»
«SchoolName»
«Address1»
«Address2»
«City», «State» «Zip»

Dear «TranscriptCoordinatorName»:

I am writing to encourage participation of <schoolname> in the High School Longitudinal Study of 2009 (HSLS:09). The U.S. Department of Education's National Center for Education Statistics (NCES), is collecting the high school transcripts of sample members who are participating in HSLS:09. HSLS:09 follows a cohort of students who were 9th graders in high school in 2009-10 and surveys them later to find out about their education, work, and family experiences. Their transcript data will be linked with interview data and other administrative records to create a rich dataset for researchers in education.

HSLS:09 transcript data are collected in full compliance with the provisions of the *Family Educational Rights and Privacy Act* (FERPA) that allow the release of student records to the Secretary of Education or his agents without prior written consent from students. Let me assure you that very stringent measures are in place to safeguard the privacy of participants. Information on the many secure options available to you for providing transcript data may be found at the secure HSLS:09 website: https://surveys.nces.ed.gov/hsls/.

NCES has contracted with RTI International (RTI) to conduct this important study. Your cooperation with RTI is greatly appreciated. For further information or questions, please contact the Help Desk at 1-866-253-1063 or hsls@rti.org.

Please visit the study website for more information:
https://<website>

To log in, enter the study ID below

and enter the password below.

Your study ID: «entity_id»

Your password: «password»

Sincerely,

Elise Christopher, Ph.D.
NCES Project Officer of HSLS:09
National Center for Education Statistics

NCES is authorized to conduct HSLS:09 under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0852, and it is completely voluntary. Depending on the number of students per institution, and the method with which transcripts are provided, it is expected that the range will be 0.5 to 3 hours, with an average burden of 2 hours per institution. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. OMB Expiration Date: 04/30/2016

Student/Parent Transcript Explicit Consent Letter

«MailingDate»

«studentName» and Parent/Guardian
«Address1»
«Address2»
«City», «State» «Zip»

https://surveys.nces.ed.gov/hsls/
Study ID: «study_id»
«study_password»

Dear «studentName» and Parent/Guardian:

We are contacting you at this time to obtain permission to collect «studentName»'s high school transcript. «studentName»was selected to participate in the High School Longitudinal Study of 2009 (HSLS:09), a study that began with a sample of 9th graders in 2009 and included a follow-up in the spring of 2012. Students, parents, and schools participating in HSLS:09 have all been notified in our previous correspondence that we will be collecting transcripts. The information we will collect from the transcript includes dates of enrollment, reason for leaving school (graduated, transferred, etc.), grade point average, standardized test scores, type of diploma awarded and date awarded, and, for each course taken between grades 9 through 12, course number and title, number of credits earned, and grade assigned. We will also collect information about high-school-level courses that were taken prior to 9th grade. Transcripts will be collected under the guidelines of the *Family Educational Rights and Privacy Act*, and will remain confidential. Please note that if the school charges a fee for obtaining the transcript, HSLS:09 will pay the fee.

Youth age 18 or older**: If you give permission for your transcript to be obtained, please write down your name and then sign/date the block in option #1. If you do not give permission for your transcript to be obtained, please write down your name and sign/date the block in option #2.**

Parents of youth under age 18**: If you give permission for your son or daughter's transcript to be obtained, please write down his or her name and then sign/date the block in option #3. If you do not give permission for your son or daughter's transcript to be obtained, please write down your son or daughter's name and sign/date the block in option #4.**

HSLS:09 is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education and conducted by RTI International. The study focuses on understanding how high school experiences affect students' learning and their educational and career choices. The study also explores students' transitions from high school to college, the labor force, and adult roles. Of special interest is course taking and career preparation in math and science. Transcript data provide important information to researchers and policymakers about how a student's courses and grades make a difference in subsequent work success and college experiences.

Participation is voluntary. Any participant may withdraw from the study at any time. There is no penalty if you or your son or daughter decides not to participate or give permission to release high school transcripts. While there are no risks or direct benefits to taking part in the study, results of this study may help develop policies that benefit all children in the future.

NCES is authorized by federal law (Public Law 107-279) to conduct HSLS. RTI International, an independent nonprofit research organization based in North Carolina, is conducting the study for NCES. Responses and student record information may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law (ESRA 2002, 20 U.S.C., § 9573). Data will be combined to produce statistical reports for Congress and others. No individual data (e.g., names or addresses) will be reported.

If you have any questions about HSLS:09 or participation in the survey or transcript collection, please call Jane Griffin at RTI toll-free at 1-866-253-1063 between8:30 AM and 5 PM Eastern time, Monday through Friday. If you have any questions about your rights as a study participant, you can call RTI's Office of Research Protection at 1-866-214-2043 (a toll-free number). Both can be reached at: Research Triangle Institute, P.O. Box 12194, Research Triangle Park, NC 27709.

We thank you in advance for your cooperation in this important research.

Sincerely,

Jeffrey Owings, Ph.D.
Associate Commissioner, Elementary/Secondary & Libraries Studies Division
National Center for Education Statistics

NCES is authorized to conduct HSLS:09 under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0852, and it is completely voluntary. Depending on the number of students per institution, and the method with which transcripts are provided, it is expected that the range will be 0.5 to 3 hours, with an average burden of 2 hours per institution. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. OMB Expiration Date: 04/30/2016

High School Longitudinal Study of 2009 Permission Form to Obtain Transcript

The information RTI will collect from the transcript includes dates of enrollment, reason for leaving school (graduated, transferred, etc.), grade point average, standardized test scores, type of diploma awarded and date awarded, and, for each course taken between grades 9 through 12, course number and title, number of credits earned, and grade assigned. RTI will also collect information about high-school-level courses that were taken prior to 9th grade.

Please sign the form or go to https://surveys.nces.ed.gov/hsls/ and click the radio button beside the line that indicates your decision regarding participation in this phase of the study. Please choose only one option and then review the student's name, address, and phone number at the bottom of the form and make corrections, if needed.
IF YOU CHOOSE TO GRANT PERMISSION USING THE HARD COPY FORM, PLEASE RETURN IT AS SOON AS POSSIBLE.
WE HAVE ENCLOSED AN ENVELOPE ADDRESSED TO RTI.

YOUTH AGE 18 OR OLDER:

Option 1. As a youth age 18 or older, I, _____, give permission to the school to release my high school transcript to RTI as part of the High School Longitudinal Study of 2009.

_____
(Signature of youth age 18 or older) (Date of signature)

Option 2. As a youth age 18 or older, I, _____, do not give permission to the school to release my high school transcript to RTI as part of the High School Longitudinal Study of 2009.

_____
(Signature of youth age 18 or older) (Date of signature)

PARENTS OF A YOUTH PARTICIPANT UNDER AGE 18:

Option 3. As a parent of a youth participant under age 18, I give permission to the school to release the high school transcript of my son/daughter, _____, to RTI as part of the High School Longitudinal Study of 2009.

_____
(Signature of parent or guardian) (Date of signature)

Option 4. As a parent of a youth participant under age 18, I do not give permission to the school to release the high school transcript of my son/daughter, _____, to RTI as part of the High School Longitudinal Study of 2009.

_____
(Signature of parent or guardian) (Date of signature)

PLEASE CORRECT THE INFORMATION BELOW, IF NEEDED:
Student name: «studentName»
Address: «Address1» «Address2» «City», «State» «Zip»
Telephone number: «PhoneNumber»

FOR OFFICE USE ONLY:
Student ID: «CaseID»
High School Name: «SchoolName»
School ID: «SchoolID»

Student/Parent Transcript Implied Consent Letter

«MailingDate»

«studentName» and Parent/Guardian
«Address1»
«Address2»
«City», «State» «Zip»

Dear «studentName» and Parent/Guardian:

We are contacting you at this time to obtain permission to collect «studentName»'s high school transcript. «studentName»was selected to participate in the High School Longitudinal Study of 2009 (HSLS:09), a study that began with a sample of 9th graders in 2009 and included a follow-up in the spring of 2012. Students, parents, and schools participating in HSLS:09 have all been notified in our previous correspondence that we will be collecting transcripts

If you will allow RTI to obtain the high school transcript, you do not need to return this form. If for any reason you object to the high school transcript being obtained, you may simply deny permission**. If you wish to deny RTI permission to obtain the high school transcript, please fill out the form enclosed with this letter and return it to RTI in the enclosed envelope as soon as possible**. We are scheduled to begin transcript collection soon and will include the request for your transcript if we have not received a response from you in 3 weeks.

HSLS:09 is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education and conducted by RTI International. The study focuses on understanding how high school experiences affect students' learning and their educational and career choices and explores students' transitions from high school to college, the labor force, and adult roles. Of special interest is coursetaking and career preparation in math and science. Transcript data provides important information about how a student's courses and grades make a difference in the work success and college experiences of young people. The information we will collect from the transcript includes dates of enrollment, grade point average, standardized test scores, and, for each course taken between grades 9 through 12, course number and title, number of credits earned, and grade assigned. We will also collect information about high-school-level courses that were taken prior to 9th grade. Transcripts will be collected under the guidelines of the *Family Educational Rights and Privacy Act*, and will remain confidential. Please note that if the school charges a fee for obtaining the transcript, HSLS:09 will pay the fee.

Participation is voluntary. Any participant may withdraw from the study at any time. There is no penalty if you or your son or daughter decides not to participate or give permission to release high school transcripts. While there are no risks or direct benefits to taking part in the study, results of this study may help to formulate policies that benefit all children in the future.

NCES is authorized by federal law (Public Law 107-279) to conduct HSLS. RTI International, an independent nonprofit research organization based in North Carolina, is conducting the study for NCES. Responses and student record information may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law (ESRA 2002, 20 U.S.C., § 9573). Data will be combined to produce statistical reports for Congress and others. No individual data (e.g., names or addresses) will be reported.

If you have any questions about HSLS:09 or participation in the survey or transcript collection, please call <name> at RTI toll-free at 1-866-253-1063 between 8:30AM and 5 PM Eastern time, Monday through Friday. If you have any questions about your rights as a study participant, you can call RTI's Office of Research Protection at 1-866-214-2043 (a toll-free number). Both can be reached at: Research Triangle Institute, P.O. Box 12194, Research Triangle Park, NC 27709.

We thank you in advance for your cooperation in this important research.

Sincerely,

Jeffrey Owings, Ph.D.
Associate Commissioner, Elementary/Secondary & Libraries Studies Division
National Center for Education Statistics

NCES is authorized to conduct HSLS:09 under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0852, and it is completely voluntary. Depending on the number of students per institution, and the method with which transcripts are provided, it is expected that the range will be 0.5 to 3 hours, with an average burden of 2 hours per institution. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. OMB Expiration Date: 04/30/2016

High School Longitudinal Study Transcript Permission Denial Form

The information RTI will collect from the transcript includes dates of enrollment, grade point average, standardized test scores, and, for each course taken between grades 9 through 12, course number and title, number of credits earned, and grade assigned. RTI will also collect information about high-school-level courses that were taken prior to 9th grade.

IF YOU GRANT PERMISSION TO THE SCHOOL TO RELEASE THE HIGH SCHOOL TRANSCRIPT TO RTI, YOU DO NOT NEED TO RETURN THIS FORM.

IF YOU DO NOT GRANT PERMISSION TO THE SCHOOL TO RELEASE THE HIGH SCHOOL TRANSCRIPT TO RTI, PLEASE RETURN THIS FORM TO RTI IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE.

Please sign only one option and only if you *do not* give permission. Then, review the student's name, address, and phone number at the bottom of the form and make corrections, if needed.

Parents of a participating youth under age 18: if you wish to deny permission to the school to release the high school transcript to RTI, you should fill in your son/daughter's name and sign and date this form beside option #1 below.

Youth age 18 or older: if you wish to deny permission to the school to release the high school transcript to RTI, you should fill in your name and sign and date the form beside option #2 below.

YOUTH AGE 18 OR OLDER:

Option 1. As a youth age 18 or older, I, _____, DO NOT GIVE PERMISSION to the school to release my high school transcript to RTI as part of the High School Longitudinal Study.

_____
(Signature of youth age 18 or older) (Date of signature)

PARENTS OF YOUTH PARTICIPANT UNDER AGE 18:

Option 2. As a parent of a youth participant under age 18, I DO NOT GRANT PERMISSION to the school to release the high school transcript of my son/daughter, _____, to RTI as part of the High School Longitudinal Study.

_____
(Signature of youth age 18 or older) (Date of signature)

PLEASE CORRECT THE INFORMATION BELOW, IF NEEDED:
Student name: «studentName»
Address: «Address1» «Address2» «City», «State» «Zip»
Telephone number: «PhoneNumber»

FOR OFFICE USE ONLY:
Student ID: «CaseID»
High School Name: «SchoolName»
School ID: «SchoolID»

Appendix J: Transcript Letter Grade Conversion Scale

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Transcript Letter Grade Conversion Scale

CODE	IF FAILURE IS BELOW 60	IF FAILURE IS BELOW 65	IF FAILURE IS BELOW 70
A+	98–100	98–100	99–100
A	93–97	95–97	96–98
A-	90–92	92–94	94–95
B+	87–89	89–91	92–93
B	83–86	86–88	88–91
B-	80–82	83–85	86–87
C+	77–79	80–82	84–85
C	73–76	77–79	80–83
C-	70–72	74–76	78–79
D+	67–69	71–73	76–77
D	63–66	68–70	72–75
D-	60–62	65–67	70–71
F	BELOW 60	BELOW 65	BELOW 70

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Appendix K: ECB Variable Listing

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	STU_ID	Student ID	IDs and Weights	5		A	No
1	Student File	SCH_ID	School ID	IDs and Weights	4		A	No
1	Student File	X1NCESID	X1 School identification number from CCD or PSS	IDs and Weights	12		A	No
1	Student File	X2NCESID	X2 School identification number from CCD or PSS	IDs and Weights	12		A	No
1	Student File	STRAT_ID	Stratum	IDs and Weights	3		N	No
1	Student File	PSU	Primary sampling unit	IDs and Weights	2		N	Yes
1	Student File	X2UNIV1	X2 Sample member status in BY and F1 rounds	IDs and Weights	2		A	Yes
1	Student File	X2UNIV2A	X2 Base year status and how sample member entered F1 sample	IDs and Weights	2		N	Yes
1	Student File	X2UNIV2B	X2 Sample member F1 status	IDs and Weights	2		N	Yes
1	Student File	X3UNIV1	X3 Sample member status in BY, F1, U13, and HS transcript rounds	IDs and Weights	4		A	Yes
1	Student File	W1STUDENT	W1 Base year student analytic weight	IDs and Weights	12	6	N	No
1	Student File	W1PARENT	W1 Base year student home analytic weight	IDs and Weights	12	6	N	No
1	Student File	W1MATHTCH	W1 Base year math-course enrollee analytic weight	IDs and Weights	12	6	N	No
1	Student File	W1SCITCH	W1 Base year science-course enrollee analytic weight	IDs and Weights	12	6	N	No
1	Student File	W2STUDENT	W2 First follow-up student analytic weight	IDs and Weights	12	6	N	No
1	Student File	W2W1STU	W2 First follow-up student longitudinal weight	IDs and Weights	12	6	N	No
1	Student File	W2PARENT	W2 First follow-up student household analytic weight	IDs and Weights	12	6	N	No
1	Student File	W2W1PAR	W2 First follow-up student household longitudinal weight	IDs and Weights	12	6	N	No
1	Student File	W3STUDENT	W3 Student Analytic Weight U13	IDs and Weights	12	6	N	No
1	Student File	W3W1STU	W3 Student Longitudinal Analytic Weight BY-U13	IDs and Weights	12	6	N	No
1	Student File	W3W1W2STU	W3 Student Longitudinal Analytic Weight BY-F1-U13	IDs and Weights	12	6	N	No
1	Student File	W3W2STU	W3 Student Longitudinal Analytic Weight F1-U13	IDs and Weights	12	6	N	No
1	Student File	W3HSTRANS	W3 Student High School Transcript Weight	IDs and Weights	12	6	N	No
1	Student File	W3STUDENTTR	W3 High school transcript and 2013 Update weight	IDs and Weights	12	6	N	No
1	Student File	W3W1STUTR	W3 High school transcript, base year and 2013 Update weight	IDs and Weights	12	6	N	No
1	Student File	W3W1W2STUTR	W3 High school transcript, base year, first follow-up, and 2013 Update weight	IDs and Weights	12	6	N	No
1	Student File	W3W2STUTR	W3 High school transcript, first follow-up, and 2013 Update weight	IDs and Weights	12	6	N	No
1	Student File	X1SEX	X1 Student's sex	BY Student Level Composites	2		N	Yes
1	Student File	X1RACE	X1 Student's race/ethnicity-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1HISPANIC	X1 Student is Hispanic/Latino/Latina-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1WHITE	X1 Student is White-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1BLACK	X1 Student is Black or African American-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1ASIAN	X1 Student is Asian-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1PACISLE	X1 Student is Native Hawaiian/Pacific Islander-composite	BY Student Level Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X1AMINDIAN	X1 Student is American Indian/Alaska Native-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1HISPTYPE	X1 Student's Hispanic/Latino/Latina subgroup-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1ASIANTYPE	X1 Student's Asian subgroup-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1NATIVELANG	X1 Student's native language	BY Student Level Composites	2		N	Yes
1	Student File	X1DUALLANG	X1 Student dual-first language indicator	BY Student Level Composites	2		N	Yes
1	Student File	X1STDOB	X1 Student's date of birth (YYYYMM)	BY Student Level Composites	6		A	No
1	Student File	X1TXMTH	X1 Mathematics theta score	BY Student Level Composites	7	4	N	No
1	Student File	X1TXMSEM	X1 Mathematics standard error of measurement for raw theta score	BY Student Level Composites	7	4	N	No
1	Student File	X1TXMSCR	X1 Mathematics IRT-estimated number right score (of 72 base year items)	BY Student Level Composites	7	4	N	No
1	Student File	X1TXMTSCOR	X1 Mathematics standardized theta score	BY Student Level Composites	7	4	N	No
1	Student File	X1TXMQUINT	X1 Mathematics quintile score	BY Student Level Composites	2		N	Yes
1	Student File	X1TXMPROF1	X1 Mathematics proficiency probability score: level 1	BY Student Level Composites	7	4	N	No
1	Student File	X1TXMPROF2	X1 Mathematics proficiency probability score: level 2	BY Student Level Composites	7	4	N	No
1	Student File	X1TXMPROF3	X1 Mathematics proficiency probability score: level 3	BY Student Level Composites	7	4	N	No
1	Student File	X1TXMPROF4	X1 Mathematics proficiency probability score: level 4	BY Student Level Composites	7	4	N	No
1	Student File	X1TXMPROF5	X1 Mathematics proficiency probability score: level 5	BY Student Level Composites	7	4	N	No
1	Student File	X1MACC	X1 Mathematics assessment accommodations	BY Student Level Composites	2		N	Yes
1	Student File	X1PARRESP	X1 Whether parent questionnaire respondent is Parent 1	BY Student Level Composites	2		N	Yes
1	Student File	X1P1RELATION	X1 Parent 1: relationship to 9th grader	BY Student Level Composites	2		N	Yes
1	Student File	X1PAR1EDU	X1 Parent 1: highest level of education	BY Student Level Composites	2		N	Yes
1	Student File	X1PAR1EMP	X1 Parent 1: employment status	BY Student Level Composites	2		N	Yes
1	Student File	X1PAR1OCC2	X1 Parent 1: current/most recent occupation: 2-digit ONET code	BY Student Level Composites	2		N	Yes
1	Student File	X1PAR1OCC6	X1 Parent 1: current/most recent occupation: 6-digit ONET code	BY Student Level Composites	6		N	Yes
1	Student File	X1PAR1OCC_STEM1	X1 Parent 1: current/most recent occupation: STEM code 1 (sub-domain)	BY Student Level Composites	2		N	Yes
1	Student File	X1PAR1OCC_STEM2	X1 Parent 1: current/most recent occupation: STEM code 2 (type of occupation)	BY Student Level Composites	2		A	Yes
1	Student File	X1PAR1RACE	X1 Parent 1: race/ethnicity	BY Student Level Composites	2		N	Yes
1	Student File	X1P2RELATION	X1 Parent 2: spouse's relationship to 9th grader	BY Student Level Composites	2		N	Yes
1	Student File	X1PAR2EDU	X1 Parent 2: highest level of education	BY Student Level Composites	2		N	Yes
1	Student File	X1PAR2EMP	X1 Parent 2: employment status	BY Student Level Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X1PAR2OCC2	X1 Parent 2: current/most recent occupation: 2-digit ONET code	BY Student Level Composites	2		N	Yes
1	Student File	X1PAR2OCC6	X1 Parent 2: current/most recent occupation: 6-digit ONET code	BY Student Level Composites	6		N	Yes
1	Student File	X1PAR2OCC_STEM1	X1 Parent 2: current/most recent occupation: STEM code 1 (sub-domain)	BY Student Level Composites	2		N	Yes
1	Student File	X1PAR2OCC_STEM2	X1 Parent 2: current/most recent occupation: STEM code 2 (type of occupation)	BY Student Level Composites	2		A	Yes
1	Student File	X1PAR2RACE	X1 Parent 2: race/ethnicity	BY Student Level Composites	2		N	Yes
1	Student File	X1PAREDU	X1 Parents'/guardians' highest level of education	BY Student Level Composites	2		N	Yes
1	Student File	X1PARPATTERN	X1 P1-P2 relationship pattern	BY Student Level Composites	2		N	Yes
1	Student File	X1MOMRESP	X1 Whether parent questionnaire respondent is mother	BY Student Level Composites	2		N	Yes
1	Student File	X1MOMREL	X1 Mother/female guardian's relationship to 9th grader	BY Student Level Composites	2		N	Yes
1	Student File	X1MOMEDU	X1 Mother's/female guardian's highest level of education	BY Student Level Composites	2		N	Yes
1	Student File	X1MOMEMP	X1 Mother/female guardian's employment status	BY Student Level Composites	2		N	Yes
1	Student File	X1MOMOCC2	X1 Mother/female guardian's current/most recent occupation: 2-digit ONET code	BY Student Level Composites	2		N	Yes
1	Student File	X1MOMOCC6	X1 Mother/female guardian's current/most recent occupation: 6-digit ONET code	BY Student Level Composites	6		N	Yes
1	Student File	X1MOMOCC_STEM1	X1 Mother/female guardian's current/most recent occupation: STEM code 1 (sub-domain)	BY Student Level Composites	2		N	Yes
1	Student File	X1MOMOCC_STEM2	X1 Mother/female guardian's current/most recent occupation: STEM code 2 (type of occupation)	BY Student Level Composites	2		A	Yes
1	Student File	X1MOMRACE	X1 Mother's race/ethnicity	BY Student Level Composites	2		N	Yes
1	Student File	X1DADRESP	X1 Whether parent questionnaire respondent is father	BY Student Level Composites	2		N	Yes
1	Student File	X1DADREL	X1 Father/male guardian's relationship to 9th grader	BY Student Level Composites	2		N	Yes
1	Student File	X1DADEDU	X1 Father's/male guardian's highest level of education	BY Student Level Composites	2		N	Yes
1	Student File	X1DADEMP	X1 Father/male guardian's employment status	BY Student Level Composites	2		N	Yes
1	Student File	X1DADOCC2	X1 Father/male guardian's current/most recent occupation: 2-digit ONET code	BY Student Level Composites	2		N	Yes
1	Student File	X1DADOCC6	X1 Father/male guardian's current/most recent occupation: 6-digit ONET code	BY Student Level Composites	6		N	Yes
1	Student File	X1DADOCC_STEM1	X1 Father/male guardian's current/most recent occupation: STEM code 1 (sub-domain)	BY Student Level Composites	2		N	Yes
1	Student File	X1DADOCC_STEM2	X1 Father/male guardian's current/most recent occupation: STEM code 2 (type of occupation)	BY Student Level Composites	2		A	Yes
1	Student File	X1DADRACE	X1 Father's race/ethnicity	BY Student Level Composites	2		N	Yes
1	Student File	X1HHNUMBER	X1 Number of 2009 household members	BY Student Level Composites	2		N	Yes
1	Student File	X1FAMINCOME	X1 Total family income from all sources 2008	BY Student Level Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X1POVERTY	X1 Poverty indicator (relative to 100% of Census poverty threshold)	BY Student Level Composites	2		N	Yes
1	Student File	X1POVERTY130	X1 Poverty indicator (relative to 130% of Census poverty threshold)	BY Student Level Composites	2		N	Yes
1	Student File	X1POVERTY185	X1 Poverty indicator (relative to 185% of Census poverty threshold)	BY Student Level Composites	2		N	Yes
1	Student File	X1SES	X1 Socio-economic status composite	BY Student Level Composites	7	4	N	No
1	Student File	X1SESQ5	X1 Quintile coding of X1SES composite	BY Student Level Composites	2		N	Yes
1	Student File	X1SES_U	X1 Socio-economic status composite derived with locale (urbanicity)	BY Student Level Composites	7	4	N	No
1	Student File	X1SESQ5_U	X1 Quintile coding of X1SES_U composite derived with locale (urbanicity)	BY Student Level Composites	2		N	Yes
1	Student File	X1MTHID	X1 Scale of student's mathematics identity	BY Student Level Composites	5	2	N	No
1	Student File	X1MTHUTI	X1 Scale of student's mathematics utility	BY Student Level Composites	5	2	N	No
1	Student File	X1MTHEFF	X1 Scale of student's mathematics self-efficacy	BY Student Level Composites	5	2	N	No
1	Student File	X1MTHINT	X1 Scale of student's interest in fall 2009 math course	BY Student Level Composites	5	2	N	No
1	Student File	X1SCIID	X1 Scale of student's science identity	BY Student Level Composites	5	2	N	No
1	Student File	X1SCIUTI	X1 Scale of student's science utility	BY Student Level Composites	5	2	N	No
1	Student File	X1SCIEFF	X1 Scale of student's science self-efficacy	BY Student Level Composites	5	2	N	No
1	Student File	X1SCIINT	X1 Scale of student's interest in fall 2009 science course	BY Student Level Composites	5	2	N	No
1	Student File	X1SCHOOLBEL	X1 Scale of student's sense of school belonging	BY Student Level Composites	5	2	N	No
1	Student File	X1SCHOOLENG	X1 Scale of student's school engagement	BY Student Level Composites	5	2	N	No
1	Student File	X1STU30OCC2	X1 Student occupation at age 30: 2-digit ONET code	BY Student Level Composites	2		N	Yes
1	Student File	X1STU30OCC6	X1 Student occupation at age 30: 6-digit ONET code	BY Student Level Composites	6		N	Yes
1	Student File	X1STU30OCC_STEM1	X1 Student occupation at age 30: STEM code 1 (sub-domain)	BY Student Level Composites	2		N	Yes
1	Student File	X1STU30OCC_STEM2	X1 Student occupation at age 30: STEM code 2 (type of occupation)	BY Student Level Composites	2		A	Yes
1	Student File	X1STUEDEXPCT	X1 How far in school 9th grader thinks he/she will get	BY Student Level Composites	2		N	Yes
1	Student File	X1PAREDEXPCT	X1 How far in school parent thinks 9th grader will go	BY Student Level Composites	2		N	Yes
1	Student File	X1STUPRVSCHL_R	X1 School student attended last year (2008-2009): 12-digit NCESID from CCD/PSS (REVISED)	BY Student Level Composites	12		A	No
1	Student File	X1IEPFLAG	X1 Individualized Education Plan	BY Student Level Composites	2		N	Yes
1	Student File	X1TESTSTAT	X1 Student mathematics assessment status	BY Student Level Composites	2		N	Yes
1	Student File	X1TESTDATE	X1 Student mathematics assessment date (YYYYMM)	BY Student Level Composites	6		A	No
1	Student File	X1SQSTAT	X1 Student questionnaire status	BY Student Level Composites	2		N	Yes
1	Student File	X1SQDATE	X1 Student questionnaire date (YYYYMM)	BY Student Level Composites	6		A	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X1SQINCAPABL	X1 Student questionnaire incapable	BY Student Level Composites	2		N	Yes
1	Student File	X1PQSTAT	X1 Parent questionnaire status	BY Student Level Composites	2		N	Yes
1	Student File	X1PQDATE	X1 Parent questionnaire date (YYYYMM)	BY Student Level Composites	6		A	No
1	Student File	X1PQLANG	X1 Parent questionnaire language (English v. Spanish)	BY Student Level Composites	2		N	Yes
1	Student File	X1TMQSTAT	X1 Math teacher questionnaire status	BY Student Level Composites	2		N	Yes
1	Student File	X1TMQDATE	X1 Math teacher questionnaire date (YYYYMM)	BY Student Level Composites	6		A	No
1	Student File	X1TMLINK	X1 Student to math teacher link descriptor	BY Student Level Composites	2		N	Yes
1	Student File	X1TMCRSLINK	X1 Student to math teacher course-level link descriptor	BY Student Level Composites	2		N	Yes
1	Student File	X1TMRACE	X1 Math teacher's race/ethnicity-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1TMCERT	X1 Math teacher's math teaching certification	BY Student Level Composites	2		N	Yes
1	Student File	X1TMCOMM	X1 Scale of math teacher's perceptions of math professional learning community	BY Student Level Composites	5	2	N	No
1	Student File	X1TMEFF	X1 Scale of math teacher's self-efficacy	BY Student Level Composites	5	2	N	No
1	Student File	X1TMEXP	X1 Scale of math teacher's perceptions of math teachers' expectations	BY Student Level Composites	5	2	N	No
1	Student File	X1TMPRINC	X1 Scale of math teacher's perceptions of principal support	BY Student Level Composites	5	2	N	No
1	Student File	X1TMRESP	X1 Scale of math teacher's perceptions of collective responsibility	BY Student Level Composites	5	2	N	No
1	Student File	X1TSQSTAT	X1 Science teacher questionnaire status	BY Student Level Composites	2		N	Yes
1	Student File	X1TSQDATE	X1 Science teacher questionnaire date (YYYYMM)	BY Student Level Composites	6		A	No
1	Student File	X1TSLINK	X1 Student to science teacher link descriptor	BY Student Level Composites	2		N	Yes
1	Student File	X1TSCRSLINK	X1 Student to science teacher course-level link descriptor	BY Student Level Composites	2		N	Yes
1	Student File	X1TSRACE	X1 Science teacher race/ethnicity-composite	BY Student Level Composites	2		N	Yes
1	Student File	X1TSCERT	X1 Science teacher's science teaching certification	BY Student Level Composites	2		N	Yes
1	Student File	X1TSCOMM	X1 Scale of science teacher's perceptions of science professional learning community	BY Student Level Composites	5	2	N	No
1	Student File	X1TSEFF	X1 Scale of science teacher's self-efficacy	BY Student Level Composites	5	2	N	No
1	Student File	X1TSEXP	X1 Scale of science teacher's perceptions of science teachers expectations	BY Student Level Composites	5	2	N	No
1	Student File	X1TSPRINC	X1 Scale of science teacher's perceptions of principal support	BY Student Level Composites	5	2	N	No
1	Student File	X1TSRESP	X1 Scale of science teacher's perceptions of collective responsibility	BY Student Level Composites	5	2	N	No
1	Student File	X1CONTROL	X1 School control	BY Student Level Composites	2		N	Yes
1	Student File	X1LOCALE	X1 School locale (urbanicity)	BY Student Level Composites	2		N	Yes
1	Student File	X1REGION	X1 School geographic region	BY Student Level Composites	2		N	Yes
1	Student File	X1CENDIV	X1 School census geographic division	BY Student Level Composites	2		N	Yes
1	Student File	X1STATESAMPL	X1 State level public school sample membership	BY Student Level Composites	2		N	Yes
1	Student File	X1STATE	X1 State code for school	BY Student Level Composites	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X1GRADESPAN	X1 Grade span of school-administrator questionnaire	BY Student Level Composites	2		N	Yes
1	Student File	X1FREELUNCH	X1 Grade 9 percent free lunch-categorical	BY Student Level Composites	2		N	Yes
1	Student File	X1REPEAT9TH	X1 Percent of 9th graders repeating 9th grade	BY Student Level Composites	2		N	Yes
1	Student File	X1SCHAMIND	X1 Percent of students in school that are American Indian	BY Student Level Composites	2		N	Yes
1	Student File	X1SCHASIAN	X1 Percent of students in school that are Asian	BY Student Level Composites	2		N	Yes
1	Student File	X1SCHBLACK	X1 Percent of students in school that are Black	BY Student Level Composites	2		N	Yes
1	Student File	X1SCHHISP	X1 Percent of students in school that are Hispanic/Latino/Latina	BY Student Level Composites	2		N	Yes
1	Student File	X1SCHWHITE	X1 Percent of students in school that are White	BY Student Level Composites	2		N	Yes
1	Student File	X1SCHOOLCLI	X1 Scale of administrator's assessment of school climate	BY Student Level Composites	5	2	N	No
1	Student File	X1COUPERTEA	X1 Scale of counselor's perceptions of teacher expectations	BY Student Level Composites	5	2	N	No
1	Student File	X1COUPERCOU	X1 Scale of counselor's perceptions of counselor expectations	BY Student Level Composites	5	2	N	No
1	Student File	X1COUPERPRI	X1 Scale of counselor's perceptions of principal's expectations	BY Student Level Composites	5	2	N	No
1	Student File	X1AQSTAT	X1 administrator questionnaire status	BY Student Level Composites	2		N	Yes
1	Student File	X1AQDATE	X1 administrator questionnaire date (YYYYMM)	BY Student Level Composites	6		A	No
1	Student File	X1AQDESIGNEE	X1 administrator questionnaire designee respondent (designee resp v. no designee)	BY Student Level Composites	2		N	Yes
1	Student File	X1CQSTAT	X1 counselor questionnaire status	BY Student Level Composites	2		N	Yes
1	Student File	X1CQDATE	X1 counselor questionnaire date (YYYYMM)	BY Student Level Composites	6		A	No
1	Student File	X2ENROLSTAT	X2 Student enrollment status	F1 Student Level Composites	2		N	Yes
1	Student File	X2ENRSTATSCH	X2 School provided student enrollment status	F1 Student Level Composites	2		N	Yes
1	Student File	X2EVERDROP	X2 Ever dropout	F1 Student Level Composites	2		N	Yes
1	Student File	X2DROPSTAT	X2 F1 dropout status	F1 Student Level Composites	2		N	Yes
1	Student File	X2SEX	X2 Student's sex	F1 Student Level Composites	2		N	Yes
1	Student File	X2RACE	X2 Student's race/ethnicity-composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2HISPANIC	X2 Student is Hispanic/Latino/Latina-composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2WHITE	X2 Student is White-composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2BLACK	X2 Student is Black or African American-composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2ASIAN	X2 Student is Asian-composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2PACISLE	X2 Student is Native Hawaiian/Pacific Islander-composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2AMINDIAN	X2 Student is American Indian/Alaska Native-composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2HISPTYPE	X2 Student's Hispanic/Latino/Latina subgroup-composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2ASIANTYPE	X2 Student's Asian subgroup-composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2NATIVELANG	X2 Student's native language	F1 Student Level Composites	2		N	Yes
1	Student File	X2DUALLANG	X2 Student dual-first language indicator	F1 Student Level Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X2STDOB	X2 Student's date of birth (YYYYMM)	F1 Student Level Composites	6		A	No
1	Student File	X2SAMEPAR1	X2 Same parent 1 as in the base year	F1 Student Level Composites	2		N	Yes
1	Student File	X2SAMEPAR2	X2 Same parent 2 as in the base year	F1 Student Level Composites	2		N	Yes
1	Student File	X2NUMHS	X2 Number of high schools attended	F1 Student Level Composites	2		N	Yes
1	Student File	X2TXMTH	X2 Mathematics theta score	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMSEM	X2 Mathematics standard error of measurement for raw theta score	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMSCR	X2 Mathematics IRT-estimated number right score (of ## first follow-up items)	F1 Student Level Composites	7	4	N	No
1	Student File	X2X1TXMSCR	X2 Mathematics IRT-estimated number right score at time of base year (of 118 first follow-up items)	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMTSCOR	X2 Mathematics standardized theta score	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMQUINT	X2 Mathematics quintile score	F1 Student Level Composites	2		N	Yes
1	Student File	X2TXMPROF1	X2 Mathematics proficiency probability score: level 1	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMPROF2	X2 Mathematics proficiency probability score: level 2	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMPROF3	X2 Mathematics proficiency probability score: level 3	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMPROF4	X2 Mathematics proficiency probability score: level 4	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMPROF5	X2 Mathematics proficiency probability score: level 5	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMPROF6	X2 Mathematics proficiency probability score: level 6 ** New Level **	F1 Student Level Composites	7	4	N	No
1	Student File	X2TXMPROF7	X2 Mathematics proficiency probability score: level 7 ** New Level **	F1 Student Level Composites	7	4	N	No
1	Student File	X2MACC	X2 Mathematics assessment accommodations	F1 Student Level Composites	2		N	Yes
1	Student File	X2PARRESP	X2 Whether parent questionnaire respondent is Parent 1	F1 Student Level Composites	2		N	Yes
1	Student File	X2P1RELATION	X2 Parent 1: relationship to sample member	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAR1EDU	X2 Parent 1: highest level of education	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAR1EMP	X2 Parent 1: employment status	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAR1OCC2	X2 Parent 1: current/most recent occupation: 2-digit ONET code	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAR1OCC6	X2 Parent 1: current/most recent occupation: 6-digit ONET code	F1 Student Level Composites	6		N	Yes
1	Student File	X2PAR1OCC_STEM1	X2 Parent 1: current/most recent occupation: STEM code 1 (sub-domain)	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAR1OCC_STEM2	X2 Parent 1: current/most recent occupation: STEM code 2 (type of occupation)	F1 Student Level Composites	2		A	Yes
1	Student File	X2PAR1RACE	X2 Parent 1: race/ethnicity	F1 Student Level Composites	2		N	Yes
1	Student File	X2P2RELATION	X2 Parent 2: spouse's relationship to sample member	F1 Student Level Composites	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X2PAR2EDU	X2 Parent 2: highest level of education	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAR2EMP	X2 Parent 2: employment status	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAR2OCC2	X2 Parent 2: current/most recent occupation: 2-digit ONET code	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAR2OCC6	X2 Parent 2: current/most recent occupation: 6-digit ONET code	F1 Student Level Composites	6		N	Yes
1	Student File	X2PAR2OCC_STEM1	X2 Parent 2: current/most recent occupation: STEM code 1 (sub-domain)	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAR2OCC_STEM2	X2 Parent 2: current/most recent occupation: STEM code 2 (type of occupation)	F1 Student Level Composites	2		A	Yes
1	Student File	X2PAR2RACE	X2 Parent 2: race/ethnicity	F1 Student Level Composites	2		N	Yes
1	Student File	X2PAREDU	X2 Parents'/guardians' highest level of education	F1 Student Level Composites	2		N	Yes
1	Student File	X2PARPATTERN	X2 P1-P2 relationship pattern	F1 Student Level Composites	2		N	Yes
1	Student File	X2MOMRESP	X2 Whether parent questionnaire respondent is mother	F1 Student Level Composites	2		N	Yes
1	Student File	X2MOMREL	X2 Mother/female guardian's relationship to sample member	F1 Student Level Composites	2		N	Yes
1	Student File	X2MOMEDU	X2 Mother's/female guardian's highest level of education	F1 Student Level Composites	2		N	Yes
1	Student File	X2MOMEMP	X2 Mother/female guardian's employment status	F1 Student Level Composites	2		N	Yes
1	Student File	X2MOMOCC2	X2 Mother/female guardian's current/most recent occupation: 2-digit ONET code	F1 Student Level Composites	2		N	Yes
1	Student File	X2MOMOCC6	X2 Mother/female guardian's current/most recent occupation: 6-digit ONET code	F1 Student Level Composites	6		N	Yes
1	Student File	X2MOMOCC_STEM1	X2 Mother/female guardian's current/most recent occupation: STEM code 1 (sub-domain)	F1 Student Level Composites	2		N	Yes
1	Student File	X2MOMOCC_STEM2	X2 Mother/female guardian's current/most recent occupation: STEM code 2 (type of occupation)	F1 Student Level Composites	2		A	Yes
1	Student File	X2MOMRACE	X2 Mother's race/ethnicity	F1 Student Level Composites	2		N	Yes
1	Student File	X2DADRESP	X2 Whether parent questionnaire respondent is father	F1 Student Level Composites	2		N	Yes
1	Student File	X2DADREL	X2 Father/male guardian's relationship to sample member	F1 Student Level Composites	2		N	Yes
1	Student File	X2DADEDU	X2 Father's/male guardian's highest level of education	F1 Student Level Composites	2		N	Yes
1	Student File	X2DADEMP	X2 Father/male guardian's employment status	F1 Student Level Composites	2		N	Yes
1	Student File	X2DADOCC2	X2 Father/male guardian's current/most recent occupation: 2-digit ONET code	F1 Student Level Composites	2		N	Yes
1	Student File	X2DADOCC6	X2 Father/male guardian's current/most recent occupation: 6-digit ONET code	F1 Student Level Composites	6		N	Yes
1	Student File	X2DADOCC_STEM1	X2 Father/male guardian's current/most recent occupation: STEM code 1 (sub-domain)	F1 Student Level Composites	2		N	Yes
1	Student File	X2DADOCC_STEM2	X2 Father/male guardian's current/most recent occupation: STEM code 2 (type of occupation)	F1 Student Level Composites	2		A	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X2DADRACE	X2 Father's race/ethnicity	F1 Student Level Composites	2		N	Yes
1	Student File	X2HHNUMBER	X2 Number of 2012 household members	F1 Student Level Composites	2		N	Yes
1	Student File	X2FAMINCOME	X2 Total family income from all sources 2011	F1 Student Level Composites	2		N	Yes
1	Student File	X2POVERTY	X2 Poverty indicator (relative to 100% of Census poverty threshold)	F1 Student Level Composites	2		N	Yes
1	Student File	X2POVERTY130	X2 Poverty indicator (relative to 130% of Census poverty threshold)	F1 Student Level Composites	2		N	Yes
1	Student File	X2POVERTY185	X2 Poverty indicator (relative to 185% of Census poverty threshold)	F1 Student Level Composites	2		N	Yes
1	Student File	X2SES	X2 Socio-economic status composite	F1 Student Level Composites	7	4	N	No
1	Student File	X2SESQ5	X2 Quintile coding of X2SES composite	F1 Student Level Composites	2		N	Yes
1	Student File	X2SES_U	X2 Socio-economic status composite derived with locale (urbanicity)	F1 Student Level Composites	7	4	N	No
1	Student File	X2SESQ5_U	X2 Quintile coding of X2SES_U composite derived with locale (urbanicity)	F1 Student Level Composites	2		N	Yes
1	Student File	X2REPEATG11	X2 Percent of 11th graders repeating 11th grade-categorical	F1 Student Level Composites	2		N	Yes
1	Student File	X2RETURNG11	X2 Percent of 11th graders returning to school-categorical	F1 Student Level Composites	2		N	Yes
1	Student File	X2BEHAVEIN	X2 Scale of school motivation	F1 Student Level Composites	5	2	N	No
1	Student File	X2MEFFORT	X2 Scale of math class effort	F1 Student Level Composites	5	2	N	No
1	Student File	X2SEFFORT	X2 Scale of science class effort	F1 Student Level Composites	5	2	N	No
1	Student File	X2PROBLEM	X2 Scale of problems at high school	F1 Student Level Composites	5	2	N	No
1	Student File	X2MTHID	X2 Scale of student's mathematics identity	F1 Student Level Composites	5	2	N	No
1	Student File	X2MTHUTI	X2 Scale of student's mathematics utility	F1 Student Level Composites	5	2	N	No
1	Student File	X2MTHEFF	X2 Scale of student's mathematics self-efficacy	F1 Student Level Composites	5	2	N	No
1	Student File	X2MTHINT	X2 Scale of student's interest in fall 2009 math course	F1 Student Level Composites	5	2	N	No
1	Student File	X2SCIID	X2 Scale of student's science identity	F1 Student Level Composites	5	2	N	No
1	Student File	X2SCIUTI	X2 Scale of student's science utility	F1 Student Level Composites	5	2	N	No
1	Student File	X2SCIEFF	X2 Scale of student's science self-efficacy	F1 Student Level Composites	5	2	N	No
1	Student File	X2SCIINT	X2 Scale of student's interest in fall 2009 science course	F1 Student Level Composites	5	2	N	No
1	Student File	X2STU30OCC2	X2 Student occupation at age 30: 2-digit ONET code	F1 Student Level Composites	2		N	Yes
1	Student File	X2STU30OCC6	X2 Student occupation at age 30: 6-digit ONET code	F1 Student Level Composites	6		N	Yes
1	Student File	X2STU30OCC_STEM1	X2 Student occupation at age 30: STEM code 1 (sub-domain)	F1 Student Level Composites	2		N	Yes
1	Student File	X2STU30OCC_STEM2	X2 Student occupation at age 30: STEM code 2 (type of occupation)	F1 Student Level Composites	2		A	Yes
1	Student File	X2STUEDEXPCT	X2 How far in school sample member thinks he/she will get	F1 Student Level Composites	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X2PAREDEXPCT	X2 How far in school parent thinks sample member will go	F1 Student Level Composites	2		N	Yes
1	Student File	X2S2SSPR12	X2 S2 Teenager taking science/computer science/tech class(es) in spring 2012	F1 Student Level Composites	2		N	Yes
1	Student File	X2REQLEVEL	X2 Highest level of education student indicates will meet minimum requirements	F1 Student Level Composites	2		N	Yes
1	Student File	X2S2EARNNOHS	X2 S2 Earnings without HS diploma standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2S2EARNHS	X2 S2 Earnings with HS diploma standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2S2EARNOCC	X2 S2 Earnings with occupational training diploma standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2S2EARN2YPUB	X2 S2 Earnings with two year college degree standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2S2EARN4Y	X2 S2 Earnings with four year college degree standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2PEARNNOHS	X2 Parent questionnaire earnings without HS diploma standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2PEARNHS	X2 Parent questionnaire earnings with HS diploma standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2PEARNOCC	X2 Parent questionnaire earnings with occupational training diploma standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2PEARN2YPUB	X2 Parent questionnaire earnings with two year college degree standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2PEARN4Y	X2 Parent questionnaire earnings with four year college degree standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2TESTSTAT	X2 Student mathematics assessment status	F1 Student Level Composites	2		N	Yes
1	Student File	X2TESTDATE	X2 Student mathematics assessment date (YYYYMM)	F1 Student Level Composites	6		A	No
1	Student File	X2SQSTAT	X2 Student questionnaire status	F1 Student Level Composites	2		N	Yes
1	Student File	X2SQDATE	X2 Student questionnaire date (YYYYMM)	F1 Student Level Composites	6		A	No
1	Student File	X2SQINCAPABL	X2 Student questionnaire incapable	F1 Student Level Composites	2		N	Yes
1	Student File	X2PQSTAT	X2 Parent questionnaire status	F1 Student Level Composites	2		N	Yes
1	Student File	X2PQDATE	X2 Parent questionnaire date (YYYYMM)	F1 Student Level Composites	6		A	No
1	Student File	X2PQLANG	X2 Parent questionnaire language (English v. Spanish)	F1 Student Level Composites	2		N	Yes
1	Student File	X2CONTROL	X2 School control	F1 Student Level Composites	2		N	Yes
1	Student File	X2LOCALE	X2 School locale (urbanicity)	F1 Student Level Composites	2		N	Yes
1	Student File	X2REGION	X2 School geographic region	F1 Student Level Composites	2		N	Yes
1	Student File	X2CENDIV	X2 School census geographic division	F1 Student Level Composites	2		N	Yes
1	Student File	X2STATE	X2 State code for school	F1 Student Level Composites	2		N	Yes
1	Student File	X2FREELUNCH	X2 Grade 11 percent free lunch-categorical	F1 Student Level Composites	2		N	Yes
1	Student File	X2SCHOOLCLI	X2 Scale of administrator's assessment of school climate	F1 Student Level Composites	5	2	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X2AQSTAT	X2 administrator questionnaire status	F1 Student Level Composites	2		N	Yes
1	Student File	X2AQDATE	X2 administrator questionnaire date (YYYYMM)	F1 Student Level Composites	6		A	No
1	Student File	X2AQDESIGNEE	X2 administrator questionnaire designee respondent (designee resp v. no designee)	F1 Student Level Composites	2		N	Yes
1	Student File	X2CQSTAT	X2 counselor questionnaire status	F1 Student Level Composites	2		N	Yes
1	Student File	X2CQDATE	X2 counselor questionnaire date (YYYYMM)	F1 Student Level Composites	6		A	No
1	Student File	X3SQSTAT	X3 Student questionnaire status	U13 Student Level Composites	2		N	Yes
1	Student File	X3SQDATE	X3 Student questionnaire date (YYYYMM)	U13 Student Level Composites	6		A	No
1	Student File	X3SQDATENOV1	X3 Student questionnaire date before November 1st	U13 Student Level Composites	2		N	Yes
1	Student File	X3RTYPE	X3 Student questionnaire respondent type	U13 Student Level Composites	2		N	Yes
1	Student File	X3DROPOUTTIME	X3 Dropout or alternative completer timeframe of last attended high school	U13 Student Level Composites	2		N	Yes
1	Student File	X3DROPSTAT	X3 U13 dropout status	U13 Student Level Composites	2		N	Yes
1	Student File	X3EVERDROP	X3 Ever dropout	U13 Student Level Composites	2		N	Yes
1	Student File	X3HSCREDTIME	X3 When expects to earn HS diploma or equivalent	U13 Student Level Composites	2		N	Yes
1	Student File	X3PROGLEVEL	X3 Degree program level	U13 Student Level Composites	2		N	Yes
1	Student File	X3CLGANDWORK	X3 Attend college and work status	U13 Student Level Composites	2		N	Yes
1	Student File	X3EARNPERHR1	X3 Current job earnings per hour	U13 Student Level Composites	6	2	N	No
1	Student File	X3EARNPERHR2	X3 Other job earnings per hour	U13 Student Level Composites	6	2	N	No
1	Student File	X3HSCRED	X3 Imputed version of S3HSCRED	U13 Student Level Composites	2		N	Yes
1	Student File	X3HSCREDTYPE	X3 Imputed version of S3HSCREDTYPE	U13 Student Level Composites	2		N	Yes
1	Student File	X3CLASSES	X3 Imputed version of S3CLASSES	U13 Student Level Composites	2		N	Yes
1	Student File	X3WORK	X3 Imputed version of S3WORK	U13 Student Level Composites	2		N	Yes
1	Student File	X3LASTHSDATE	X3 Imputed version of S3LASTHSYR/S3LASTHSMO combined as one date (YYYYMM)	U13 Student Level Composites	6		N	No
1	Student File	X3NCESID	X3 School identification number from CCD or PSS	U13 Student Level Composites	12		A	No
1	Student File	X3CONTROL	X3 School control	U13 Student Level Composites	2		N	Yes
1	Student File	X3LOCALE	X3 School locale (urbanicity)	U13 Student Level Composites	2		N	Yes
1	Student File	X3REGION	X3 School region	U13 Student Level Composites	2		N	Yes
1	Student File	X3CENDIV	X3 School census geographic division	U13 Student Level Composites	2		N	Yes
1	Student File	X3STATE	X3 State code for school	U13 Student Level Composites	2		N	Yes
1	Student File	X3MATCHATMPT	X3 Match attempt indicator for extant data sources	U13 Student Level Composites	2		N	Yes
1	Student File	X3EVERGED	X3 Ever received a GED	U13 Student Level Composites	2		N	Yes
1	Student File	X3GEDPASSED	X3 GED test passed	U13 Student Level Composites	2		N	Yes
1	Student File	X3GEDDATE	X3 GED test date passed	U13 Student Level Composites	6		N	No
1	Student File	X3GEDSTATE	X3 GED test state taken	U13 Student Level Composites	2		N	Yes
1	Student File	X3HSCOMPSTAT	X3 High school completion status (transcript and GED source updated)	U13 Student Level Composites	2		N	Yes
1	Student File	X3HSCOMPDATE	X3 High school completion date	U13 Student Level Composites	6		N	No
1	Student File	X3TSTATGR8B	X3 Grade 8 and before transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATGR09	X3 Grade 9 transcript availability	HS Transcript Composites	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X3TSTATGR10	X3 Grade 10 transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATGR11	X3 Grade 11 transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATGR12	X3 Grade 12 transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATGRXX	X3 Grade unknown transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATYR8B	X3 School year 2008/09 and before transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATYR09	X3 School year 2009/10 transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATYR10	X3 School year 2010/11 transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATYR11	X3 School year 2011/12 transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATYR12	X3 School year 2012/13 transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATYR13	X3 School year 2013/14 transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TSTATYRXX	X3 School year unknown transcript availability	HS Transcript Composites	2		N	Yes
1	Student File	X3TCOVERAGE	X3 Transcript coverage flag	HS Transcript Composites	2		N	Yes
1	Student File	X3NUMHSATTND	X3 Number of schools attended	HS Transcript Composites	2		N	No
1	Student File	X3TTRNRCVD	X3 Number of transcripts received	HS Transcript Composites	2		N	Yes
1	Student File	X3ATTENDCTE	X3 Attended CTE center (flag)	HS Transcript Composites	2		N	Yes
1	Student File	X3TLASTHS	X3 Last attended school ID as of transcript data collection	HS Transcript Composites	12		A	No
1	Student File	X3TTRNLASTHS	X3 Last school transcript provided flag	HS Transcript Composites	2		N	Yes
1	Student File	X3ELLSTATUS	X3 English language learner status	HS Transcript Composites	2		N	Yes
1	Student File	X3TOUTCOME	X3 Transcript indicated outcome	HS Transcript Composites	2		N	Yes
1	Student File	X3TCREDENG	X3 Credits earned in: English	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDAPENG	X3 Credits earned in: AP/IB English	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAENG	X3 GPA: English	HS Transcript Composites	5	2	N	No
1	Student File	X3T1CREDALG1	X3 At least one credit earned in: algebra 1	HS Transcript Composites	2		N	Yes
1	Student File	X3T1CREDALG2	X3 At least one credit earned in: algebra 2	HS Transcript Composites	2		N	Yes
1	Student File	X3T1CREDINTM	X3 At least one credit earned in: integrated math	HS Transcript Composites	2		N	Yes
1	Student File	X3T1CREDPREC	X3 At least one credit earned in: analysis/pre-calculus	HS Transcript Composites	2		N	Yes
1	Student File	X3TCREDAPMTH	X3 Credits earned in: AP/IB mathematics courses	HS Transcript Composites	6	3	N	No
1	Student File	X3T1CREDCALC	X3 At least one credit earned in: calculus	HS Transcript Composites	2		N	Yes
1	Student File	X3T1CREDGEO	X3 At least one credit earned in: geometry	HS Transcript Composites	2		N	Yes
1	Student File	X3T1CREDSTAT	X3 At least one credit earned in: statistics/probability	HS Transcript Composites	2		N	Yes
1	Student File	X3T1CREDTRIG	X3 At least one credit earned in: trigonometry	HS Transcript Composites	2		N	Yes
1	Student File	X3TCREDMAT	X3 Credits earned in: mathematics	HS Transcript Composites	6	3	N	No
1	Student File	X3THIMATH	X3 Highest level mathematics course taken/pipeline	HS Transcript Composites	2		N	Yes
1	Student File	X3THIMATH9	X3 Highest level mathematics course taken - ninth grade	HS Transcript Composites	2		N	Yes
1	Student File	X3TGPAMAT	X3 GPA: mathematics	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPAHIMTH	X3 GPA - highest level mathematics course taken	HS Transcript Composites	5	2	N	No
1	Student File	X3TWHENALG1	X3 When student took algebra I	HS Transcript Composites	2		N	Yes
1	Student File	X3TCREDAPSCI	X3 Credits earned in: AP/IB science courses	HS Transcript Composites	6	3	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X3T1CREDBIOL	X3 At least one credit earned in: biology	HS Transcript Composites	2		N	Yes
1	Student File	X3T1CREDCHEM	X3 At least one credit earned in: chemistry	HS Transcript Composites	2		N	Yes
1	Student File	X3T1CREDESCI	X3 At least one credit earned in: geology/earth science	HS Transcript Composites	2		N	Yes
1	Student File	X3T1CREDPHYS	X3 At least one credit earned in: physics	HS Transcript Composites	2		N	Yes
1	Student File	X3TCREDSCI	X3 Credits earned in: science	HS Transcript Composites	6	3	N	No
1	Student File	X3THISCI	X3 Highest level science course taken	HS Transcript Composites	2		N	Yes
1	Student File	X3THISCI9	X3 Highest level science course taken - ninth grade	HS Transcript Composites	2		N	Yes
1	Student File	X3TGPASCI	X3 GPA: science	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPAHISCI	X3 GPA - highest level science course taken	HS Transcript Composites	5	2	N	No
1	Student File	X3THIBIO	X3 Highest level biology course taken/pipeline	HS Transcript Composites	2		N	Yes
1	Student File	X3THICHEM	X3 Highest level chemistry course taken/pipeline	HS Transcript Composites	2		N	Yes
1	Student File	X3THIPHY	X3 Highest level physics course taken/pipeline	HS Transcript Composites	2		N	Yes
1	Student File	X3THIOTHSCI	X3 Highest level other science course taken/pipeline	HS Transcript Composites	2		N	Yes
1	Student File	X3TCREDSOCST	X3 Credits earned in: social studies	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDAPSS	X3 Credits earned in: AP/IB social studies	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPASOCST	X3 GPA: social studies	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDART	X3 Credits earned in: fine arts	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDAPART	X3 Credits earned in: AP/IB fine arts	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAART	X3 GPA: fine arts	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDLANG	X3 Credits earned in: foreign languages	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDAPLNG	X3 Credits earned in: AP/IB/honors foreign language	HS Transcript Composites	6	3	N	No
1	Student File	X3THILANG	X3 Highest non-English language	HS Transcript Composites	2		N	Yes
1	Student File	X3TGPALANG	X3 GPA: foreign language	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDREL	X3 Credits earned in: religion	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAREL	X3 GPA: religion	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDHELPE	X3 Credits earned in: personal health and physical education	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAHELPE	X3 GPA: personal health and physical education	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDMILSCI	X3 Credits earned in: military science	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAMILSCI	X3 GPA: military science	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDCOMPSCI	X3 Credits earned in: computer/information sciences	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPACOMPSCI	X3 GPA: computer/information sciences	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDCOM	X3 Credits earned in: communication	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPACOM	X3 GPA: communication	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDBUS	X3 Credits earned in: business	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPABUS	X3 GPA: business	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDMANU	X3 Credits earned in: manufacturing	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAMANU	X3 GPA: manufacturing	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDHELSCI	X3 Credits earned in: health sciences	HS Transcript Composites	6	3	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X3TGPAHELSCI	X3 GPA: health sciences	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDPUBSER	X3 Credits earned in: public services	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAPUBSER	X3 GPA: public services	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDTOUR	X3 Credits earned in: hospitality and tourism	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPATOUR	X3 GPA: hospitality and tourism	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDARCH	X3 Credits earned in: architecture/construction	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAARCH	X3 GPA: architecture/construction	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDAG	X3 Credits earned in: agriculture, food, and nat. resources	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAAG	X3 GPA: agriculture, food, and nat. resources	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDHUMSER	X3 Credits earned in: human services	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAHUMSER	X3 GPA: human services	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDTRANS	X3 Credits earned in: transportation	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPATRANS	X3 GPA: transportation	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDENGIN	X3 Credits earned in: engineering/engineering tech	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAENGIN	X3 GPA: engineering/engineering tech	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDMISC	X3 Credits earned in: miscellaneous	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAMISC	X3 GPA: miscellaneous	HS Transcript Composites	5	2	N	No
1	Student File	X3TCREDTOT	X3 Total credits earned	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDACAD	X3 Credits earned in academic courses	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDCTE	X3 Credits earned in: CTE	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDNONA	X3 Credits earned in: non-academic, non-CTE courses	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDSTEM	X3 Credits earned in: STEM	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDAP	X3 Credits earned in: AP courses	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDIB	X3 Credits earned in: IB courses	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDAPIB	X3 Credits earned in: AP/IB combined	HS Transcript Composites	6	3	N	No
1	Student File	X3TCRED9TH	X3 Credits earned in: ninth grade	HS Transcript Composites	6	3	N	No
1	Student File	X3TCRED10TH	X3 Credits earned in: tenth grade	HS Transcript Composites	6	3	N	No
1	Student File	X3TCRED11TH	X3 Credits earned in: eleventh grade	HS Transcript Composites	6	3	N	No
1	Student File	X3TCRED12TH	X3 Credits earned in: twelfth grade	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDPPSE	X3 Credits earned with potential postsecondary credit	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDSPED	X3 Credits earned in: special education courses	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDREM	X3 Credits earned in basic or remedial subjects	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDGEN	X3 Credits earned in general or regular subjects	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDADV	X3 Credits earned in enriched or advanced subjects	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDHON	X3 Credits earned in honors subjects	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDCLG	X3 Credits earned in college subjects	HS Transcript Composites	6	3	N	No
1	Student File	X3TCREDMTSC	X3 Credits earned in: combined mathematics and science	HS Transcript Composites	6	3	N	No
1	Student File	X3TGPAACAD	X3 GPA for all academic courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPACTE	X3 GPA for CTE courses	HS Transcript Composites	5	2	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X3TGPANONA	X3 GPA for non-academic, non-CTE courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPASTEM	X3 GPA for STEM courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPAAP	X3 GPA: AP courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPAIB	X3 GPA: IB courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPAAPIB	X3 GPA: AP and IB courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPA11TH	X3 GPA: eleventh grade	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPA9TH	X3 GPA: ninth grade	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPA10TH	X3 GPA: tenth grade	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPA12TH	X3 GPA: twelfth grade	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPATOT	X3 Overall GPA computed	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPAWGT	X3 Overall GPA computed, honors-weighted	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPAMTHAP	X3 GPA: AP/IB math courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPASCIAP	X3 GPA: AP/IB science courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TAFGPATOT	X3 GPA for all academic courses, failed courses excluded	HS Transcript Composites	5	2	N	No
1	Student File	X3TAGPA10	X3 GPA for all academic 10th grade courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TAGPA11	X3 GPA for all academic 11th grade courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TAGPA12	X3 GPA for all academic 12th grade courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TAGPA09	X3 GPA for all academic 9th grade courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TAGPAWGT	X3 GPA for all academic courses, honors weighted	HS Transcript Composites	5	2	N	No
1	Student File	X3TCRSES1	X3 4ENG+3SS+2SCI+2MATH (Flag)	HS Transcript Composites	2		N	Yes
1	Student File	X3TCRSES2	X3 4ENG+3SS+3SCI+3MATH (Flag)	HS Transcript Composites	2		N	Yes
1	Student File	X3TCRSES3	X3 4ENG+3SS+3SCI+3MATH+1/2COMP (Flag)	HS Transcript Composites	2		N	Yes
1	Student File	X3TCRSES4	X3 4ENG+3SS+3SCI+3MATH+1/2COMP+2FL (Flag)	HS Transcript Composites	2		N	Yes
1	Student File	X3TCRSES5	X3 4ENG+3SS+3SCI+3MATH+2FL (Flag)	HS Transcript Composites	2		N	Yes
1	Student File	X3TACADTRCK	X3 Academic track/concentrator	HS Transcript Composites	2		N	Yes
1	Student File	X3TOCCUCON	X3 Occupational concentrator	HS Transcript Composites	2		N	Yes
1	Student File	X3TNEWBASIC	X3 New basics requirements	HS Transcript Composites	2		N	Yes
1	Student File	X3TXACTCOMP	X3 College entrance exam composite score in terms of ACT	HS Transcript Composites	2		N	No
1	Student File	X3TXSATCOMP	X3 College entrance exam composite score in terms of SAT	HS Transcript Composites	4		N	No
1	Student File	X3TXSATMATH	X3 College entrance exam math score in terms of SAT	HS Transcript Composites	3		N	No
1	Student File	X3TXSATREAD	X3 College entrance exam critical reading score in terms of SAT	HS Transcript Composites	3		N	No
1	Student File	X3TXPSATCOMP	X3 Most recent PSAT composite score	HS Transcript Composites	3		N	No
1	Student File	X3TXPSATMATH	X3 Most recent PSAT mathematics score	HS Transcript Composites	2		N	No
1	Student File	X3TXPSATREAD	X3 Most recent PSAT critical reading score	HS Transcript Composites	2		N	No
1	Student File	X3TXPSATWRIT	X3 Most recent PSAT writing score	HS Transcript Composites	2		N	No
1	Student File	X3TXAPARTHI	AP exam: Art history	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPMUSIC	AP exam: Music theory	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPART2D	AP exam: Studio art 2-D design	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPART3D	AP exam: Studio art 3-D design	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPARTDR	AP exam: Studio art drawing	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPENGLNG	AP exam: English language and composition	HS Transcript Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X3TXAPENGLIT	AP exam: English literation and composition	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPCMPGOV	AP exam: Comparative government and politics	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPEURO	AP exam: European history	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPHUGEO	AP exam: Human geography	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPMACRO	AP exam: Macroeconomics	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPMICRO	AP exam: Microeconomics	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPPSYCH	AP exam: Psychology	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPUSGOV	AP exam: US government and politics	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPUSHIST	AP exam: US history	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPWOHIST	AP exam: World history	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPMATCOM	AP exam: Mathematics and computer science	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPCALCAB	AP exam: Calculus AB	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPCALCBC	AP exam: Calculus BC	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPCOMSCI	AP exam: Computer science A	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPSTATS	AP exam: Statistics	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPBIO	AP exam: Biology	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPCHEM	AP exam: Chemistry	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPENVSCI	AP exam: Environmental science	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPPHYB	AP exam: Physics B	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPPHYELE	AP exam: Physics C - electricity and magnetism	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPPHYMEC	AP exam: Physics C - mechanics	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPCHI	AP exam: Chinese language and culture	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPFRE	AP exam: French language and culture	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPGER	AP exam: German language and culture	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPITL	AP exam: Italian language and culture	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPJAP	AP exam: Japanese language and culture	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPLAT	AP exam: Latin	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPSPLANG	AP exam: Spanish language and culture	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPSPLIT	AP exam: Spanish literature and culture	HS Transcript Composites	2		N	Yes
1	Student File	X3TXSATLIT	SAT subject test: Literature	HS Transcript Composites	3		N	No
1	Student File	X3TXSATUSH	SAT subject test: U.S. History	HS Transcript Composites	3		N	No
1	Student File	X3TXSATWOH	SAT subject test: World History	HS Transcript Composites	3		N	No
1	Student File	X3TXSATMAT1	SAT subject test: Math Level 1	HS Transcript Composites	3		N	No
1	Student File	X3TXSATMAT2	SAT subject test: Math Level 2	HS Transcript Composites	3		N	No
1	Student File	X3TXSATBIO	SAT subject test: Biology/EM	HS Transcript Composites	3		N	No
1	Student File	X3TXSATCHE	SAT subject test: Chemistry	HS Transcript Composites	3		N	No
1	Student File	X3TXSATPHY	SAT subject test: Physics	HS Transcript Composites	3		N	No
1	Student File	X3TXSATFRE	SAT subject test: French	HS Transcript Composites	3		N	No
1	Student File	X3TXSATFREL	SAT subject test: French with Listening	HS Transcript Composites	3		N	No
1	Student File	X3TXSATGER	SAT subject test: German	HS Transcript Composites	3		N	No
1	Student File	X3TXSATGERL	SAT subject test: German with Listening	HS Transcript Composites	3		N	No
1	Student File	X3TXSATSPA	SAT subject test: Spanish	HS Transcript Composites	3		N	No
1	Student File	X3TXSATSPAL	SAT subject test: Spanish with Listening	HS Transcript Composites	3		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X3TXSATHEB	SAT subject test: Modern Hebrew	HS Transcript Composites	3		N	No
1	Student File	X3TXSATITL	SAT subject test: Italian	HS Transcript Composites	3		N	No
1	Student File	X3TXSATLAT	SAT subject test: Latin	HS Transcript Composites	3		N	No
1	Student File	X3TXSATCHIL	SAT subject test: Chinese with Listening	HS Transcript Composites	3		N	No
1	Student File	X3TXSATJAPL	SAT subject test: Japanese with Listening	HS Transcript Composites	3		N	No
1	Student File	X3TXSATKORL	SAT subject test: Korean with Listening	HS Transcript Composites	3		N	No
1	Student File	S1SEX	S1 A01 9th grader's sex	BY Student Instrument	2		N	Yes
1	Student File	S1HISPANIC	S1 A02 9th grader is Hispanic/Latino/Latina	BY Student Instrument	2		N	Yes
1	Student File	S1HISPOR	S1 A03 9th grader's Hispanic/Latino/Latina origin	BY Student Instrument	2		N	Yes
1	Student File	S1WHITE	S1 A04A 9th grader is White	BY Student Instrument	2		N	Yes
1	Student File	S1BLACK	S1 A04B 9th grader is Black/African American	BY Student Instrument	2		N	Yes
1	Student File	S1ASIAN	S1 A04C 9th grader is Asian	BY Student Instrument	2		N	Yes
1	Student File	S1PACISLE	S1 A04D 9th grader is Native Hawaiian/Pacific Islander	BY Student Instrument	2		N	Yes
1	Student File	S1AMINDIAN	S1 A04E 9th grader is American Indian or Alaska Native	BY Student Instrument	2		N	Yes
1	Student File	S1ASIANOR	S1 A05 9th grader's Asian origin	BY Student Instrument	2		N	Yes
1	Student File	S1BIRTHMON	S1 A06A 9th grader's month of birth	BY Student Instrument	2		N	Yes
1	Student File	S1BIRTHYR	S1 A06C 9th grader's year of birth	BY Student Instrument	2		N	Yes
1	Student File	S1LANG1ST	S1 A07 First language 9th grader learned to speak is English, Spanish, or other	BY Student Instrument	2		N	Yes
1	Student File	S1LANG1STOS	S1 A08 Non-English language 9th grader first learned to speak as a child	BY Student Instrument	2		N	Yes
1	Student File	S1LANGMOM	S1 A09 How often 9th grader speaks first language with mother/female guardian	BY Student Instrument	2		N	Yes
1	Student File	S1LANGFRIEND	S1 A10 How often 9th grader speaks first language with friends	BY Student Instrument	2		N	Yes
1	Student File	S1GRD0809	S1 B01 Grade 9th grader was in last year (2008-09)	BY Student Instrument	2		N	Yes
1	Student File	S1SCH0809	S1 B02 Whether 9th grader attended a different school last year (2008-09)	BY Student Instrument	2		N	Yes
1	Student File	S1MCLUB	S1 B04A 9th grader participated in math club since start of 08-09 school year	BY Student Instrument	2		N	Yes
1	Student File	S1MCOMPETE	S1 B04B 9th grader participated in math competition since start of 08-09 year	BY Student Instrument	2		N	Yes
1	Student File	S1MCAMP	S1 B04C 9th grader participated in math camp since start of 08-09 school year	BY Student Instrument	2		N	Yes
1	Student File	S1MTUTOR	S1 B04D 9th grader participated in math study group/tutoring since start 08-09	BY Student Instrument	2		N	Yes
1	Student File	S1SCLUB	S1 B04E 9th grader participated in science club since start of 08-09 school year	BY Student Instrument	2		N	Yes
1	Student File	S1SCOMPETE	S1 B04F 9th grader participated in science competition since start of 08-09 year	BY Student Instrument	2		N	Yes
1	Student File	S1SCAMP	S1 B04G 9th grader participated in science camp since start of 08-09 school year	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1STUTOR	S1 B04H 9th grader participated in science study group/tutor since start 08-09	BY Student Instrument	2		N	Yes
1	Student File	S1NOMSACT	S1 B04I 9th grader did not participate in any math/science activities listed	BY Student Instrument	2		N	Yes
1	Student File	S1SBOOKS	S1 B05A How often read science books/magazines since start of 08-09 school year	BY Student Instrument	2		N	Yes
1	Student File	S1WEBINFO	S1 B05B How often used web for computer technology information since start 08-09	BY Student Instrument	2		N	Yes
1	Student File	S1SMUSEUM	S1 B05C How often visited science museum/planetarium since start of 08-09 year	BY Student Instrument	2		N	Yes
1	Student File	S1M8	S1 B06 Most advanced math course taken by 9th grader in the 8th grade	BY Student Instrument	2		N	Yes
1	Student File	S1M8GRADE	S1 B07 Final grade in 9th grader's most advanced 8th grade math course	BY Student Instrument	2		N	Yes
1	Student File	S1S8	S1 B08 Most advanced science course taken by student in the 8th grade	BY Student Instrument	2		N	Yes
1	Student File	S1S8GRADE	S1 B09 Final grade in 9th grader's most advanced 8th grade science course	BY Student Instrument	2		N	Yes
1	Student File	S1MPERSON1	S1 C01A 9th grader sees himself/herself as a math person	BY Student Instrument	2		N	Yes
1	Student File	S1MPERSON2	S1 C01B Others see 9th grader as a math person	BY Student Instrument	2		N	Yes
1	Student File	S1MUNDERST	S1 C02 How often 9th grader thinks he/she really understands math assignments	BY Student Instrument	2		N	Yes
1	Student File	S1MFALL09	S1 C03 9th grader is taking a math course in the fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1ALG1M09	S1 C04A 9th grader is taking Algebra I (including IA and IB) in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1GEOM09	S1 C04B 9th grader is taking Geometry in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1ALG2M09	S1 C04C 9th grader is taking Algebra II in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1TRIGM09	S1 C04D 9th grader is taking Trigonometry in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1REVM09	S1 C04E 9th grader is taking Review or Remedial Math in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1INTGM109	S1 C04F 9th grader is taking Integrated Math I in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1STATSM09	S1 C04G 9th grader is taking Statistics or Probability in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1INTGM209	S1 C04H 9th grader is taking Integrated Math II or above in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1PREALGM09	S1 C04I 9th grader is taking Pre-algebra in the fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1ANGEOM09	S1 C04J 9th grader is taking Analytic Geometry in the fall 2009 term	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1ADVM09	S1 C04K 9th grader is taking other advanced math course in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1OTHM09	S1 C04L 9th grader is taking other math course in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1MENJOYS	S1 C05A 9th grader is taking fall 2009 math b/c he/she really enjoys math	BY Student Instrument	2		N	Yes
1	Student File	S1MCHALLENGE	S1 C05B 9th grader is taking fall 2009 math b/c he/she likes to be challenged	BY Student Instrument	2		N	Yes
1	Student File	S1MHSREQ	S1 C05C 9th grader is taking fall 2009 math b/c it is a school requirement	BY Student Instrument	2		N	Yes
1	Student File	S1MCOUNSEL	S1 C05D 9th grader is taking fall 2009 math b/c school counselor suggested it	BY Student Instrument	2		N	Yes
1	Student File	S1MPARENT	S1 C05E 9th grader is taking fall 2009 math b/c parent(s) encouraged it	BY Student Instrument	2		N	Yes
1	Student File	S1MTEACHER	S1 C05F 9th grader is taking fall 2009 math b/c teacher encouraged it	BY Student Instrument	2		N	Yes
1	Student File	S1MNOOTHR	S1 C05G 9th grader is taking fall 2009 math b/c no other math offered	BY Student Instrument	2		N	Yes
1	Student File	S1MCLGADM	S1 C05H 9th grader is taking fall 2009 math b/c needs it to get into college	BY Student Instrument	2		N	Yes
1	Student File	S1MCLGSUCC	S1 C05I 9th grader is taking fall 2009 math b/c needs it to succeed in college	BY Student Instrument	2		N	Yes
1	Student File	S1MCAREER	S1 C05J 9th grader is taking fall 2009 math b/c needs it for career	BY Student Instrument	2		N	Yes
1	Student File	S1MASSIGNED	S1 C05K 9th grader is taking fall 2009 math b/c it was assigned	BY Student Instrument	2		N	Yes
1	Student File	S1MOTHREASN	S1 C05L 9th grader is taking fall 2009 math for some other reason	BY Student Instrument	2		N	Yes
1	Student File	S1MNOREASON	S1 C05M 9th grader does not know why he/she is taking fall 2009 math course	BY Student Instrument	2		N	Yes
1	Student File	S1MENJOYING	S1 C06A 9th grader is enjoying fall 2009 math course very much	BY Student Instrument	2		N	Yes
1	Student File	S1MWASTE	S1 C06B 9th grader thinks fall 2009 math course is a waste of time	BY Student Instrument	2		N	Yes
1	Student File	S1MBORING	S1 C06C 9th grader thinks fall 2009 math course is boring	BY Student Instrument	2		N	Yes
1	Student File	S1MUSELIFE	S1 C07A 9th grader thinks fall 2009 math course is useful for everyday life	BY Student Instrument	2		N	Yes
1	Student File	S1MUSECLG	S1 C07B 9th grader thinks fall 2009 math course will be useful for college	BY Student Instrument	2		N	Yes
1	Student File	S1MUSEJOB	S1 C07C 9th grader thinks fall 2009 math course is useful for future career	BY Student Instrument	2		N	Yes
1	Student File	S1MTESTS	S1 C08A 9th grader confident can do excellent job on fall 2009 math tests	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1MTEXTBOOK	S1 C08B 9th grader certain can understand fall 2009 math textbook	BY Student Instrument	2		N	Yes
1	Student File	S1MSKILLS	S1 C08C 9th grader certain can master skills in fall 2009 math course	BY Student Instrument	2		N	Yes
1	Student File	S1MASSEXCL	S1 C08D 9th grader confident can do excellent job on fall 2009 math assignments	BY Student Instrument	2		N	Yes
1	Student File	S1MTCHVALUES	S1 C11A 9th grader's fall 2009 math teacher values/listens to students' ideas	BY Student Instrument	2		N	Yes
1	Student File	S1MTCHRESPCT	S1 C11B 9th grader's fall 2009 math teacher treats students with respect	BY Student Instrument	2		N	Yes
1	Student File	S1MTCHFAIR	S1 C11C 9th grader's fall 2009 math teacher treats every student fairly	BY Student Instrument	2		N	Yes
1	Student File	S1MTCHCONF	S1 C11D 9th grader's fall 2009 math teacher thinks all student can be successful	BY Student Instrument	2		N	Yes
1	Student File	S1MTCHMISTKE	S1 C11E 9th grader's fall 2009 math teacher thinks mistakes OK if students learn	BY Student Instrument	2		N	Yes
1	Student File	S1MTCHTREAT	S1 C11F 9th grader's fall 2009 math teacher treats some kids better than others	BY Student Instrument	2		N	Yes
1	Student File	S1MTCHINTRST	S1 C11G 9th grader's fall 2009 math teacher makes math interesting	BY Student Instrument	2		N	Yes
1	Student File	S1MTCHMFDIFF	S1 C11H 9th grader's fall 2009 math teacher treats males/females differently	BY Student Instrument	2		N	Yes
1	Student File	S1MTCHEASY	S1 C11I 9th grader's fall 2009 math teacher makes math easy to understand	BY Student Instrument	2		N	Yes
1	Student File	S1SPERSON1	S1 D01A 9th grader sees himself/herself as a science person	BY Student Instrument	2		N	Yes
1	Student File	S1SPERSON2	S1 D01B Others see 9th grader as a science person	BY Student Instrument	2		N	Yes
1	Student File	S1SUNDERST	S1 D02 How often 9th grader thinks he/she really understands science assignments	BY Student Instrument	2		N	Yes
1	Student File	S1SFALL09	S1 D03 9th grader is taking a science course in the fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1BIO1S09	S1 D04A 9th grader is taking Biology I in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1EARTHS09	S1 D04B 9th grader is taking Earth Science in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1PHYSS09	S1 D04C 9th grader is taking Physical Science in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1ENVS09	S1 D04D 9th grader is taking Environmental Science in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1PHYSIC1S09	S1 D04E 9th grader is taking Physics I in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1INTGS1S09	S1 D04F 9th grader is taking Integrated Science I in fall 2009 term	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1CHEM1S09	S1 D04G 9th grader is taking Chemistry I in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1INTGS2S09	S1 D04H 9th grader is taking Integrated Science II or above in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1ANATOMYS09	S1 D04I 9th grader is taking Anatomy or Physiology in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1ADVBIOS09	S1 D04J 9th grader is taking Advanced Biology in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1ADVCHEMS09	S1 D04K 9th grader is taking Advanced Chemistry in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1GENS09	S1 D04L 9th grader is taking General Science in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1TECHS09	S1 D04M 9th grader is taking Principles of Technology in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1LIFES09	S1 D04N 9th grader is taking Life Science in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1ADVPHYSIC09	S1 D04O 9th grader is taking Advanced Physics in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1OTHENVS09	S1 D04P 9th grader is taking other earth/environmental science in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1OTHBIOS09	S1 D04Q 9th grader is taking other biological science in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1OTHPHYS09	S1 D04R 9th grader is taking other physical science in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1OTHS09	S1 D04S 9th grader is taking other science in fall 2009 term	BY Student Instrument	2		N	Yes
1	Student File	S1SENJOYS	S1 D05A 9th grader is taking fall 2009 science b/c he/she really enjoys science	BY Student Instrument	2		N	Yes
1	Student File	S1SCHALLENGE	S1 D05B 9th grader is taking fall 2009 science b/c he/she likes to be challenged	BY Student Instrument	2		N	Yes
1	Student File	S1SHSREQ	S1 D05C 9th grader is taking fall 2009 science b/c it is a school requirement	BY Student Instrument	2		N	Yes
1	Student File	S1SCOUNSEL	S1 D05D 9th grader is taking fall 2009 science b/c school counselor suggested it	BY Student Instrument	2		N	Yes
1	Student File	S1SPARENT	S1 D05E 9th grader is taking fall 2009 science b/c parent(s) encouraged it	BY Student Instrument	2		N	Yes
1	Student File	S1STEACHER	S1 D05F 9th grader is taking fall 2009 science b/c teacher encouraged it	BY Student Instrument	2		N	Yes
1	Student File	S1SNOOTHR	S1 D05G 9th grader is taking fall 2009 science b/c no other science offered	BY Student Instrument	2		N	Yes
1	Student File	S1SCLGADM	S1 D05H 9th grader is taking fall 2009 science b/c needs it to get into college	BY Student Instrument	2		N	Yes
1	Student File	S1SCLGSUCC	S1 D05I 9th grader is taking fall 09 science b/c needs it to succeed in college	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1SCAREER	S1 D05J 9th grader is taking fall 2009 science b/c needs it for career	BY Student Instrument	2		N	Yes
1	Student File	S1SASSIGNED	S1 D05K 9th grader is taking fall 2009 science b/c it was assigned	BY Student Instrument	2		N	Yes
1	Student File	S1SOTHREASN	S1 D05L 9th grader is taking fall 2009 science for some other reason	BY Student Instrument	2		N	Yes
1	Student File	S1SNOREASON	S1 D05M 9th grader does not know why he/she is taking fall 2009 science course	BY Student Instrument	2		N	Yes
1	Student File	S1SENJOYING	S1 D06A 9th grader is enjoying fall 2009 science course very much	BY Student Instrument	2		N	Yes
1	Student File	S1SWASTE	S1 D06B 9th grader thinks fall 2009 science course is a waste of time	BY Student Instrument	2		N	Yes
1	Student File	S1SBORING	S1 D06C 9th grader thinks fall 2009 science course is boring	BY Student Instrument	2		N	Yes
1	Student File	S1SUSELIFE	S1 D07A 9th grader thinks fall 2009 science course is useful for everyday life	BY Student Instrument	2		N	Yes
1	Student File	S1SUSECLG	S1 D07B 9th grader thinks fall 2009 science course will be useful for college	BY Student Instrument	2		N	Yes
1	Student File	S1SUSEJOB	S1 D07C 9th grader thinks fall 2009 science course is useful for future career	BY Student Instrument	2		N	Yes
1	Student File	S1STESTS	S1 D08A 9th grader confident can do excellent job on fall 2009 science tests	BY Student Instrument	2		N	Yes
1	Student File	S1STEXTBOOK	S1 D08B 9th grader certain can understand fall 2009 science textbook	BY Student Instrument	2		N	Yes
1	Student File	S1SSKILLS	S1 D08C 9th grader certain can master skills in fall 2009 science course	BY Student Instrument	2		N	Yes
1	Student File	S1SASSEXCL	S1 D08D 9th grader confident can do excellent job on fall 09 science assignments	BY Student Instrument	2		N	Yes
1	Student File	S1STCHVALUES	S1 D11A 9th grader's fall 2009 science teacher values/listens to students' ideas	BY Student Instrument	2		N	Yes
1	Student File	S1STCHRESPCT	S1 D11B 9th grader's fall 2009 science teacher treats students with respect	BY Student Instrument	2		N	Yes
1	Student File	S1STCHFAIR	S1 D11C 9th grader's fall 2009 science teacher treats every student fairly	BY Student Instrument	2		N	Yes
1	Student File	S1STCHCONF	S1 D11D 9th grader's fall 09 science teacher think all student can be successful	BY Student Instrument	2		N	Yes
1	Student File	S1STCHMISTKE	S1 D11E 9th grader's fall 09 science teacher think mistakes OK if students learn	BY Student Instrument	2		N	Yes
1	Student File	S1STCHTREAT	S1 D11F 9th grader's fall 09 science teacher treats some kids better than others	BY Student Instrument	2		N	Yes
1	Student File	S1STCHINTRST	S1 D11G 9th grader's fall 2009 science teacher makes science interesting	BY Student Instrument	2		N	Yes
1	Student File	S1STCHMFDIFF	S1 D11H 9th grader's fall 2009 science teacher treats males/females differently	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1STCHEASY	S1 D11I 9th grader's fall 2009 science teacher makes science easy to understand	BY Student Instrument	2		N	Yes
1	Student File	S1SAFE	S1 E01A 9th grader feels safe at school	BY Student Instrument	2		N	Yes
1	Student File	S1PROUD	S1 E01B 9th grader is proud to be part of his/her school	BY Student Instrument	2		N	Yes
1	Student File	S1TALKPROB	S1 E01C 9th grader has teacher/adult in school he/she can talk to about problems	BY Student Instrument	2		N	Yes
1	Student File	S1SCHWASTE	S1 E01D 9th grader feels that school is often a waste of time	BY Student Instrument	2		N	Yes
1	Student File	S1GOODGRADES	S1 E01E Getting good grades is important to 9th grader	BY Student Instrument	2		N	Yes
1	Student File	S1NOHWDN	S1 E02A How often 9th grader goes to class without their homework done	BY Student Instrument	2		N	Yes
1	Student File	S1NOPAPER	S1 E02B How often 9th grader goes to class without pencil or paper	BY Student Instrument	2		N	Yes
1	Student File	S1NOBOOKS	S1 E02C How often 9th grader goes to class without books	BY Student Instrument	2		N	Yes
1	Student File	S1LATE	S1 E02D How often 9th grader goes to class late	BY Student Instrument	2		N	Yes
1	Student File	S1FAVSUBJ	S1 E03 9th grader's favorite school subject	BY Student Instrument	2		N	Yes
1	Student File	S1LEASTSUBJ	S1 E04 9th grader's least favorite school subject	BY Student Instrument	2		N	Yes
1	Student File	S1PAYOFF	S1 E05A 9th grader thinks studying in school rarely pays off later with good job	BY Student Instrument	2		N	Yes
1	Student File	S1GETINTOCLG	S1 E05B 9th grader thinks even if he/she studies he/she won't get into college	BY Student Instrument	2		N	Yes
1	Student File	S1AFFORD	S1 E05C 9th grader thinks even if he/she studies family can't afford college	BY Student Instrument	2		N	Yes
1	Student File	S1WORKING	S1 E05D 9th grader thinks working is more important for him/her than college	BY Student Instrument	2		N	Yes
1	Student File	S1MOMTALKM	S1 E06A 9th grader talked to mother about math courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1DADTALKM	S1 E06B 9th grader talked to father about math courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1FRNDTALKM	S1 E06C 9th grader talked to friends about math courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1TCHTALKM	S1 E06D 9th grader talked to teacher about math courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1CNSLTALKM	S1 E06E 9th grader talked to school counselor about 2009-2010 math courses	BY Student Instrument	2		N	Yes
1	Student File	S1NOTALKM	S1 E06F 9th grader didn't talk to these people about 2009-2010 math courses	BY Student Instrument	2		N	Yes
1	Student File	S1MOMTALKS	S1 E07A 9th grader talked to mother about science courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1DADTALKS	S1 E07B 9th grader talked to father about science courses to take in 2009-2010	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1FRNDTALKS	S1 E07C 9th grader talked to friends about science courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1TCHTALKS	S1 E07D 9th grader talked to teacher about science courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1CNSLTALKS	S1 E07E 9th grader talked to school counselor about 2009-2010 science courses	BY Student Instrument	2		N	Yes
1	Student File	S1NOTALKS	S1 E07F 9th grader didn't talk to these people about 2009-2010 science courses	BY Student Instrument	2		N	Yes
1	Student File	S1MOMTALKOTH	S1 E08A 9th grader talked to mother about other courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1DADTALKOTH	S1 E08B 9th grader talked to father about other courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1FRNDTLKOTH	S1 E08C 9th grader talked to friends about other courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1TCHTALKOTH	S1 E08D 9th grader talked to teacher about other courses to take in 2009-2010	BY Student Instrument	2		N	Yes
1	Student File	S1CNSLTLKOTH	S1 E08E 9th grader talked to school counselor about 2009-2010 other courses	BY Student Instrument	2		N	Yes
1	Student File	S1NOTALKOTH	S1 E08F 9th grader didn't talk to these people about 2009-2010 other courses	BY Student Instrument	2		N	Yes
1	Student File	S1MOMTALKCLG	S1 E09A 9th grader talked to mother about going to college	BY Student Instrument	2		N	Yes
1	Student File	S1DADTALKCLG	S1 E09B 9th grader talked to father about going to college	BY Student Instrument	2		N	Yes
1	Student File	S1FRNDTLKCLG	S1 E09C 9th grader talked to friends about going to college	BY Student Instrument	2		N	Yes
1	Student File	S1TCHTALKCLG	S1 E09D 9th grader talked to teacher about going to college	BY Student Instrument	2		N	Yes
1	Student File	S1CNSLTLKCLG	S1 E09E 9th grader talked to school counselor about going to college	BY Student Instrument	2		N	Yes
1	Student File	S1NOTALKCLG	S1 E09F 9th grader didn't talk to these people about going to college	BY Student Instrument	2		N	Yes
1	Student File	S1MOMTALKJOB	S1 E10A 9th grader talked to mother about adult jobs/careers	BY Student Instrument	2		N	Yes
1	Student File	S1DADTALKJOB	S1 E10B 9th grader talked to father about adult jobs/careers	BY Student Instrument	2		N	Yes
1	Student File	S1FRNDTLKJOB	S1 E10C 9th grader talked to friends about adult jobs/careers	BY Student Instrument	2		N	Yes
1	Student File	S1TCHTALKJOB	S1 E10D 9th grader talked to teacher about adult jobs/careers	BY Student Instrument	2		N	Yes
1	Student File	S1CNSLTLKJOB	S1 E10E 9th grader talked to school counselor about adult jobs/careers	BY Student Instrument	2		N	Yes
1	Student File	S1NOTALKJOB	S1 E10F 9th grader didn't talk to these people about adult jobs/careers	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1MOMTALKPRB	S1 E11A 9th grader talked to mother about personal problems	BY Student Instrument	2		N	Yes
1	Student File	S1DADTALKPRB	S1 E11B 9th grader talked to father about personal problems	BY Student Instrument	2		N	Yes
1	Student File	S1FRNDTLKPRB	S1 E11C 9th grader talked to friends about personal problems	BY Student Instrument	2		N	Yes
1	Student File	S1TCHTALKPRB	S1 E11D 9th grader talked to teacher about personal problems	BY Student Instrument	2		N	Yes
1	Student File	S1CNSLTLKPRB	S1 E11E 9th grader talked to school counselor about personal problems	BY Student Instrument	2		N	Yes
1	Student File	S1NOTALKPRB	S1 E11F 9th grader didn't talk to these people about personal problems	BY Student Instrument	2		N	Yes
1	Student File	S1FRNDGRADES	S1 E12A 9th grader's closest friend gets good grades	BY Student Instrument	2		N	Yes
1	Student File	S1FRNDSCHOOL	S1 E12B 9th grader's closest friend is interested in school	BY Student Instrument	2		N	Yes
1	Student File	S1FRNDCLASS	S1 E12C 9th grader's closest friend attends classes regularly	BY Student Instrument	2		N	Yes
1	Student File	S1FRNDCLG	S1 E12D 9th grader's closest friend plans to go to college	BY Student Instrument	2		N	Yes
1	Student File	S1TEFRNDS	S1 E13A Time/effort in math/science means not enough time with friends	BY Student Instrument	2		N	Yes
1	Student File	S1TEACTIV	S1 E13B Time/effort in math/science means not enough time for extracurriculars	BY Student Instrument	2		N	Yes
1	Student File	S1TEPOPULAR	S1 E13C Time/effort in math/science means 9th grader won't be popular	BY Student Instrument	2		N	Yes
1	Student File	S1TEMAKEFUN	S1 E13D Time/effort in math/science means people will make fun of 9th grader	BY Student Instrument	2		N	Yes
1	Student File	S1ENGCOMP	S1 E14A How 9th grader compares males and females in English or language arts	BY Student Instrument	2		N	Yes
1	Student File	S1MTHCOMP	S1 E14B How 9th grader compares males and females in math	BY Student Instrument	2		N	Yes
1	Student File	S1SCICOMP	S1 E14C How 9th grader compares males and females in science	BY Student Instrument	2		N	Yes
1	Student File	S1HRMHOMEWK	S1 E15A Hours spent on math homework/studying on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HRSHOMEWK	S1 E15B Hours spent on science homework/studying on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HROTHHOMWK	S1 E15C Hours spent on other homework/studying on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HRACTIVITY	S1 E15D Hours spent on extracurricular activities on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HRWORK	S1 E15E Hours spent working for pay on typical schoolday	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1HRFAMILY	S1 E15F Hours spent with family on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HRFRIENDS	S1 E15G Hours spent hanging out with friends on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HRTV	S1 E15H Hours spent watching television or movies on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HRVIDEO	S1 E15I Hours spent playing video games on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HRONLINE	S1 E15J Hours spent chatting or surfing online on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1TALENTSRCH	S1 E16A 9th grader is participating in Talent Search	BY Student Instrument	2		N	Yes
1	Student File	S1UPWARDBND	S1 E16B 9th grader is participating in Upward Bound	BY Student Instrument	2		N	Yes
1	Student File	S1GEARUP	S1 E16C 9th grader is participating in Gear Up	BY Student Instrument	2		N	Yes
1	Student File	S1AVID	S1 E16D 9th grader is participating in AVID	BY Student Instrument	2		N	Yes
1	Student File	S1MESA	S1 E16E 9th grader is participating in MESA	BY Student Instrument	2		N	Yes
1	Student File	S1MYRS	S1 F01 Number of years of math coursework 9th grader expects to take in HS	BY Student Instrument	2		N	Yes
1	Student File	S1MREASREQ	S1 F02A Plans to take more math courses because it is required to graduate	BY Student Instrument	2		N	Yes
1	Student File	S1MREASPAR	S1 F02B Plans to take more math courses because parents want him/her to	BY Student Instrument	2		N	Yes
1	Student File	S1MREASTCHR	S1 F02C Plans to take more math courses because teachers want him/her to	BY Student Instrument	2		N	Yes
1	Student File	S1MREASCNSL	S1 F02D Plans to take more math courses because counselor wants him/her to	BY Student Instrument	2		N	Yes
1	Student File	S1MREASGOOD	S1 F02E Plans to take more math courses because he/she is good at math	BY Student Instrument	2		N	Yes
1	Student File	S1MREASJOB	S1 F02F Plans to take more math courses because needed for desired career	BY Student Instrument	2		N	Yes
1	Student File	S1MREASLIKE	S1 F02G Plans to take more math courses because most students like them do	BY Student Instrument	2		N	Yes
1	Student File	S1MREASENJOY	S1 F02H Plans to take more math courses because they enjoy studying math	BY Student Instrument	2		N	Yes
1	Student File	S1MREASCLG	S1 F02I Plans to take more math courses because will help to get into college	BY Student Instrument	2		N	Yes
1	Student File	S1MREASUSE	S1 F02J Plans to take more math courses because will be useful in college	BY Student Instrument	2		N	Yes
1	Student File	S1MREASFRND	S1 F02K Plans to take more math courses because friends are going to	BY Student Instrument	2		N	Yes
1	Student File	S1MREASOTH	S1 F02L Plans to take more math courses for other reason(s)	BY Student Instrument	2		N	Yes
1	Student File	S1MREASNOT	S1 F02M Does not know why plans to take more math courses	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1APCALC	S1 F03A 9th grader plans to enroll in an Advanced Placement (AP) calculus course	BY Student Instrument	2		N	Yes
1	Student File	S1IBCALC	S1 F03B 9th grader plans to enroll in International Baccalaureate (IB) calculus	BY Student Instrument	2		N	Yes
1	Student File	S1SYRS	S1 F04 Number of years of science coursework 9th grader expects to take in HS	BY Student Instrument	2		N	Yes
1	Student File	S1SREASREQ	S1 F05A Plans to take more science courses because it is required to graduate	BY Student Instrument	2		N	Yes
1	Student File	S1SREASPAR	S1 F05B Plans to take more science courses because parents want him/her to	BY Student Instrument	2		N	Yes
1	Student File	S1SREASTCHR	S1 F05C Plans to take more science courses because teachers want him/her to	BY Student Instrument	2		N	Yes
1	Student File	S1SREASCNSL	S1 F05D Plans to take more science courses because counselor wants him/her to	BY Student Instrument	2		N	Yes
1	Student File	S1SREASGOOD	S1 F05E Plans to take more science courses because he/she is good at science	BY Student Instrument	2		N	Yes
1	Student File	S1SREASJOB	S1 F05F Plans to take more science courses because needed for desired career	BY Student Instrument	2		N	Yes
1	Student File	S1SREASLIKE	S1 F05G Plans to take more science courses because most students like them do	BY Student Instrument	2		N	Yes
1	Student File	S1SREASENJOY	S1 F05H Plans to take more science courses because they enjoy studying science	BY Student Instrument	2		N	Yes
1	Student File	S1SREASCLG	S1 F05I Plans to take more science courses because will help to get into college	BY Student Instrument	2		N	Yes
1	Student File	S1SREASUSE	S1 F05J Plans to take more science courses because will be useful in college	BY Student Instrument	2		N	Yes
1	Student File	S1SREASFRND	S1 F05K Plans to take more science courses because friends are going to	BY Student Instrument	2		N	Yes
1	Student File	S1SREASOTH	S1 F05L Plans to take more science courses for other reason(s)	BY Student Instrument	2		N	Yes
1	Student File	S1SREASNOT	S1 F05M Does not know why plans to take more science courses	BY Student Instrument	2		N	Yes
1	Student File	S1APS	S1 F06A 9th grader plans to enroll in an Advanced Placement (AP) science course	BY Student Instrument	2		N	Yes
1	Student File	S1IBSCI	S1 F06B 9th grader plans to enroll in International Baccalaureate (IB) science	BY Student Instrument	2		N	Yes
1	Student File	S1PLAN	S1 F07 9th grader has put together an education plan and/or career plan	BY Student Instrument	2		N	Yes
1	Student File	S1PLANCNSL	S1 F08A 9th grader's counselor helped put together education/career plan	BY Student Instrument	2		N	Yes
1	Student File	S1PLANTCHR	S1 F08B 9th grader's teacher helped put together education/career plan	BY Student Instrument	2		N	Yes
1	Student File	S1PLANPRNT	S1 F08C 9th grader's parent(s) helped put together education/career plan	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1PLANOTH	S1 F08D Someone else helped 9th grader put together education/career plan	BY Student Instrument	2		N	Yes
1	Student File	S1PLANNOONE	S1 F08E No one helped 9th grader put together education/career plan	BY Student Instrument	2		N	Yes
1	Student File	S1PSAT	S1 F09A 9th grader has taken or plans to take the PSAT	BY Student Instrument	2		N	Yes
1	Student File	S1SAT	S1 F09B 9th grader has taken or plans to take the SAT	BY Student Instrument	2		N	Yes
1	Student File	S1ACT	S1 F09C 9th grader has taken or plans to take the ACT	BY Student Instrument	2		N	Yes
1	Student File	S1AP	S1 F09D 9th grader has taken/plans to take an Advanced Placement (AP) test	BY Student Instrument	2		N	Yes
1	Student File	S1IBTEST	S1 F09E 9th grader has taken/plans to take International Baccalaureate (IB) test	BY Student Instrument	2		N	Yes
1	Student File	S1SUREHSGRAD	S1 F10 How sure 9th grader is that he/she will graduate from high school	BY Student Instrument	2		N	Yes
1	Student File	S1EDUEXPECT	S1 G01 How far in school 9th grader thinks he/she will get	BY Student Instrument	2		N	Yes
1	Student File	S1SURECLG	S1 G02 How sure 9th grader is that he/she will go to college to pursue a BA/BS	BY Student Instrument	2		N	Yes
1	Student File	S1ABILITYBA	S1 G03 9th grader thinks he/she has the ability to complete a Bachelor's degree	BY Student Instrument	2		N	Yes
1	Student File	S1BAAGE30	S1 G04 9th grader would be disappointed if he/she didn't have a BA/BS by age 30	BY Student Instrument	2		N	Yes
1	Student File	S1FYAA	S1 G05A 9th grader plans to enroll in Associate's program in 1st year after HS	BY Student Instrument	2		N	Yes
1	Student File	S1FYBA	S1 G05B 9th grader plans to enroll in Bachelor's program in 1st year after HS	BY Student Instrument	2		N	Yes
1	Student File	S1FYLICENSE	S1 G05C 9th grader plans to obtain license or certificate in 1st year after HS	BY Student Instrument	2		N	Yes
1	Student File	S1FYAPPR	S1 G05D 9th grader plans to attend apprenticeship program in 1st year after HS	BY Student Instrument	2		N	Yes
1	Student File	S1FYMILITARY	S1 G05E 9th grader plans to join the armed services in 1st year after HS	BY Student Instrument	2		N	Yes
1	Student File	S1FYJOB	S1 G05F 9th grader plans to get a job in 1st year after HS	BY Student Instrument	2		N	Yes
1	Student File	S1FYFAMILY	S1 G05G 9th grader plans to start a family in 1st year after HS	BY Student Instrument	2		N	Yes
1	Student File	S1FYTRAVEL	S1 G05H 9th grader plans to travel in 1st year after HS	BY Student Instrument	2		N	Yes
1	Student File	S1FYVOLUN	S1 G05I 9th grader plans to volunteer or do missionary work in 1st year after HS	BY Student Instrument	2		N	Yes
1	Student File	S1FYNOTSURE	S1 G05J 9th grader does not know what he/she will do in 1st year after HS	BY Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1PUBPRV	S1 G06 9th grader is more likely to go to public or private college	BY Student Instrument	2		N	Yes
1	Student File	S1INOUTST	S1 G07 9th grader is more likely to go to public in-state/out-of-state college	BY Student Instrument	2		N	Yes
1	Student File	S1TUITION	S1 G08 9th grader has information on tuition/mandatory fees at specific college	BY Student Instrument	2		N	Yes
1	Student File	S1COSTIN	S1 G09 Cost of tuition and mandatory fees at public in-state 4-year college	BY Student Instrument	6		N	No
1	Student File	S1FEEIN	S1 G10 What does tuition/fees at public in-state 4-year college include	BY Student Instrument	2		N	Yes
1	Student File	S1COSTPRV	S1 G11 Cost of tuition and mandatory fees at private 4-year college	BY Student Instrument	6		N	No
1	Student File	S1FEEPRV	S1 G12 What does tuition/fees at private college include	BY Student Instrument	2		N	Yes
1	Student File	S1COSTOUT	S1 G13 Cost of tuition/fees at public out-of-state 4-year college	BY Student Instrument	6		N	No
1	Student File	S1FEEOUT	S1 G14 What does tuition/fees at public out-of-state 4-year college include	BY Student Instrument	2		N	Yes
1	Student File	S1ESTIN	S1 G15 Estimate of tuition and mandatory fees at public in-state 4-year college	BY Student Instrument	6		N	No
1	Student File	S1ESTFEE	S1 G16 What does estimated cost of public in-state 4-year college include	BY Student Instrument	2		N	Yes
1	Student File	S1ESTCONF	S1 G17 Confidence in estimate of cost for public in-state 4-year college	BY Student Instrument	2		N	Yes
1	Student File	S1OCC30	S1 G18 Occupation 9th grader expects to have at age 30	BY Student Instrument	120		A	No
1	Student File	S1OCC30THINK	S1 G19 How much 9th grader has thought about choice of occupation at age 30	BY Student Instrument	2		N	Yes
1	Student File	S1TALKFUTURE	S1 G20 Whether 9th grader talks more to parents or friends about future plans	BY Student Instrument	2		N	Yes
1	Student File	S2ENROLLHS12	S2 A01 Spring 2012 high school enrollment status	F1 Student Instrument	2		N	Yes
1	Student File	S2ENROLLBYHS	S2 A02 Teen is enrolled at BY high school or another high school in spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2HSID	S2 A03D NCESID of spring 2012 high school	F1 Student Instrument	12		A	No
1	Student File	S2CURCONTROL	S2 Currently enrolled transfer school control	F1 Student Instrument	2		N	Yes
1	Student File	S2CURLOCALE	S2 Currently enrolled transfer school locale (urbanicity)	F1 Student Instrument	2		N	Yes
1	Student File	S2CURREGION	S2 Currently enrolled transfer school geographic region	F1 Student Instrument	2		N	Yes
1	Student File	S2CURCENDIV	S2 Currently enrolled transfer school census geographic division	F1 Student Instrument	2		N	Yes
1	Student File	S2CURSTATE	S2 Currently enrolled transfer school state code	F1 Student Instrument	2		N	Yes
1	Student File	S2TRMOVED	S2 A04A Transferred/homeschooled because moved to a new area/convenient location	F1 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2TRBEHIND	S2 A04B Transferred/homeschooled because fell behind in schoolwork	F1 Student Instrument	2		N	Yes
1	Student File	S2TRREASSIGN	S2 A04C Transferred/homeschooled because re-assigned by school system	F1 Student Instrument	2		N	Yes
1	Student File	S2TRPERSONAL	S2 A04D Transferred/homeschooled for personal or family reasons	F1 Student Instrument	2		N	Yes
1	Student File	S2TRFINANCIAL	S2 A04E Transferred/homeschooled for financial reasons	F1 Student Instrument	2		N	Yes
1	Student File	S2TREXPEL	S2 A04F Transferred/homeschooled because expelled or suspended	F1 Student Instrument	2		N	Yes
1	Student File	S2TRADVANTAGE	S2 A04G Transferred/homeschooled for programs, offerings, or quality	F1 Student Instrument	2		N	Yes
1	Student File	S2TRDISLIKE	S2 A04H Transferred/homeschooled because did not like previous school	F1 Student Instrument	2		N	Yes
1	Student File	S2HSCRED	S2 A05 Teenager has earned a high school credential	F1 Student Instrument	2		N	Yes
1	Student File	S2HSCREDMO	S2 A06A Month teenager received diploma/GED/alternative credential	F1 Student Instrument	2		N	Yes
1	Student File	S2HSCREDYR	S2 A06B Year teenager received diploma/GED/alternative credential	F1 Student Instrument	4		N	Yes
1	Student File	S2LASTHSMO	S2 A07A Month teenager last attended high school	F1 Student Instrument	2		N	Yes
1	Student File	S2LASTHSYR	S2 A07B Year teenager last attended high school	F1 Student Instrument	4		N	Yes
1	Student File	S2LASTATTEND	S2 A08 Teenager stopped attending high school four or more weeks ago	F1 Student Instrument	2		N	Yes
1	Student File	S2LASTHS	S2 A09 Teenager last attended BY school, another school, or homeschool	F1 Student Instrument	2		N	Yes
1	Student File	S2LASTHSID	S2 A10D NCESID of last school teenager attended (other than BY school)	F1 Student Instrument	12		A	No
1	Student File	S2LASTCONTROL	S2 Last transfer school control	F1 Student Instrument	2		N	Yes
1	Student File	S2LASTLOCALE	S2 Last transfer school locale (urbanicity)	F1 Student Instrument	2		N	Yes
1	Student File	S2LASTREGION	S2 Last transfer school geographic region	F1 Student Instrument	2		N	Yes
1	Student File	S2LASTCENDIV	S2 Last transfer school census geographic division	F1 Student Instrument	2		N	Yes
1	Student File	S2LASTSTATE	S2 Last transfer school state code	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHHS	S2 A11 Teenager attended a school besides BY/transfer/last school	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHHSID1	S2 A12DA NCESID of first other high school attended	F1 Student Instrument	12		A	No
1	Student File	S2OTH1CONTROL	S2 First other transfer school control	F1 Student Instrument	2		N	Yes
1	Student File	S2OTH1LOCALE	S2 First other transfer school locale (urbanicity)	F1 Student Instrument	2		N	Yes
1	Student File	S2OTH1REGION	S2 First other transfer school geographic region	F1 Student Instrument	2		N	Yes
1	Student File	S2OTH1CENDIV	S2 First other transfer school census geographic division	F1 Student Instrument	2		N	Yes
1	Student File	S2OTH1STATE	S2 First other transfer school state code	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2OTHHSID2	S2 A12DB NCESID of second other high school attended	F1 Student Instrument	12		A	No
1	Student File	S2OTH2CONTROL	S2 Second other transfer school control	F1 Student Instrument	2		N	Yes
1	Student File	S2OTH2LOCALE	S2 Second other transfer school locale (urbanicity)	F1 Student Instrument	2		N	Yes
1	Student File	S2OTH2REGION	S2 Second other transfer school geographic region	F1 Student Instrument	2		N	Yes
1	Student File	S2OTH2CENDIV	S2 Second other transfer school census geographic division	F1 Student Instrument	2		N	Yes
1	Student File	S2OTH2STATE	S2 Second other transfer school state code	F1 Student Instrument	2		N	Yes
1	Student File	S2GRD1011	S2 A13 Grade level in 2010-2011 school year	F1 Student Instrument	2		N	Yes
1	Student File	S2GRD1112	S2 A14 Grade level in spring 2012 or last 2011-2012 attendance	F1 Student Instrument	2		N	Yes
1	Student File	S2PASSGRADE	S2 A15 High school dropout/early grad passed the highest grade he/she was in	F1 Student Instrument	2		N	Yes
1	Student File	S2DROPOUTHS	S2 A16 Ever stopped attending high school for four weeks or more	F1 Student Instrument	2		N	Yes
1	Student File	S2LATESCH	S2 A17A Times late for school in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2ABSENT	S2 A17B Times absent from school in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2WOHWDN	S2 A17C Times in class without homework in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2WOPAPER	S2 A17D Times in class without notetaking supplies in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2WOBOOKS	S2 A17E Times in class without books/reading material in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2SKIPCLASS	S2 A17F Times cut or skipped classes in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2INSCHSUSP	S2 A17G Times put on in-school suspension in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2OUTSCHSUSP	S2 A18A Times suspended from school in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2DISCIPLINE	S2 A18B Times transferred for discipline in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2EXPELLED	S2 A18C Times expelled in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2ARRESTED	S2 A18D Times arrested in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2JUVHOME	S2 A18E Times in juvenile detention in last 6 months of school	F1 Student Instrument	2		N	Yes
1	Student File	S2TOWORK	S2 A19A Left HS because could not work and go to school at same time	F1 Student Instrument	2		N	Yes
1	Student File	S2DISLIKESCH	S2 A19B Left HS because did not like school	F1 Student Instrument	2		N	Yes
1	Student File	S2POORGRADE	S2 A19C Left HS because getting behind/poor grades	F1 Student Instrument	2		N	Yes
1	Student File	S2GEDEASIER	S2 A19D Left HS because easier to get GED or alternative HS credential	F1 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2SUSPENDEXP	S2 A19E Left HS because suspended or expelled	F1 Student Instrument	2		N	Yes
1	Student File	S2FRIENDSDO	S2 A19F Left HS because friends had dropped out of school.	F1 Student Instrument	2		N	Yes
1	Student File	S2NONEEDHS	S2 A19G Left HS because no need to complete HS for what he/she wants to do	F1 Student Instrument	2		N	Yes
1	Student File	S2SUPPORTFAM	S2 A19H Left HS because had to take care of/financially support family	F1 Student Instrument	2		N	Yes
1	Student File	S2EARLYADMIT	S2 A19I Left HS for early admission to college/school for occupational training	F1 Student Instrument	2		N	Yes
1	Student File	S2HSPROGRAM	S2 A20 Enrolled in program to prepare for HS diploma/GED/alternative	F1 Student Instrument	2		N	Yes
1	Student File	S2GEDEXAM	S2 A21 Has taken GED exam	F1 Student Instrument	2		N	Yes
1	Student File	S2PSCREDIT	S2 A22 Took course at school providing occupational training or college	F1 Student Instrument	2		N	Yes
1	Student File	S2ENROCCTRN	S2 A23A Took course at school providing occupational training	F1 Student Instrument	2		N	Yes
1	Student File	S2ENR2YPUB	S2 A23B Took course at 2-year community college	F1 Student Instrument	2		N	Yes
1	Student File	S2ENR4Y	S2 A23C Took course at 4-year college	F1 Student Instrument	2		N	Yes
1	Student File	S2SEX	S2 B01 Teenager's sex	F1 Student Instrument	2		N	Yes
1	Student File	S2HISPANIC	S2 B02 Teenager is Hispanic/Latino/Latina	F1 Student Instrument	2		N	Yes
1	Student File	S2HISPOR	S2 B03 Teenager's Hispanic/Latino/Latina origin	F1 Student Instrument	2		N	Yes
1	Student File	S2WHITE	S2 B04A Teenager is White	F1 Student Instrument	2		N	Yes
1	Student File	S2BLACK	S2 B04B Teenager is Black/African American	F1 Student Instrument	2		N	Yes
1	Student File	S2ASIAN	S2 B04C Teenager is Asian	F1 Student Instrument	2		N	Yes
1	Student File	S2PACISLE	S2 B04D Teenager is Native Hawaiian/Pacific Islander	F1 Student Instrument	2		N	Yes
1	Student File	S2AMINDIAN	S2 B04E Teenager is American Indian or Alaska Native	F1 Student Instrument	2		N	Yes
1	Student File	S2ASIANOR	S2 B05 Teenager's Asian origin	F1 Student Instrument	2		N	Yes
1	Student File	S2BIRTHMON	S2 B06A Teenager's month of birth	F1 Student Instrument	2		N	Yes
1	Student File	S2BIRTHYR	S2 B06C Teenager's year of birth	F1 Student Instrument	2		N	Yes
1	Student File	S2LANG1ST	S2 B07 First language teenager learned to speak is English, Spanish, other	F1 Student Instrument	2		N	Yes
1	Student File	S2LANG1STOS	S2 B08 Non-English language teenager first learned to speak as a child	F1 Student Instrument	2		N	Yes
1	Student File	S2LANGMOM	S2 B09 How often teenager speaks first language with mother/female guardian	F1 Student Instrument	2		N	Yes
1	Student File	S2LANGFRIEND	S2 B10 How often teenager speaks first language with friends	F1 Student Instrument	2		N	Yes
1	Student File	S2PARREL1	S2 B11 Teenager's relationship to 1st parent in parent question series	F1 Student Instrument	2		N	Yes
1	Student File	S2HIDEG1	S2 B12 Teenager's 1st parent's highest degree earned	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2STARTDEG1	S2 B13 Teenager's 1st parent has started but not completed more advanced degree	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBNOW1	S2 B14 Teenager's 1st parent currently holds a job	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBEVER1	S2 B15 Teenager's 1st parent has ever held a job	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBDV1	S2 B16B Teenager's 1st parent's job duties - verbatim	F1 Student Instrument	200		A	No
1	Student File	S2JOBTV1	S2 B16A Teenager's 1st parent's job title - verbatim	F1 Student Instrument	200		A	No
1	Student File	S2JOB2ONET1	S2 B16C Teenager's 1st parent's job: 2-digit ONET code	F1 Student Instrument	2		N	Yes
1	Student File	S2JOB6ONET1	S2 B16D Teenager's 1st parent's job: 6-digit ONET code	F1 Student Instrument	6		N	Yes
1	Student File	S2JOBONET1_STEM1	S2 B16D Teenager's 1st parent's job: STEM code 1 (sub-domain)	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBONET1_STEM2	S2 B16D Teenager's 1st parent's job: STEM code 2 (type of occupation)	F1 Student Instrument	2		A	Yes
1	Student File	S2OTHERPAR	S2 B17 Teenager has a 2nd parent in the same household	F1 Student Instrument	2		N	Yes
1	Student File	S2PARREL2	S2 B18 Teenager's relationship to 2nd parent in parent question series	F1 Student Instrument	2		N	Yes
1	Student File	S2HIDEG2	S2 B19 Teenager's 2nd parent's highest degree earned	F1 Student Instrument	2		N	Yes
1	Student File	S2STARTDEG2	S2 B20 Teenager's 2nd parent has started but not completed more advanced degree	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBNOW2	S2 B21 Teenager's 2nd parent currently holds a job	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBEVER2	S2 B22 Teenager's 2nd parent has ever held a job	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBDV2	S2 B23B Teenager's 2nd parent's job duties - verbatim	F1 Student Instrument	200		A	No
1	Student File	S2JOBTV2	S2 B23A Teenager's 2nd parent's job title - verbatim	F1 Student Instrument	200		A	No
1	Student File	S2JOB2ONET2	S2 B23C Teenager's 2nd parent's job: 2-digit ONET code	F1 Student Instrument	2		N	Yes
1	Student File	S2JOB6ONET2	S2 B23D Teenager's 2nd parent's job: 6-digit ONET code	F1 Student Instrument	6		N	Yes
1	Student File	S2JOBONET2_STEM1	S2 B23D Teenager's 2nd parent's job: STEM code 1 (sub-domain)	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBONET2_STEM2	S2 B23D Teenager's 2nd parent's job: STEM code 2 (type of occupation)	F1 Student Instrument	2		A	Yes
1	Student File	S2JOBFAIR	S2 C01A Attended career day or job fair	F1 Student Instrument	2		N	Yes
1	Student File	S2CLGTOUR	S2 C01B Attended a program at, or taken a tour of a college campus	F1 Student Instrument	2		N	Yes
1	Student File	S2CLGCLASS	S2 C01C Sat in on or taken a college class	F1 Student Instrument	2		N	Yes
1	Student File	S2INTERN	S2 C01D Participated in internship or apprenticeship related to career goals	F1 Student Instrument	2		N	Yes
1	Student File	S2CAREERJOB	S2 C01E Performed paid/volunteer work in job related to career goals	F1 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2CLGSEARCH	S2 C01F Searched Internet or read college guides for college options	F1 Student Instrument	2		N	Yes
1	Student File	S2TALKHSCNSL	S2 C01G Talked w/ high school counselor about options for after high school	F1 Student Instrument	2		N	Yes
1	Student File	S2TALKCLGCNSL	S2 C01H Talked about options w/ counselor hired to prepare for college admission	F1 Student Instrument	2		N	Yes
1	Student File	S2CLGEXAMPREP	S2 C01I Took a course to prepare for a college admission exam	F1 Student Instrument	2		N	Yes
1	Student File	S2PSATNUM	S2 C02A Number of times teenager has taken the PSAT or PLAN	F1 Student Instrument	2		N	Yes
1	Student File	S2SATNUM	S2 C02B Number of times teenager has taken the SAT or ACT	F1 Student Instrument	2		N	Yes
1	Student File	S2APEXAMNUM	S2 C02C Number of times teenager has taken any AP test	F1 Student Instrument	2		N	Yes
1	Student File	S2IBEXAMNUM	S2 C02D Number of times teenager has taken any IB test	F1 Student Instrument	2		N	Yes
1	Student File	S2CLGINFLU	S2 C03 Person who has had most influence on thinking about education after HS	F1 Student Instrument	2		N	Yes
1	Student File	S2CAREERINFLU	S2 C04 Person who has had most influence on thinking about careers	F1 Student Instrument	2		N	Yes
1	Student File	S2FRGRADES	S2 C05A How many friends get good grades	F1 Student Instrument	2		N	Yes
1	Student File	S2FRDROPOUT	S2 C05B How many friends have ever dropped out of high school	F1 Student Instrument	2		N	Yes
1	Student File	S2FRCLGEXAM	S2 C05C How many friends have taken PSAT, SAT, PLAN or ACT	F1 Student Instrument	2		N	Yes
1	Student File	S2FROCCTRN	S2 C05D How many friends plan to attend school for occupational training	F1 Student Instrument	2		N	Yes
1	Student File	S2FR2YPUB	S2 C05E How many friends plan to attend 2-year community college	F1 Student Instrument	2		N	Yes
1	Student File	S2FR4Y	S2 C05F How many friends plan to attend 4-year college	F1 Student Instrument	2		N	Yes
1	Student File	S2FRFTJOB	S2 C05G How many friends plan to get full-time job instead of education	F1 Student Instrument	2		N	Yes
1	Student File	S2EDUASP	S2 C06 How far in school teenager would like to go	F1 Student Instrument	2		N	Yes
1	Student File	S2EDUEXP	S2 C07 How far in school teenager thinks he/she will get	F1 Student Instrument	2		N	Yes
1	Student File	S2SUREDIPL	S2 C08 How sure teenager is that he/she will receive high school diploma	F1 Student Instrument	2		N	Yes
1	Student File	S2SUREBA	S2 C09 How sure teenager is that he/she will pursue Bachelor's degree	F1 Student Instrument	2		N	Yes
1	Student File	S2REQOCCTRAIN	S2 C10A Will meet requirements for school for occupation training by summer 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2REQ2YR	S2 C10B Will meet requirements for 2-year community college by summer 2013	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2REQTYP4YR	S2 C10C Will meet requirements for typical 4-year college by summer 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2REQSEL4YR	S2 C10D Will meet requirements for selective 4-year college by summer 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2IMPCOURSES	S2 C11A Importance of HS courses for getting into typical 4-year college	F1 Student Instrument	2		N	Yes
1	Student File	S2IMPGRADES	S2 C11B Importance of HS grades for getting into typical 4-year college	F1 Student Instrument	2		N	Yes
1	Student File	S2IMPCLGEXAM	S2 C11C Importance of SAT/ACT for getting into typical 4-year college	F1 Student Instrument	2		N	Yes
1	Student File	S2IMPACTIVITY	S2 C11D Importance of activities for getting into typical 4-year college	F1 Student Instrument	2		N	Yes
1	Student File	S2IMPRECS	S2 C11E Importance of recommendations for getting into typical 4-year college	F1 Student Instrument	2		N	Yes
1	Student File	S2IMPWORKEXP	S2 C11F Importance of work experience for getting into typical 4-year college	F1 Student Instrument	2		N	Yes
1	Student File	S2CLG2013	S2 C12A Expects to continue education after HS in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2WORK2013	S2 C12B Expects to work in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2SERVE2013	S2 C12C Expects to serve in the military in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2FAMILY2013	S2 C12D Expects to start family/take care of children in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2HS2013	S2 C12E Expects to attend HS or GED completion course in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2FOCUS2013	S2 C13 Main focus in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2MOSTIMP2013	S2 C14 What parents think is most important to do in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2WORKFT2013	S2 C15 Expects to work full-time or part-time in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2ACTDUTY2013	S2 C16 Expects to be on active duty in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2DEGREE2013	S2 C17 Type of program plans to enroll in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2CLGFT2013	S2 C18 Plans to enroll in college/school full-time or part-time in fall 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2TYPEPS2013	S2 C19 Level of college/school teen most likely to attend in 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2PUBPRV2013	S2 C20 Teen more likely to go to public or private college/school in 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2INOUTST2013	S2 C21 Teen more likely to go to in-state/out-of-state college/school in 2013	F1 Student Instrument	2		N	Yes
1	Student File	S2LIKELYCLGID	S2 C22 IPEDS ID of teen's most likely college/school to attend in 2013	F1 Student Instrument	6		N	No
1	Student File	S2CERTAINCLG	S2 C23 How certain teenager is to attend most likely college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2FIRSTCHOICE	S2 C24 Most likely college/school is teen's first choice not considering cost	F1 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2CHOICECLGID	S2 C25 IPEDS ID of teen's first choice college/school not considering cost	F1 Student Instrument	6		N	No
1	Student File	S2REPUTATION	S2 C26A Importance of academic quality/reputation when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2COSTATTEND	S2 C26B Importance of cost of attendance when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBPLC	S2 C26C Importance of job placement when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2GRADSCHPLC	S2 C26D Importance of graduate school placement when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2PLAYSPORTS	S2 C26E Importance of opportunity to play sports when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2FAMREC	S2 C26F Importance of family/friend recommendations when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2CLOSEHOME	S2 C26G Importance of being close to home when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2FARHOME	S2 C26H Importance of being far from home when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2OFFERSPGRM	S2 C26I Importance of program of study when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2SOCIALLIFE	S2 C26J Importance of good social life when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2SPIRIT	S2 C26K Importance of sports teams/school spirit when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2FAMILYWENT	S2 C26L Importance of family legacy when choosing college/school	F1 Student Instrument	2		N	Yes
1	Student File	S2COST2YPUB	S2 C27 Cost of tuition/mandatory fees at public in-state 2-year college	F1 Student Instrument	6		N	No
1	Student File	S2COST4YPUB	S2 C28 Cost of tuition/mandatory fees at public in-state 4-year college	F1 Student Instrument	6		N	No
1	Student File	S2COST4YPRV	S2 C29 Cost of tuition/mandatory fees at typical private 4-year college	F1 Student Instrument	6		N	No
1	Student File	S2AIDTALKPAR	S2 C30 # of conversations with parents about financial aid in last year	F1 Student Instrument	2		N	Yes
1	Student File	S2QUALNEED	S2 C31A Will qualify for financial aid based on financial need	F1 Student Instrument	2		N	Yes
1	Student File	S2QUALACHIEVE	S2 C31B Will qualify for financial aid based on academic achievement	F1 Student Instrument	2		N	Yes
1	Student File	S2QUALATHLETE	S2 C31C Will qualify for athletic scholarship	F1 Student Instrument	2		N	Yes
1	Student File	S2QUALGOVLOAN	S2 C31D Will qualify for federal or state loans	F1 Student Instrument	2		N	Yes
1	Student File	S2QUALPRVLOAN	S2 C31E Will qualify for private loans	F1 Student Instrument	2		N	Yes
1	Student File	S2NOQUALFAM	S2 C32A Won't qualify for financial aid because family member didn't qualify	F1 Student Instrument	2		N	Yes
1	Student File	S2NOQUALCRED	S2 C32B Won't qualify for financial aid because of credit score	F1 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2NOQUALINC	S2 C32C Won't qualify for financial aid because income is too high	F1 Student Instrument	2		N	Yes
1	Student File	S2NOQUALGPA	S2 C32D Won't qualify for financial aid because grades or test scores too low	F1 Student Instrument	2		N	Yes
1	Student File	S2NOQUALPT	S2 C32E Won't qualify for financial aid because will attend part-time	F1 Student Instrument	2		N	Yes
1	Student File	S2APPLYAID	S2 C33 Will complete a FAFSA	F1 Student Instrument	2		N	Yes
1	Student File	S2INELIGIBLE	S2 C34A Won't apply for financial aid because may be ineligible/unqualified	F1 Student Instrument	2		N	Yes
1	Student File	S2CANAFFORD	S2 C34B Won't apply for financial aid because can afford college without it	F1 Student Instrument	2		N	Yes
1	Student File	S2DKHOWAPPLY	S2 C34C Won't apply for financial aid because does not know how	F1 Student Instrument	2		N	Yes
1	Student File	S2NODEBT	S2 C34D Won't apply for financial aid because you don't want debt	F1 Student Instrument	2		N	Yes
1	Student File	S2FORMSDIFF	S2 C34E Won't apply for financial aid because forms are too difficult	F1 Student Instrument	2		N	Yes
1	Student File	S2NOPLANS	S2 C34F Won't apply for financial aid because don't plan to continue education	F1 Student Instrument	2		N	Yes
1	Student File	S2MAXBORROW	S2 C35 Maximum amount willing to borrow per year	F1 Student Instrument	2		N	Yes
1	Student File	S2AFFOCCTRN	S2 C36A Can afford school that provides occupational training	F1 Student Instrument	2		N	Yes
1	Student File	S2AFF2YPUB	S2 C36B Can afford 2-year community college	F1 Student Instrument	2		N	Yes
1	Student File	S2AFF4YIN	S2 C36C Can afford 4-year public college in state	F1 Student Instrument	2		N	Yes
1	Student File	S2AFF4YOUT	S2 C36D Can afford 4-year public college out of state	F1 Student Instrument	2		N	Yes
1	Student File	S2AFF4YPRV	S2 C36E Can afford typical 4-year private college	F1 Student Instrument	2		N	Yes
1	Student File	S2AFF4YSEL	S2 C36F Can afford highly selective 4-year private college	F1 Student Instrument	2		N	Yes
1	Student File	S2NEVERCLG	S2 C37A Will never continue education after high school	F1 Student Instrument	2		N	Yes
1	Student File	S2TEENSAVING	S2 C37B Will pay for tuition/room/board w/ teen's own earnings/savings	F1 Student Instrument	2		N	Yes
1	Student File	S2PARSAVING	S2 C37C Will pay for tuition/room/board w/ parents'/relatives' earnings/savings	F1 Student Instrument	2		N	Yes
1	Student File	S2GRANTS	S2 C37D Will pay for tuition/room/board w/ scholarships/grants	F1 Student Instrument	2		N	Yes
1	Student File	S2GOVLOAN	S2 C37E Will pay for tuition/room/board w/ federal or state loans	F1 Student Instrument	2		N	Yes
1	Student File	S2TEENPRVLOAN	S2 C37F Will pay for tuition/room/board w/ private loan in teen's name	F1 Student Instrument	2		N	Yes
1	Student File	S2PARPRVLOAN	S2 C37G Will pay for tuition/room/board w/ priv loan in parents'/relatives' name	F1 Student Instrument	2		N	Yes
1	Student File	S2SCHYRWORK	S2 C38A Teen's earnings for education from evening/weekend work during HS year	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2SUMMERWORK	S2 C38B Teen's earnings for education from summer work while in HS	F1 Student Instrument	2		N	Yes
1	Student File	S2BTWNWORK	S2 C38C Teen's earnings for education from work between HS and college	F1 Student Instrument	2		N	Yes
1	Student File	S2CLGWORK	S2 C38D Teen's earnings for education from work while attending college	F1 Student Instrument	2		N	Yes
1	Student File	S2CLGWORKFT	S2 C39 Teenager will work full-time or part-time while attending college	F1 Student Instrument	2		N	Yes
1	Student File	S2EARNNOHS	S2 C40AA Expected earnings if left HS without a diploma	F1 Student Instrument	10	2	N	No
1	Student File	S2EARNNOHSUN	S2 C40AB Unit for expected earnings if left HS without a diploma	F1 Student Instrument	2		N	Yes
1	Student File	S2EARNHS	S2 C40BA Expected earnings if completed a HS diploma	F1 Student Instrument	10	2	N	No
1	Student File	S2EARNHSUN	S2 C40BB Unit for expected earnings if completed a HS diploma	F1 Student Instrument	2		N	Yes
1	Student File	S2EARNOCC	S2 C40CA Expected earnings if completed certificate from school for occ training	F1 Student Instrument	10	2	N	No
1	Student File	S2EARNOCCUN	S2 C40CB Unit for expected earnings-certificate from school for occ training	F1 Student Instrument	2		N	Yes
1	Student File	S2EARN2YPUB	S2 C40DA Expected earnings if completed 2-year community college degree	F1 Student Instrument	10	2	N	No
1	Student File	S2EARN2YPUBUN	S2 C40DB Unit for expected earnings if completed 2-year community college degree	F1 Student Instrument	2		N	Yes
1	Student File	S2EARN4Y	S2 C40EA Expected earnings if completed 4-year college degree	F1 Student Instrument	10	2	N	No
1	Student File	S2EARN4YUN	S2 C40EB Unit for expected earnings if completed 4-year college degree	F1 Student Instrument	2		N	Yes
1	Student File	S2OCC30	S2 C41 Occupation teenager expects to have at age 30	F1 Student Instrument	200		A	No
1	Student File	S2OCC30THINK	S2 C42 How much teenager has thought about choice of occupation at age 30	F1 Student Instrument	2		N	Yes
1	Student File	S2OCC30CERTAIN	S2 C43 Certainty about choice of occupation at age 30	F1 Student Instrument	2		N	Yes
1	Student File	S2OCC30EARN	S2 C44 Expected earnings for choice of occupation at age 30	F1 Student Instrument	7		N	No
1	Student File	S2FAVSUBJ	S2 D01 Teenager's favorite school subject	F1 Student Instrument	2		N	Yes
1	Student File	S2ALG1WHEN	S2 D02 Grade teenager was in when he/she took algebra I	F1 Student Instrument	2		N	Yes
1	Student File	S2ALG1GRADE	S2 D03 Teenager's final grade in algebra I	F1 Student Instrument	2		N	Yes
1	Student File	S2ANYAP	S2 D04 Has taken advanced placement (AP) course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2APMATH	S2 D05A Has taken an AP math course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2APSCIENCE	S2 D05B Has taken an AP science course(s)	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2APOTHER	S2 D05C Has taken an AP course(s) in another subject	F1 Student Instrument	2		N	Yes
1	Student File	S2ANYIB	S2 D06 Has taken International Baccalaureate (IB) course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2IBMATH	S2 D07A Has taken IB math course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2IBSCIENCE	S2 D07B Has taken IB science course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2IBOTHER	S2 D07C Has taken IB course(s) in another subject	F1 Student Instrument	2		N	Yes
1	Student File	S2ANYDUAL	S2 D08 Has taken dual enrollment course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2DUALMATH	S2 D09A Has taken math dual enrollment course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2DUALSCIENCE	S2 D09B Has taken science dual enrollment course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2DUALOTHER	S2 D09C Has taken dual enrollment course(s) in another subject	F1 Student Instrument	2		N	Yes
1	Student File	S2DUALCLG	S2 D10A Has taken dual enrollment course(s) on college campus	F1 Student Instrument	2		N	Yes
1	Student File	S2DUALHS	S2 D10B Has taken dual enrollment course(s) at teen's high school	F1 Student Instrument	2		N	Yes
1	Student File	S2DUALOTHHS	S2 D10C Has taken dual enrollment course(s) at high school other than teen's	F1 Student Instrument	2		N	Yes
1	Student File	S2DUALONLINE	S2 D10D Has taken dual enrollment course(s) online	F1 Student Instrument	2		N	Yes
1	Student File	S2DUALHSCRED	S2 D11 Received high school credit for dual enrollment course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2DUALCLGCRED	S2 D12 Received college credit for dual enrollment course(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2MSPR12	S2 D13 Teenager taking math class(es) in spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2MDISLIKE	S2 D14A Not taking math because really dislikes math	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOTHSREQ	S2 D14B Not taking math because it is not required for HS graduation	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOCLGADM	S2 D14C Not taking math because won't be needed to get into college	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOCLGSUCC	S2 D14D Not taking math because won't be needed to succeed in college	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOCAREER	S2 D14E Not taking math because won't be needed for career	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOCNSLREC	S2 D14F Not taking math because HS counselor discouraged teen	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOTCHRREC	S2 D14G Not taking math because teacher discouraged teen	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOPARREC	S2 D14H Not taking math because parent discouraged teen	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOFAMREC	S2 D14I Not taking math because family member discouraged teen	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2MNOEMPREC	S2 D14J Not taking math because employer discouraged teen	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOFRIEND	S2 D14K Not taking math because friends were not taking it	F1 Student Instrument	2		N	Yes
1	Student File	S2MDONTDOWELL	S2 D14L Not taking math because doesn't do well in math	F1 Student Instrument	2		N	Yes
1	Student File	S2MNOASSIGN	S2 D14M Not taking math because not assigned to it	F1 Student Instrument	2		N	Yes
1	Student File	S2MTOOKBEFORE	S2 D14N Not taking math because took it earlier in the school year	F1 Student Instrument	2		N	Yes
1	Student File	S2PREALGM12	S2 D15A Taking pre-algebra spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2ALG1M12	S2 D15B Taking algebra I (including IA and IB) spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2ALG2M12	S2 D15C Taking algebra II spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2ALG3M12	S2 D15D Taking algebra III spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2GEOM12	S2 D15E Taking geometry spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2ANGEOM12	S2 D15F Taking analytic geometry spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2TRIGM12	S2 D15G Taking trigonometry spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2PRECALC12	S2 D15H Taking pre-calculus or analysis and functions spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2APCALC12	S2 D15I Taking Advanced Placement (AP) calculus AB or BC spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2CALC12	S2 D15J Taking calculus other than AP spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2APSTAT12	S2 D15K Taking Advanced Placement (AP) statistics spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2STAT12	S2 D15L Taking statistics or probability other than AP spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2INTGM112	S2 D15M Taking integrated math I spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2INTGM212	S2 D15N Taking integrated math II spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2INTGM312	S2 D15O Taking integrated math III or above spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2IBMATHSTD12	S2 D15P Taking IB mathematics standard level spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2IBMATHHI12	S2 D15Q Taking IB mathematics higher level spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2REVIEWM12	S2 D15R Taking business/general/applied/technical/review math in spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHM12	S2 D15S Taking other math course spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHM12SP	S2 D15T Specific other math course spring 2012	F1 Student Instrument	200		A	No
1	Student File	S2HIMATH12	S2 D16 Most challenging math course spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2MENJOYS	S2 D17A Teen is taking spring 2012 math b/c he/she really enjoys math	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2MCHALLENGE	S2 D17B Teen is taking spring 2012 math b/c he/she likes to be challenged	F1 Student Instrument	2		N	Yes
1	Student File	S2MHSREQ	S2 D17C Teen is taking spring 2012 math b/c it is a school requirement	F1 Student Instrument	2		N	Yes
1	Student File	S2MCLGADM	S2 D17D Teen is taking spring 2012 math b/c needs it to get into college	F1 Student Instrument	2		N	Yes
1	Student File	S2MCLGSUCC	S2 D17E Teen is taking spring 2012 math b/c needs it to succeed in college	F1 Student Instrument	2		N	Yes
1	Student File	S2MCAREER	S2 D17F Teen is taking spring 2012 math b/c needs it for career	F1 Student Instrument	2		N	Yes
1	Student File	S2MCNSLREC	S2 D17G Teen is taking spring 2012 math b/c school counselor suggested it	F1 Student Instrument	2		N	Yes
1	Student File	S2MTCHRREC	S2 D17H Teen is taking spring 2012 math b/c teacher encouraged it	F1 Student Instrument	2		N	Yes
1	Student File	S2MPARREC	S2 D17I Teen is taking spring 2012 math b/c parent(s) encouraged it	F1 Student Instrument	2		N	Yes
1	Student File	S2MFAMREC	S2 D17J Teen is taking spring 2012 math b/c family member encouraged it	F1 Student Instrument	2		N	Yes
1	Student File	S2MEMPREC	S2 D17K Teen is taking spring 2012 math b/c employer encouraged it	F1 Student Instrument	2		N	Yes
1	Student File	S2MFRIEND	S2 D17L Teen is taking spring 2012 math b/c friends taking it	F1 Student Instrument	2		N	Yes
1	Student File	S2MDOWELL	S2 D17M Teen is taking spring 2012 math b/c does well in math	F1 Student Instrument	2		N	Yes
1	Student File	S2MASSIGNED	S2 D17N Teen is taking spring 2012 math b/c it was assigned	F1 Student Instrument	2		N	Yes
1	Student File	S2MTCHTREAT	S2 D18A Teen's spring 2012 math teacher treats some kids better than others	F1 Student Instrument	2		N	Yes
1	Student File	S2MTCHINTRST	S2 D18B Teen's spring 2012 math teacher makes math interesting	F1 Student Instrument	2		N	Yes
1	Student File	S2MTCHEASY	S2 D18C Teen's spring 2012 math teacher makes math easy to understand	F1 Student Instrument	2		N	Yes
1	Student File	S2MTCHTHINK	S2 D18D Teen's spring 2012 math teacher wants students to think, not memorize	F1 Student Instrument	2		N	Yes
1	Student File	S2MTCHGIVEUP	S2 D18E Teen's spring 2012 math teacher doesn't let students give up	F1 Student Instrument	2		N	Yes
1	Student File	S2MATTENTION	S2 D19A How often paid attention to spring 2012 math teacher	F1 Student Instrument	2		N	Yes
1	Student File	S2MONTIME	S2 D19B How often turned in assignments on time in spring 2012 math course	F1 Student Instrument	2		N	Yes
1	Student File	S2MSTOPTRYING	S2 D19C How often stopped trying in spring 2012 math course	F1 Student Instrument	2		N	Yes
1	Student File	S2MGETBY	S2 D19D How often did as little work as possible in spring 2012 math course	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2MENJOYING	S2 D20A Teen is enjoying (spring 2012) math course	F1 Student Instrument	2		N	Yes
1	Student File	S2MTEXTBOOK	S2 D20B Teen certain can understand (spring 2012) math textbook	F1 Student Instrument	2		N	Yes
1	Student File	S2MWASTE	S2 D20C Teen thinks (spring 2012) math course is a waste of time	F1 Student Instrument	2		N	Yes
1	Student File	S2MSKILLS	S2 D20D Teen certain can master skills taught in (spring 2012) math course	F1 Student Instrument	2		N	Yes
1	Student File	S2MTESTS	S2 D20E Teen confident can do an excellent job on (spring 2012) math tests	F1 Student Instrument	2		N	Yes
1	Student File	S2MBORING	S2 D20F Teen thinks (spring 2012) math course is boring	F1 Student Instrument	2		N	Yes
1	Student File	S2MASSEXCL	S2 D20G Teen confident can do excellent job on (spring 2012) math assignments	F1 Student Instrument	2		N	Yes
1	Student File	S2SSPR12	S2 D21 Teenager taking science/computer science/tech class(es) in spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2LIFES12	S2 D22A Taking life science spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2BIO1S12	S2 D22B Taking biology I spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2BIO2S12	S2 D22C Taking biology II spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2APBIOS12	S2 D22D Advanced Placement (AP) Biology spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2IBIOS12	S2 D22E International Baccalaureate (IB) Biology spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2ANATOMYS12	S2 D22F Taking anatomy or physiology spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHBIOS12	S2 D22G Taking other biological science courses spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2CHEM1S12	S2 D22H Taking chemistry I spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2CHEM2S12	S2 D22I Taking chemistry II spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2APCHEM12	S2 D22J Taking Advanced Placement (AP) chemistry spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2IBCHEM12	S2 D22K Taking International Baccalaureate (IB) chemistry spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2EARTHS12	S2 D22L Taking earth science spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2APENVS12	S2 D22M Taking Advanced Placement (AP) environmental science	F1 Student Instrument	2		N	Yes
1	Student File	S2IBENVS12	S2 D22N Taking IB Environmental Systems and Societies spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHENVS12	S2 D22O Taking other earth or environmental science spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2PHYSIC1S12	S2 D22P Taking physics I spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2PHYSIC2S12	S2 D22Q Taking physics II spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2APPHYSIC12	S2 D22R Advanced Placement (AP) Physics B or C	F1 Student Instrument	2		N	Yes
1	Student File	S2IBPHYSIC12	S2 D22S International Baccalaureate (IB) Physics	F1 Student Instrument	2		N	Yes
1	Student File	S2PHYSS12	S2 D22T Taking physical science spring 2012	F1 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2TECHS12	S2 D22U Taking principles of technology spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHPHYS12	S2 D22V Taking other physical science spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2INTGS1S12	S2 D22W Taking integrated science I spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2INTGS2S12	S2 D22X Taking integrated science II or above spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2GENS12	S2 D22Y Taking general science spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2COMPAPP12	S2 D22Z Taking computer applications spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2COMPPROG12	S2 D22AA Taking computer programming spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2APCOMPSCI12	S2 D22BB Taking AP computer science spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2IBTECH12	S2 D22CC Taking IB Design Technology spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHCOMP12	S2 D22DD Taking other computer or information science course spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2ENGINEER12	S2 D22EE Taking engineering spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHS12	S2 D22FF Taking other science, computer science, or engineering course spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHS12SP	S2 D22GG Specific other science course spring 2012	F1 Student Instrument	200		A	No
1	Student File	S2HISCIENCE12	S2 D23 Most challenging science course spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2SDISLIKE	S2 D24A Not taking science because really dislikes science	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOTHSREQ	S2 D24B Not taking science because it is not required for HS graduation	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOCLGADM	S2 D24C Not taking science because won't be needed to get into college	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOCLGSUCC	S2 D24D Not taking science because won't be needed to succeed in college	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOCAREER	S2 D24E Not taking science because won't be needed for career	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOCNSLREC	S2 D24F Not taking science because HS counselor discouraged teen	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOTCHRREC	S2 D24G Not taking science because teacher discouraged teen	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOPARREC	S2 D24H Not taking science because parent discouraged teen	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOFAMREC	S2 D24I Not taking science because family member discouraged teen	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOEMPREC	S2 D24J Not taking science because employer discouraged teen	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOFRIEND	S2 D24K Not taking science because friends were not taking it	F1 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2SDONTDOWELL	S2 D24L Not taking science because doesn't do well in science	F1 Student Instrument	2		N	Yes
1	Student File	S2SNOASSIGN	S2 D24M Not taking science because not assigned to it	F1 Student Instrument	2		N	Yes
1	Student File	S2STOOKBEFORE	S2 D24N Not taking science because took it earlier in the school year	F1 Student Instrument	2		N	Yes
1	Student File	S2SENJOYS	S2 D25A Teen is taking spring 2012 science b/c he/she really enjoys science	F1 Student Instrument	2		N	Yes
1	Student File	S2SCHALLENGE	S2 D25B Teen is taking spring 2012 science b/c he/she likes to be challenged	F1 Student Instrument	2		N	Yes
1	Student File	S2SHSREQ	S2 D25C Teen is taking spring 2012 science b/c it is a school requirement	F1 Student Instrument	2		N	Yes
1	Student File	S2SCLGADM	S2 D25D Teen is taking spring 2012 science b/c needs it to get into college	F1 Student Instrument	2		N	Yes
1	Student File	S2SCLGSUCC	S2 D25E Teen is taking spring 2012 science b/c needs it to succeed in college	F1 Student Instrument	2		N	Yes
1	Student File	S2SCAREER	S2 D25F Teen is taking spring 2012 science b/c needs it for career	F1 Student Instrument	2		N	Yes
1	Student File	S2SCNSLREC	S2 D25G Teen is taking spring 2012 science b/c school counselor suggested it	F1 Student Instrument	2		N	Yes
1	Student File	S2STCHRREC	S2 D25H Teen is taking spring 2012 science b/c teacher encouraged it	F1 Student Instrument	2		N	Yes
1	Student File	S2SPARREC	S2 D25I Teen is taking spring 2012 science b/c parent(s) encouraged it	F1 Student Instrument	2		N	Yes
1	Student File	S2SFAMREC	S2 D25J Teen is taking spring 2012 science b/c family member encouraged it	F1 Student Instrument	2		N	Yes
1	Student File	S2SEMPREC	S2 D25K Teen is taking spring 2012 science b/c employer encouraged it	F1 Student Instrument	2		N	Yes
1	Student File	S2SFRIEND	S2 D25L Teen is taking spring 2012 science b/c friends taking it	F1 Student Instrument	2		N	Yes
1	Student File	S2SDOWELL	S2 D25M Teen is taking spring 2012 science b/c does well in science	F1 Student Instrument	2		N	Yes
1	Student File	S2SASSIGNED	S2 D25N Teen is taking spring 2012 science b/c it was assigned	F1 Student Instrument	2		N	Yes
1	Student File	S2STCHTREAT	S2 D26A Teen's spring 2012 science teacher treats some kids better than others	F1 Student Instrument	2		N	Yes
1	Student File	S2STCHINTRST	S2 D26B Teen's spring 2012 science teacher makes science interesting	F1 Student Instrument	2		N	Yes
1	Student File	S2STCHEASY	S2 D26C Teen's spring 2012 science teacher makes science easy to understand	F1 Student Instrument	2		N	Yes
1	Student File	S2STCHTHINK	S2 D26D Teen's spring 2012 science teacher wants students to think, not memorize	F1 Student Instrument	2		N	Yes
1	Student File	S2STCHGIVEUP	S2 D26E Teen's spring 2012 science teacher doesn't let students give up	F1 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2SATTENTION	S2 D27A How often paid attention to spring 2012 science teacher	F1 Student Instrument	2		N	Yes
1	Student File	S2SONTIME	S2 D27B How often turned in assignments on time in spring 2012 science course	F1 Student Instrument	2		N	Yes
1	Student File	S2SSTOPTRYING	S2 D27C How often stopped trying in spring 2012 science course	F1 Student Instrument	2		N	Yes
1	Student File	S2SGETBY	S2 D27D How often did as little work as possible in spring 2012 science course	F1 Student Instrument	2		N	Yes
1	Student File	S2SENJOYING	S2 D28A 9th grader is enjoying fall 2009 science course very much	F1 Student Instrument	2		N	Yes
1	Student File	S2STEXTBOOK	S2 D28B Teen certain can understand (spring 2012) science textbook	F1 Student Instrument	2		N	Yes
1	Student File	S2SWASTE	S2 D28C Teen thinks (spring 2012) science course is a waste of time	F1 Student Instrument	2		N	Yes
1	Student File	S2SSKILLS	S2 D28D Teen certain can master skills taught in (spring 2012) science course	F1 Student Instrument	2		N	Yes
1	Student File	S2STESTS	S2 D28E Teen confident can do an excellent job on (spring 2012) science tests	F1 Student Instrument	2		N	Yes
1	Student File	S2SBORING	S2 D28F Teen thinks (spring 2012) science course is boring	F1 Student Instrument	2		N	Yes
1	Student File	S2SASSEXCL	S2 D28G Teen confident can do excellent job on (spring 2012) science assignments	F1 Student Instrument	2		N	Yes
1	Student File	S2HSPLAN	S2 D29 School asked teen to develop graduation/career/education plan	F1 Student Instrument	2		N	Yes
1	Student File	S2SUBMITPLAN	S2 D30 Teen has submitted graduation/career/education plan to school	F1 Student Instrument	2		N	Yes
1	Student File	S2REVIEWPLAN	S2 D31 How often met with adult in school to review plan	F1 Student Instrument	2		N	Yes
1	Student File	S2MPERSON1	S2 E01A Teenager sees himself/herself as a math person	F1 Student Instrument	2		N	Yes
1	Student File	S2MPERSON2	S2 E01B Others see teenager as a math person	F1 Student Instrument	2		N	Yes
1	Student File	S2MLEARN	S2 E01C Most people can learn to be good at math	F1 Student Instrument	2		N	Yes
1	Student File	S2MBORN	S2 E01D You have to be born with the ability to be good at math	F1 Student Instrument	2		N	Yes
1	Student File	S2MUSELIFE	S2 E02A Teenager thinks math is useful for everyday life	F1 Student Instrument	2		N	Yes
1	Student File	S2MUSECLG	S2 E02B Teenager thinks math will be useful for college	F1 Student Instrument	2		N	Yes
1	Student File	S2MUSEJOB	S2 E02C Teenager thinks math is useful for future career	F1 Student Instrument	2		N	Yes
1	Student File	S2SPERSON1	S2 E03A Teenager sees himself/herself as a science person	F1 Student Instrument	2		N	Yes
1	Student File	S2SPERSON2	S2 E03B Others see teenager as a science person	F1 Student Instrument	2		N	Yes
1	Student File	S2SLEARN	S2 E03C Most people can learn to be good at science	F1 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2SBORN	S2 E03D You have to be born with the ability to be good at science	F1 Student Instrument	2		N	Yes
1	Student File	S2SUSELIFE	S2 E04A Teenager thinks science is useful for everyday life	F1 Student Instrument	2		N	Yes
1	Student File	S2SUSECLG	S2 E04B Teenager thinks science will be useful for college	F1 Student Instrument	2		N	Yes
1	Student File	S2SUSEJOB	S2 E04C Teenager thinks science is useful for future career	F1 Student Instrument	2		N	Yes
1	Student File	S2ENGCOMP	S2 E05A How teen compares males and females in English or language arts	F1 Student Instrument	2		N	Yes
1	Student File	S2MTHCOMP	S2 E05B How teen compares males and females in math	F1 Student Instrument	2		N	Yes
1	Student File	S2SCICOMP	S2 E05C How teen compares males and females in science	F1 Student Instrument	2		N	Yes
1	Student File	S2PAYOFF	S2 E06A Teen thinks studying in high school rarely pays off later with good job	F1 Student Instrument	2		N	Yes
1	Student File	S2DOOKAY	S2 E06B Teen thinks people can do OK even if they drop out of high school	F1 Student Instrument	2		N	Yes
1	Student File	S2BADGRADES	S2 E06C Teen thinks students w/ bad grades often get good jobs after high school	F1 Student Instrument	2		N	Yes
1	Student File	S2SCHWASTE	S2 E06D Teen feels that high school often is a waste of time	F1 Student Instrument	2		N	Yes
1	Student File	S2SCHOLARSHIP	S2 E06E Teen thinks studying in high school pays off w/ scholarships for college	F1 Student Instrument	2		N	Yes
1	Student File	S2CANTAFFORD	S2 E07A Even if accepted to college, family can't afford to send teen	F1 Student Instrument	2		N	Yes
1	Student File	S2SOMECLG	S2 E07B Regardless of grades, will get into some kind of school/college	F1 Student Instrument	2		N	Yes
1	Student File	S2MCLUB	S2 F01A Teenager participated in math club since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2MCOMPETE	S2 F01B Teenager participated in math competition since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2MSUMMERPRG	S2 F01C Teenager participated in math summer program since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2MGROUP	S2 F01D Teenager participated in math study group since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2MTUTORED	S2 F01E Teenager tutored in math since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2SCLUB	S2 F01F Teenager participated in science club since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2SCOMPETE	S2 F01G Teenager participated in science competition since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2SSUMMERPRG	S2 F01H Teenager participated in science summer program since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2SGROUP	S2 F01I Teenager participated in science study group since fall 2009	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2STUTORED	S2 F01J Teenager tutored in science since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2FFA	S2 F01K Teenager participated in Future Farmers of America (FFA) since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2HOSA	S2 F01L Teenager participated in HOSA since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2MUSIC	S2 F02A Participated in music or dance outside of school since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2ART	S2 F02B Participated in art outside of school since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2DRAMA	S2 F02C Participated in theater/drama outside of school since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2SPORTS	S2 F02D Participated in organized sports outside of school since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2CLUB	S2 F02E Participated in scouting/group/club outside of school since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2ACADEMIC	S2 F02F Received academic instruction outside of school since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2CLGCAMP	S2 F02G Participated in college preparation camp since fall 2009	F1 Student Instrument	2		N	Yes
1	Student File	S2EVERTALENT	S2 F03A Teen has ever participated in Talent Search	F1 Student Instrument	2		N	Yes
1	Student File	S2EVERUPWARD	S2 F03B Teen has ever participated in Upward Bound	F1 Student Instrument	2		N	Yes
1	Student File	S2EVERGEARUP	S2 F03C Teen has ever participated in Gear Up	F1 Student Instrument	2		N	Yes
1	Student File	S2EVERAVID	S2 F03D Teen has ever participated in AVID	F1 Student Instrument	2		N	Yes
1	Student File	S2EVERMESA	S2 F03E Teen has ever participated in MESA	F1 Student Instrument	2		N	Yes
1	Student File	S2MHOMEWRK	S2 F04A Hours spent on math homework/studying in typical schoolweek	F1 Student Instrument	2		N	Yes
1	Student File	S2SHOMEWRK	S2 F04B Hours spent on science homework/studying in typical schoolweek	F1 Student Instrument	2		N	Yes
1	Student File	S2OHOMEWRK	S2 F04C Hours spent on other homework/studying in typical schoolweek	F1 Student Instrument	2		N	Yes
1	Student File	S2STUDYMORE	S2 F05 Thinks would earn higher grades if spent more time studying	F1 Student Instrument	2		N	Yes
1	Student File	S2DONTCARE	S2 F06A Does not study more because doesn't care about higher grades	F1 Student Instrument	2		N	Yes
1	Student File	S2CANTSEND	S2 F06B Does not study more because can't afford college	F1 Student Instrument	2		N	Yes
1	Student File	S2HIGHGRADES	S2 F06C Does not study more because grades are already high	F1 Student Instrument	2		N	Yes
1	Student File	S2HANGOUT	S2 F06D Does not study more because wants to hang out with friends	F1 Student Instrument	2		N	Yes
1	Student File	S2CLUBTIME	S2 F06E Does not study more because has organized activities	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2POPULAR	S2 F06F Does not study more because would not be popular	F1 Student Instrument	2		N	Yes
1	Student File	S2MAKEFUN	S2 F06G Does not study more because people would make fun of	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBTIME	S2 F06H Does not study more because job takes too much time	F1 Student Instrument	2		N	Yes
1	Student File	S2HSJOBNOW	S2 F07 Working for pay during spring 2012 term	F1 Student Instrument	2		N	Yes
1	Student File	S2HSJOBEVER	S2 F08 Ever worked for pay during high school year	F1 Student Instrument	2		N	Yes
1	Student File	S2HSJOBHR	S2 F09 Hours per week working spring 2012/most recent school year job	F1 Student Instrument	2		N	No
1	Student File	S2HSJOBRELATE	S2 F10 Spring 2012/most recent job related to job wants when education complete	F1 Student Instrument	2		N	Yes
1	Student File	S2NUMJOB	S2 F11 Number of jobs dropout/early grad has held since leaving HS	F1 Student Instrument	2		N	Yes
1	Student File	S21STJOBMO	S2 F12A Month dropout/early grad started working 1st job since leaving HS	F1 Student Instrument	2		N	Yes
1	Student File	S21STJOBYR	S2 F12B Year dropout/early grad started working 1st job since leaving HS	F1 Student Instrument	4		N	Yes
1	Student File	S21STJOBSTILL	S2 F13 Dropout/early grad still has 1st job since leaving HS	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBNOW	S2 F14 Dropout/early grad currently has a job	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBMO	S2 F15A Month dropout/early grad started current/most recent job	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBYR	S2 F15B Year dropout/early grad started current/most recent job	F1 Student Instrument	4		N	Yes
1	Student File	S2JOBHR	S2 F16 Hours per week dropout/early grad worked on current/most recent job	F1 Student Instrument	2		N	No
1	Student File	S2JOBEARN	S2 F17A Dropout/early grad's current/most recent earnings since leaving HS	F1 Student Instrument	8	2	N	No
1	Student File	S2JOBUNIT	S2 F17B Unit for dropout/early grad's current/most recent earnings	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBRELATE	S2 F18 Dropout/early grad's current/recent job related to job when ed complete	F1 Student Instrument	2		N	Yes
1	Student File	S2JOBLEFTRSN	S2 F19 How dropout/early grad's most recent job since leaving HS ended	F1 Student Instrument	2		N	Yes
1	Student File	S2NUMCHILD	S2 F20 How many children dropout/early grad has	F1 Student Instrument	2		N	Yes
1	Student File	S2CHILDBORNMO	S2 F21A Month dropout/early grad's first child was born	F1 Student Instrument	2		N	Yes
1	Student File	S2CHILDBORNYR	S2 F21B Year dropout/early grad's first child was born	F1 Student Instrument	4		N	Yes
1	Student File	S2LIVECHILD	S2 F22 Dropout/early grad's child(ren) live with him/her	F1 Student Instrument	2		N	Yes
1	Student File	S2LIVEPARENT	S2 F23A Dropout/early grad lives with parent(s)	F1 Student Instrument	2		N	Yes
1	Student File	S2LIVESIBS	S2 F23B Dropout/early grad lives with siblings/relatives	F1 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2LIVESPOUSE	S2 F23C Dropout/early grad lives with spouse	F1 Student Instrument	2		N	Yes
1	Student File	S2LIVEPARTNER	S2 F23D Dropout/early grad lives with girlfriend/boyfriend	F1 Student Instrument	2		N	Yes
1	Student File	S2LIVEFRIEND	S2 F23E Dropout/early grad lives with friends/roommates	F1 Student Instrument	2		N	Yes
1	Student File	S2LIVEALONE	S2 F23F Dropout/early grad lives by himself/herself	F1 Student Instrument	2		N	Yes
1	Student File	S2PUBASSIST	S2 F24 Dropout/early grad or spouse receiving public assistance	F1 Student Instrument	2		N	Yes
1	Student File	S3HSCRED	S3 A01 Teenager has high school credential	U13 Student Instrument	2		N	Yes
1	Student File	S3HSCREDTYPE	S3 A02 Type of high school credential received	U13 Student Instrument	2		N	Yes
1	Student File	S3HSCREDMO	S3 A03A Month received high school credential	U13 Student Instrument	2		N	Yes
1	Student File	S3HSCREDYR	S3 A03B Year received high school credential	U13 Student Instrument	4		N	Yes
1	Student File	S3ENROLLHS13	S3 A04 Teenager's high school enrollment status spring 2013 term/fall 2013 term	U13 Student Instrument	2		N	Yes
1	Student File	S3HSPLAN	S3 A05 Teenager plans to get high school credential	U13 Student Instrument	2		N	Yes
1	Student File	S3HSCREDPLAN	S3 A06 Type of high school credential teenager plans to earn	U13 Student Instrument	2		N	Yes
1	Student File	S3HSCOMPMO	S3 A07A Month expects to receive high school credential	U13 Student Instrument	2		N	Yes
1	Student File	S3HSCOMPYR	S3 A07B Year expects to receive high school credential	U13 Student Instrument	4		N	Yes
1	Student File	S3LASTHSMO	S3 A08A Month dropout/alternative completer last attended high school	U13 Student Instrument	2		N	Yes
1	Student File	S3LASTHSYR	S3 A08B Year dropout/alternative completer last attended high school	U13 Student Instrument	4		N	Yes
1	Student File	S3LASTHS	S3 A09 Last high school attended is previously identified school	U13 Student Instrument	2		N	Yes
1	Student File	S3LASTHSID	S3 A10 Last high school attended - CCD/PSS ID	U13 Student Instrument	12		A	No
1	Student File	S3LASTCONTROL	S3 A10 Last school control	U13 Student Instrument	2		N	Yes
1	Student File	S3LASTLOCALE	S3 A10 Last school locale (urbanicity)	U13 Student Instrument	2		N	Yes
1	Student File	S3LASTREGION	S3 A10 Last school region	U13 Student Instrument	2		N	Yes
1	Student File	S3LASTCENDIV	S3 A10 Last school census division	U13 Student Instrument	2		N	Yes
1	Student File	S3LASTSTATE	S3 A10 Last school state code	U13 Student Instrument	2		N	Yes
1	Student File	S3OTHHSID1	S3 A11A First other high school - CCD/PSS ID	U13 Student Instrument	12		A	No
1	Student File	S3OTH1CONTROL	S3 First other school control	U13 Student Instrument	2		N	Yes
1	Student File	S3OTH1LOCALE	S3 A11A First other school locale (urbanicity)	U13 Student Instrument	2		N	Yes
1	Student File	S3OTH1REGION	S3 A11A First other school region	U13 Student Instrument	2		N	Yes
1	Student File	S3OTH1CENDIV	S3 A11A First other school census division	U13 Student Instrument	2		N	Yes
1	Student File	S3OTH1STATE	S3 A11A First other school state code	U13 Student Instrument	2		N	Yes
1	Student File	S3OTHHSID2	S3 A11B Second other high school - CCD/PSS ID	U13 Student Instrument	12		A	No
1	Student File	S3OTH2CONTROL	S3 A11B Second other school control	U13 Student Instrument	2		N	Yes
1	Student File	S3OTH2LOCALE	S3 A11B Second other school locale (urbanicity)	U13 Student Instrument	2		N	Yes
1	Student File	S3OTH2REGION	S3 A11B Second other school region	U13 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S3OTH2CENDIV	S3 A11B Second other school census division	U13 Student Instrument	2		N	Yes
1	Student File	S3OTH2STATE	S3 A11B Second other school state code	U13 Student Instrument	2		N	Yes
1	Student File	S3ANYCLGCRED	S3 A12 Has taken course for college credit while in high school	U13 Student Instrument	2		N	Yes
1	Student File	S3AP	S3 A13A Has taken AP course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3IB	S3 A13B Has taken IB course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3DUAL	S3 A13C Has taken dual enrollment course(s) while in high school	U13 Student Instrument	2		N	Yes
1	Student File	S3APMATH	S3 A14A Has taken AP math course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3APSCIENCE	S3 A14B Has taken AP science course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3APOTHER	S3 A14C Has taken other (not math or science) AP course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3IBMATH	S3 A15A Has taken IB math course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3IBSCIENCE	S3 A15B Has taken IB science course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3IBOTHER	S3 A15C Has taken other (not math or science) IB course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3DUALMATH	S3 A16A Has taken dual enrollment math course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3DUALSCIENCE	S3 A16B Has taken dual enrollment science course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3DUALOTHER	S3 A16C Has taken other (not math or science) dual enrollment course(s)	U13 Student Instrument	2		N	Yes
1	Student File	S3CNSLCLG	S3 A17A Has met with high school counselor about college admissions in 2012-2013 year	U13 Student Instrument	2		N	Yes
1	Student File	S3CNSLAID	S3 A17B Has met with high school counselor about financial aid in 2012-2013 year	U13 Student Instrument	2		N	Yes
1	Student File	S3CNSLJOB	S3 A17C Has met with high school counselor year about finding job in 2012-2013 year	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGINFLU	S3 A18 Person who has most influence on thinking about education after high school	U13 Student Instrument	2		N	Yes
1	Student File	S3AIDINFLU	S3 A19 Person who has most influence on thinking about financial aid	U13 Student Instrument	2		N	Yes
1	Student File	S3CAREERINFLU	S3 A20 Person who has most influence on thinking about careers	U13 Student Instrument	2		N	Yes
1	Student File	S3CLASSES	S3 B01A Taking postsecondary classes as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3APPRENTICE	S3 B01B Apprenticing as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3WORK	S3 B01C Working for pay as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3MILITARY	S3 B01D Serving in the military as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3FAMILY	S3 B01E Starting family/taking care of children as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3HS	S3 B01F Attending high school or homeschool as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3GEDCOURSE	S3 B01G In a course to prepare for GED as of Nov 1 2013	U13 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S3FOCUS	S3 B02 Main focus as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGFT	S3 B03 Attending college full-time or part-time as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3WORKFT	S3 B04 Working full-time as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3MILBRANCH	S3 B05 Branch of the military will be serving in as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGID	S3 C01 Postsecondary institution attending as of Nov 1 2013 - IPEDS ID	U13 Student Instrument	6		N	No
1	Student File	S3CLGCNTRL	S3 Enrolled college IPEDS control	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGLVL	S3 Enrolled college IPEDS level	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGSEL	S3 Enrolled college IPEDS selectivity code	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGSTATE	S3 Enrolled college IPEDS state code	U13 Student Instrument	2		N	Yes
1	Student File	S3PROGLEVEL	S3 C02 Level of program enrolled in as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3AAB4BA	S3 C03 Will complete Associate's degree before transferring to Bachelor's program	U13 Student Instrument	2		N	Yes
1	Student File	S3BATRANSFER	S3 C04 Associate's degree program is designed for transfer to Bachelor's program	U13 Student Instrument	2		N	Yes
1	Student File	S3FIELD	S3 C05A Major will be considering - text	U13 Student Instrument	40		A	No
1	Student File	S3FIELD2	S3 C05B Major will be considering - 2-digit CIP code	U13 Student Instrument	2		N	Yes
1	Student File	S3FIELD6	S3 C05C Major will be considering - 6-digit CIP code	U13 Student Instrument	7		A	Yes
1	Student File	S3FIELD_STEM	S3 C05C Major will be considering - STEM code	U13 Student Instrument	2		N	Yes
1	Student File	S3WHERELIVE	S3 C06 Where living while taking postsecondary classes	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGAPPNUM	S3 C07 How many postsecondary institutions applied to/registered at	U13 Student Instrument	2		N	No
1	Student File	S3CLGAPPID1	S3 C08 First (other) school applied to/registered at - IPEDS ID	U13 Student Instrument	6		N	No
1	Student File	S3CLGAPPCNTRL1	S3 First applied to college IPEDS control	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGAPPLVL1	S3 First applied to college IPEDS level	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGAPPSEL1	S3 First applied to college IPEDS selectivity code	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGAPPSTATE1	S3 First applied to college IPEDS state code	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGAPPID2	S3 C09 Second (other) school applied to/registered at - IPEDS ID	U13 Student Instrument	6		N	No
1	Student File	S3CLGAPPCNTRL2	S3 Second applied to college IPEDS control	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGAPPLVL2	S3 Second applied to college IPEDS level	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGAPPSEL2	S3 Second applied to college IPEDS selectivity code	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGAPPSTATE2	S3 Second applied to college IPEDS state code	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEAPP	S3 C10 Teen's first choice among schools applied to/registered at	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEAPPID	S3 First choice applied to college IPEDS ID	U13 Student Instrument	6		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S3CHOICEAPPCNTRL	S3 First choice applied to college IPEDS control	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEAPPLVL	S3 First choice applied to college IPEDS level	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEAPPSEL	S3 First choice applied to college IPEDS selectivity code	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEAPPSTATE	S3 First choice applied to college IPEDS state code	U13 Student Instrument	2		N	Yes
1	Student File	S3APPSTATUS1	S3 C11A Admission status at first (other) school applied to/registered at [S3CLGAPPID1]	U13 Student Instrument	2		N	Yes
1	Student File	S3APPSTATUS2	S3 C11B Admission status at second (other) school applied to/registered at [S3CLGAPPID2]	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEACC	S3 C12 Teen's first choice among schools accepted to	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEACCID	S3 First choice selected to college IPEDS ID	U13 Student Instrument	6		N	No
1	Student File	S3CHOICEACCCNTRL	S3 First choice selected to college IPEDS control	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEACCLVL	S3 First choice selected to college IPEDS level	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEACCSEL	S3 First choice selected to college IPEDS selectivity code	U13 Student Instrument	2		N	Yes
1	Student File	S3CHOICEACCSTATE	S3 First choice selected to college IPEDS state code	U13 Student Instrument	2		N	Yes
1	Student File	S3REPUTATION	S3 C13A Importance of academic quality when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3COSTATTEND	S3 C13B Importance of cost of attendance when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3DISTANCE	S3 C13C Importance of distance from home when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3JOBPLC	S3 C13D Importance of job placement when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3GRADSCHPLC	S3 C13E Importance of graduate school placement when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S34YRBAPLC	S3 C13F Importance of Bachelor's program placement when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3SPORTS	S3 C13G Importance of opportunity to play sports when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3RECOMMEND	S3 C13H Importance of family/friend recommendation when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3OFFERSFIELD	S3 C13I Importance of particular program of study when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3SOCIALLIFE	S3 C13J Importance of social life when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3ONLINE	S3 C13K Importance of online course offerings when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3FITIN	S3 C13L Importance of students being like him/her when choosing Nov 1 2013 school	U13 Student Instrument	2		N	Yes
1	Student File	S3APPFAFSA	S3 D01 Completed a FAFSA for teenager's education	U13 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S3NODEBT	S3 D02A Did not complete FAFSA because did not want to go into debt	U13 Student Instrument	2		N	Yes
1	Student File	S3CANAFFORD	S3 D02B Did not complete FAFSA because can afford college without financial aid	U13 Student Instrument	2		N	Yes
1	Student File	S3INELIGIBLE	S3 D02C Did not complete FAFSA because thought ineligible or unqualified	U13 Student Instrument	2		N	Yes
1	Student File	S3DKHOW	S3 D02D Did not complete FAFSA because did not know how	U13 Student Instrument	2		N	Yes
1	Student File	S3FORMWORK	S3 D02E Did not complete FAFSA because forms were too time-consuming/too much work	U13 Student Instrument	2		N	Yes
1	Student File	S3DKCOULD	S3 D02F Did not complete FAFSA because did not know could	U13 Student Instrument	2		N	Yes
1	Student File	S3NOPOSTSEC	S3 D02G Did not complete FAFSA because teen does not plan to continue education	U13 Student Instrument	2		N	Yes
1	Student File	S3FAMNOTQUAL	S3 D03A Thought unqualified for FAFSA aid because other family member didn't qualify	U13 Student Instrument	2		N	Yes
1	Student File	S3CREDIT	S3 D03B Thought unqualified for FAFSA aid because concerns about credit score	U13 Student Instrument	2		N	Yes
1	Student File	S3HIGHINCOME	S3 D03C Thought unqualified for FAFSA aid because income too high	U13 Student Instrument	2		N	Yes
1	Student File	S3LOWSCORES	S3 D03D Thought unqualified for FAFSA aid because grades/test scores too low	U13 Student Instrument	2		N	Yes
1	Student File	S3PTNOTQUAL	S3 D03E Thought unqualified for FAFSA aid because part-time enrollment	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGCOST	S3 D04 Cost of Nov 1 2013 school before financial aid for 2013-2014 school year	U13 Student Instrument	6		N	No
1	Student File	S3CLGBORROW	S3 D05 Amount borrowing to pay for Nov 1 2013 school for 2013-2014 school year	U13 Student Instrument	6		N	No
1	Student File	S3CLGGRANT	S3 D06 Scholarship/grant amount for Nov 1 2013 school for 2013-2014 school year	U13 Student Instrument	6		N	No
1	Student File	S3CLGSTAFFORD	S3 D07A Offered loan to attend Nov 1 2013 school for 2013-2014 year	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGWKSTUDY	S3 D07B Offered work-study to attend Nov 1 2013 school for 2013-2014 year	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGPELL	S3 D07C Offered scholarship/grant to attend Nov 1 2013 school for 2013-2014 year	U13 Student Instrument	2		N	Yes
1	Student File	S3CLGOTHAID	S3 D07D Offered other financial aid to attend Nov 1 2013 school for 2013-2014 year	U13 Student Instrument	2		N	Yes
1	Student File	S3CHCCOST	S3 D08 Cost of 1st choice accepted school before financial aid for 2013-2014 year	U13 Student Instrument	6		N	No
1	Student File	S3CHCSTAFFORD	S3 D09A Offered loan to attend 1st choice accepted school: 2013-2014 year	U13 Student Instrument	2		N	Yes
1	Student File	S3CHCWKSTUDY	S3 D09B Offered work-study to attend 1st choice accepted school: 2013-2014 year	U13 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S3CHCPELL	S3 D09C Offered scholarship/grant to attend 1st choice accepted school: 2013-2014	U13 Student Instrument	2		N	Yes
1	Student File	S3CHCOTHAID	S3 D09D Offered other financial aid to attend 1st choice accepted school: 2013-2014	U13 Student Instrument	2		N	Yes
1	Student File	S3DONOTWANT	S3 D10A Not attending postsecondary school as of Nov 1 2013 - does not want to	U13 Student Instrument	2		N	Yes
1	Student File	S3NOTADMITTED	S3 D10B Not attending postsecondary school as of Nov 1 2013 - did not get in	U13 Student Instrument	2		N	Yes
1	Student File	S3CANTAFFORD	S3 D10C Not attending postsecondary school as of Nov 1 2013 - can't afford	U13 Student Instrument	2		N	Yes
1	Student File	S3NOCLGOTH	S3 D10D Not attending postsecondary school as of Nov 1 2013 - other reason	U13 Student Instrument	2		N	Yes
1	Student File	S3NOCLGOTHRSN	S3 D10D Not attending postsecondary school as of Nov 1 2013 - other reason coded	U13 Student Instrument	2		N	Yes
1	Student File	S3WHYNOTCLG	S3 D11 Main reason not attending postsecondary school as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3CURWORK	S3 E01 Currently working for pay	U13 Student Instrument	2		N	Yes
1	Student File	S3CURJOBTTL	S3 E02A Current job title - text	U13 Student Instrument	84		A	No
1	Student File	S3CURJOBDUT	S3 E02B Current job duties - text	U13 Student Instrument	110		A	No
1	Student File	S3CURJOB2	S3 E02C Current job - 2-digit SOC code	U13 Student Instrument	2		N	Yes
1	Student File	S3CURJOB6	S3 E02D Current job - 6-digit SOC code	U13 Student Instrument	6		N	Yes
1	Student File	S3CURJOB_STEM1	S3 E02D Current job - STEM code 1 (sub-domain)	U13 Student Instrument	2		N	Yes
1	Student File	S3CURJOB_STEM2	S3 E02D Current job - STEM code 2 (type of occupation)	U13 Student Instrument	2		A	Yes
1	Student File	S3CURJOBEARN	S3 E03A Current job - earnings	U13 Student Instrument	10	2	N	No
1	Student File	S3CURJOBUNIT	S3 E03B Current job - earnings unit	U13 Student Instrument	2		N	Yes
1	Student File	S3CURJOBHRS	S3 E04 Current job - hours works per week	U13 Student Instrument	2		N	No
1	Student File	S3CURJOBFT	S3 E05 Current job - works full-time or part-time	U13 Student Instrument	2		N	Yes
1	Student File	S3CURWKSPERMO	S3 E06 Current job - number of weeks works per month	U13 Student Instrument	2		N	No
1	Student File	S3CURWKSPERYR	S3 E07 Current job - number of weeks works per year	U13 Student Instrument	2		N	No
1	Student File	S3JOBRELATE	S3 E08 Current job - related to job wants to have when education complete	U13 Student Instrument	2		N	Yes
1	Student File	S3APPRENTSHIP	S3 E09 Current job - is apprenticeship	U13 Student Instrument	2		N	Yes
1	Student File	S3JOBSTARTMO	S3 E10A Current job - month started	U13 Student Instrument	2		N	Yes
1	Student File	S3JOBSTARTYR	S3 E10B Current job - year started	U13 Student Instrument	4		N	Yes
1	Student File	S3HOWGOTJOB	S3 E11 Current job - got job with school assistance	U13 Student Instrument	2		N	Yes
1	Student File	S3OTHJOB	S3 E12 Currently has another job	U13 Student Instrument	2		N	Yes
1	Student File	S3OTHJOBEARN	S3 E13A Other job - earnings	U13 Student Instrument	10	2	N	No
1	Student File	S3OTHJOBUNIT	S3 E13B Other job - earnings unit	U13 Student Instrument	2		N	Yes
1	Student File	S3OTHJOBHRS	S3 E14 Other job - hours works per week	U13 Student Instrument	2		N	No
1	Student File	S3OTHJOBFT	S3 E15 Other job - works full-time or part-time	U13 Student Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S3OTHWKSPERMO	S3 E16 Other job - number of weeks works per month	U13 Student Instrument	2		N	No
1	Student File	S3OTHWKSPERYR	S3 E17 Other job - number of weeks works per year	U13 Student Instrument	2		N	No
1	Student File	S3NOV1JOBPLAN	S3 E18 Plan to be working at current job on Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3NOV1JOBTTL	S3 E19A Nov 1 2013 job title - text	U13 Student Instrument	72		A	No
1	Student File	S3NOV1JOBDUT	S3 E19B Nov 1 2013 job duties - text	U13 Student Instrument	104		A	No
1	Student File	S3NOV1JOB2	S3 E19C Nov 1 2013 job - 2-digit SOC code	U13 Student Instrument	2		N	Yes
1	Student File	S3NOV1JOB6	S3 E19D Nov 1 2013 job - 6-digit SOC code	U13 Student Instrument	6		N	Yes
1	Student File	S3NOV1JOB_STEM1	S3 E19D Nov 1 2013 job - STEM code 1 (sub-domain)	U13 Student Instrument	2		N	Yes
1	Student File	S3NOV1JOB_STEM2	S3 E19D Nov 1 2013 job - STEM code 2 (type of occupation)	U13 Student Instrument	2		A	Yes
1	Student File	S3FALLHS	S3 F01A Attend previously identified high school as of Nov 1 2013	U13 Student Instrument	2		N	Yes
1	Student File	S3FALLHSID	S3 F01B High school attending as of Nov 1 2013 - CCD/PSS ID	U13 Student Instrument	12		A	No
1	Student File	S3FALLCONTROL	S3 F01B Fall school control	U13 Student Instrument	2		N	Yes
1	Student File	S3FALLLOCALE	S3 F01B Fall school locale (urbanicity)	U13 Student Instrument	2		N	Yes
1	Student File	S3FALLREGION	S3 F01B Fall school region	U13 Student Instrument	2		N	Yes
1	Student File	S3FALLCENDIV	S3 F01B Fall school census division	U13 Student Instrument	2		N	Yes
1	Student File	S3FALLSTATE	S3 F01B Fall school state code	U13 Student Instrument	2		N	Yes
1	Student File	P1RELSHP	P1 A02 Respondent's relationship to 9th grader	BY Parent Instrument	2		N	Yes
1	Student File	P1HHPARENT	P1 A03 9th grader has parent(s) living in household	BY Parent Instrument	2		N	Yes
1	Student File	P1HHPARREL1	P1 A04A First resident parent's relationship to 9th grader	BY Parent Instrument	2		N	Yes
1	Student File	P1HHPARREL2	P1 A04B Second resident parent's relationship to 9th grader	BY Parent Instrument	2		N	Yes
1	Student File	P1SPOUSE	P1 A05 Respondent has a spouse/partner who lives in household	BY Parent Instrument	2		N	Yes
1	Student File	P1SPSREL	P1 A06 Respondent's spouse/partner's relationship to 9th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1MARSTAT	P1 A07 Parent 1's marital status	BY Parent Instrument	2		N	Yes
1	Student File	P1HHLT18	P1 A08A Number of household residents less than 18 years of age	BY Parent Instrument	2		N	Yes
1	Student File	P1HHGE18	P1 A08B Number of household residents 18 years or older	BY Parent Instrument	2		N	Yes
1	Student File	P1HHTIME	P1 A09 How much of the time 9th grader lives with respondent	BY Parent Instrument	2		N	Yes
1	Student File	P1HHOTHR	P1 A10 Where 9th grader lives when not living with respondent	BY Parent Instrument	2		N	Yes
1	Student File	P1HSSIB	P1 A11 9th grader has sibling who attends/attended his/her HS in last 5 years	BY Parent Instrument	2		N	Yes
1	Student File	P1OLDERSIB	P1 A12 Number of older siblings	BY Parent Instrument	2		N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P1HISP1	P1 B01 Parent 1 is Hispanic/Latino/Latina	BY Parent Instrument	2		N	Yes
1	Student File	P1HISPOR1	P1 B02 Parent 1's Hispanic/Latino/Latina origin	BY Parent Instrument	2		N	Yes
1	Student File	P1WHITE1	P1 B03A Parent 1 is White	BY Parent Instrument	2		N	Yes
1	Student File	P1BLACK1	P1 B03B Parent 1 is Black/African American	BY Parent Instrument	2		N	Yes
1	Student File	P1ASIAN1	P1 B03C Parent 1 is Asian	BY Parent Instrument	2		N	Yes
1	Student File	P1PACISLE1	P1 B03D Parent 1 is Native Hawaiian/Pacific Islander	BY Parent Instrument	2		N	Yes
1	Student File	P1AMINDIAN1	P1 B03E Parent 1 is American Indian/Alaska Native	BY Parent Instrument	2		N	Yes
1	Student File	P1ASIANOR1	P1 B04 Parent 1's Asian origin	BY Parent Instrument	2		N	Yes
1	Student File	P1YRBORN1	P1 B05 Parent 1's birth year	BY Parent Instrument	4		N	No
1	Student File	P1USBORN1	P1 B06 Parent 1 was born in U.S.	BY Parent Instrument	2		N	Yes
1	Student File	P1COUNTRY1	P1 B07 Country in which Parent 1 was born	BY Parent Instrument	3		N	Yes
1	Student File	P1USYR1	P1 B08 Year Parent 1 came to U.S. to stay	BY Parent Instrument	4		N	No
1	Student File	P1HISP2	P1 B09 Parent 2 is Hispanic/Latino/Latina	BY Parent Instrument	2		N	Yes
1	Student File	P1HISPOR2	P1 B10 Parent 2's Hispanic/Latino/Latina origin	BY Parent Instrument	2		N	Yes
1	Student File	P1WHITE2	P1 B11A Parent 2 is White	BY Parent Instrument	2		N	Yes
1	Student File	P1BLACK2	P1 B11B Parent 2 is Black/African American	BY Parent Instrument	2		N	Yes
1	Student File	P1ASIAN2	P1 B11C Parent 2 is Asian	BY Parent Instrument	2		N	Yes
1	Student File	P1PACISLE2	P1 B11D Parent 2 is Native Hawaiian/Pacific Islander	BY Parent Instrument	2		N	Yes
1	Student File	P1AMINDIAN2	P1 B11E Parent 2 is American Indian or Alaska Native	BY Parent Instrument	2		N	Yes
1	Student File	P1ASIANOR2	P1 B12 Parent 2's Asian origin	BY Parent Instrument	2		N	Yes
1	Student File	P1YRBORN2	P1 B13 Parent 2's birth year	BY Parent Instrument	4		N	No
1	Student File	P1USBORN2	P1 B14 Parent 2 was born in U.S.	BY Parent Instrument	2		N	Yes
1	Student File	P1COUNTRY2	P1 B15 Country in which Parent 2 was born	BY Parent Instrument	3		N	Yes
1	Student File	P1USYR2	P1 B16 Year Parent 2 came to U.S. to stay	BY Parent Instrument	4		N	No
1	Student File	P1USBORN9	P1 B17 Whether student was born in the U.S.	BY Parent Instrument	2		N	Yes
1	Student File	P1COUNTRY9	P1 B18 Country in which student was born	BY Parent Instrument	3		N	Yes
1	Student File	P1USYR9	P1 B19 Year student came to the U.S. to stay	BY Parent Instrument	4		N	No
1	Student File	P1USGRADE	P1 B20 Grade level 9th grader was placed in when started school in U.S.	BY Parent Instrument	2		N	Yes
1	Student File	P1HOMELANG	P1 B21 Language other than English is regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1SPANISH	P1 B22A Spanish is regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1EUROLANG	P1 B22B Other European language is regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1CHINESE	P1 B22C Chinese language regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1FILIPINO	P1 B22D Filipino language regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1SEASIAN	P1 B22E Southeast Asian language regularly spoken in home	BY Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P1SASIAN	P1 B22F South Asian language regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1OTHRASIAN	P1 B22G Other Asian language regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1MIDEAST	P1 B22H Middle Eastern language regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1OTHRLANG	P1 B22I Other language regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1ENGLISH	P1 B23 English is regularly spoken in home	BY Parent Instrument	2		N	Yes
1	Student File	P1RSPLANG	P1 B24 Language respondent usually speaks to 9th grader in home	BY Parent Instrument	2		N	Yes
1	Student File	P1LANG9	P1 B25 Language 9th grader usually speaks to respondent in home	BY Parent Instrument	2		N	Yes
1	Student File	P1DIFSCHLNG	P1 B26 Difficulty joining in school events because speaks non-English language	BY Parent Instrument	2		N	Yes
1	Student File	P1ELLEVER	P1 B27 Whether 9th grader ever in English Language Learners program	BY Parent Instrument	2		N	Yes
1	Student File	P1ELLNOW	P1 B28 Whether 9th grader currently in English Language Learners program	BY Parent Instrument	2		N	Yes
1	Student File	P1HIDEG1	P1 C01 Parent 1's highest degree earned	BY Parent Instrument	2		N	Yes
1	Student File	P1HIMAJV1	P1 C02A Parent 1's major for highest level of education-verbatim	BY Parent Instrument	100		A	No
1	Student File	P1HIMAJ21	P1 C02B Parent 1's major for highest level of education 2-digit CIP code	BY Parent Instrument	2		N	Yes
1	Student File	P1HIMAJ61	P1 C02C Parent 1's major for highest level of education 6-digit CIP code	BY Parent Instrument	7		A	Yes
1	Student File	P1HIMAJ1_STEM	P1 C02C Parent 1's major for highest level of education STEM code	BY Parent Instrument	2		N	Yes
1	Student File	P1BAMAJV1	P1 C03A Parent 1's major for Bachelor's degree-verbatim	BY Parent Instrument	100		A	No
1	Student File	P1BAMAJ21	P1 C03B Parent 1's major for Bachelor's degree 2-digit CIP code	BY Parent Instrument	2		N	Yes
1	Student File	P1BAMAJ61	P1 C03C Parent 1's major for Bachelor's degree 6-digit CIP code	BY Parent Instrument	7		A	Yes
1	Student File	P1BAMAJ1_STEM	P1 C03C Parent 1's major for Bachelor's degree STEM code	BY Parent Instrument	2		N	Yes
1	Student File	P1STARTDEG1	P1 C04 Parent 1 has started but not completed more advanced degree	BY Parent Instrument	2		N	Yes
1	Student File	P1JOBNOW1	P1 C05 Parent 1 currently holds a job	BY Parent Instrument	2		N	Yes
1	Student File	P1JOBEVER1	P1 C06 Parent 1 has ever held a job	BY Parent Instrument	2		N	Yes
1	Student File	P1HOURS1	P1 C07 Hours Parent 1 works/worked per week	BY Parent Instrument	3		N	No
1	Student File	P1JOB2ONET1	P1 C08C Parent 1's job's 2-digit ONET code	BY Parent Instrument	2		N	Yes
1	Student File	P1JOB6ONET1	P1 C08D Parent 1's job's 6-digit ONET code	BY Parent Instrument	6		N	Yes
1	Student File	P1JOBONET1_STEM1	P1 C08D Parent 1's job's STEM code 1 (sub-domain)	BY Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P1JOBONET1_STEM2	P1 C08D Parent 1's job's STEM code 2 (type of occupation)	BY Parent Instrument	2		A	Yes
1	Student File	P1JOBDV1	P1 C08B Parent 1's job duties-verbatim	BY Parent Instrument	200		A	No
1	Student File	P1JOBTV1	P1 C08A Parent 1's job title-verbatim	BY Parent Instrument	100		A	No
1	Student File	P1HIDEG2	P1 C09 Parent 2's highest degree earned	BY Parent Instrument	2		N	Yes
1	Student File	P1HIMAJV2	P1 C10A Parent 2's major for highest level of education-verbatim	BY Parent Instrument	100		A	No
1	Student File	P1HIMAJ22	P1 C10B Parent 2's major for highest level of education 2-digit CIP code	BY Parent Instrument	2		N	Yes
1	Student File	P1HIMAJ62	P1 C10C Parent 2's major for highest level of education 6-digit CIP code	BY Parent Instrument	7		A	Yes
1	Student File	P1HIMAJ2_STEM	P1 C10C Parent 2's major for highest level of education STEM code	BY Parent Instrument	2		N	Yes
1	Student File	P1BAMAJV2	P1 C11A Parent 2's major for Bachelor's degree-verbatim	BY Parent Instrument	100		A	No
1	Student File	P1BAMAJ22	P1 C11B Parent 2's major for Bachelor's degree 2-digit CIP code	BY Parent Instrument	2		N	Yes
1	Student File	P1BAMAJ62	P1 C11C Parent 2's major for Bachelor's degree 6-digit CIP code	BY Parent Instrument	7		A	Yes
1	Student File	P1BAMAJ2_STEM	P1 C11C Parent 2's major for Bachelor's degree STEM code	BY Parent Instrument	2		N	Yes
1	Student File	P1STARTDEG2	P1 C12 Parent 2 has started but not completed more advanced degree	BY Parent Instrument	2		N	Yes
1	Student File	P1JOBNOW2	P1 C13 Parent 2 currently holds a job	BY Parent Instrument	2		N	Yes
1	Student File	P1JOBEVER2	P1 C14 Parent 2 has ever held a job	BY Parent Instrument	2		N	Yes
1	Student File	P1HOURS2	P1 C15 Hours Parent 2 works/worked per week	BY Parent Instrument	3		N	No
1	Student File	P1JOB2ONET2	P1 C16C Parent 2's job's 2-digit ONET code	BY Parent Instrument	2		N	Yes
1	Student File	P1JOB6ONET2	P1 C16D Parent 2's job's 6-digit ONET code	BY Parent Instrument	6		N	Yes
1	Student File	P1JOBONET2_STEM1	P1 C16D Parent 2's job's STEM code 1 (sub-domain)	BY Parent Instrument	2		N	Yes
1	Student File	P1JOBONET2_STEM2	P1 C16D Parent 2's job's STEM code 2 (type of occupation)	BY Parent Instrument	2		A	Yes
1	Student File	P1JOBDV2	P1 C16B Parent 2's job duties-verbatim	BY Parent Instrument	200		A	No
1	Student File	P1JOBTV2	P1 C16A Parent 2's job title-verbatim	BY Parent Instrument	100		A	No
1	Student File	P1INCOME	P1 C17 Household income in 2008-continuous form	BY Parent Instrument	7		N	No
1	Student File	P1INCOMECAT	P1 C18 Household income in 2008-categorical form	BY Parent Instrument	2		N	Yes
1	Student File	P1OWNHOME	P1 C19 Home is owned, rented or other arrangement	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATGRD	P1 D01 Ninth grader has repeated a grade	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATGK	P1 D02A Ninth grader repeated kindergarten	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATG1	P1 D02B Ninth grader repeated 1st grade	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATG2	P1 D02C Ninth grader repeated 2nd grade	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATG3	P1 D02D Ninth grader repeated 3rd grade	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATG4	P1 D02E Ninth grader repeated 4th grade	BY Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P1REPEATG5	P1 D02F Ninth grader repeated 5th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATG6	P1 D02G Ninth grader repeated 6th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATG7	P1 D02H Ninth grader repeated 7th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATG8	P1 D02I Ninth grader repeated 8th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1REPEATG9	P1 D02J Ninth grader repeated 9th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1SLD	P1 D03A Doctor/school has told parent 9th grader has learning disability	BY Parent Instrument	2		N	Yes
1	Student File	P1DD	P1 D03B Doctor/school has told parent 9th grader has developmental delay	BY Parent Instrument	2		N	Yes
1	Student File	P1AUTISM	P1 D03C Doctor/school has told parent 9th grader has some form of autism	BY Parent Instrument	2		N	Yes
1	Student File	P1EAREYE	P1 D03D Doctor/school has told parent 9th grader has hearing/vision problem	BY Parent Instrument	2		N	Yes
1	Student File	P1JOINT	P1 D03E Doctor/school has told parent 9th grader has bone/joint/muscle problem	BY Parent Instrument	2		N	Yes
1	Student File	P1INTELLECT	P1 D03F Doctor/school has told parent 9th grader has intellectual disability	BY Parent Instrument	2		N	Yes
1	Student File	P1ADHD	P1 D03G Doctor/school has told parent 9th grader has ADD or ADHD	BY Parent Instrument	2		N	Yes
1	Student File	P1SPECIALED	P1 D04 9th grader is currently receiving Special Education Services	BY Parent Instrument	2		N	Yes
1	Student File	P1ADHDMED	P1 D05 9th grader is currently taking medication for ADD or ADHD	BY Parent Instrument	2		N	Yes
1	Student File	P1LEARN	P1 D06A How much difficulty 9th grader has learning or paying attention	BY Parent Instrument	2		N	Yes
1	Student File	P1SPEAK	P1 D06B How much difficulty 9th grader has speaking or communicating	BY Parent Instrument	2		N	Yes
1	Student File	P1MOOD	P1 D06C How much difficulty 9th grader has feeling anxious or depressed	BY Parent Instrument	2		N	Yes
1	Student File	P1ACTOUT	P1 D06D How much difficulty 9th grader has with behavior problems	BY Parent Instrument	2		N	Yes
1	Student File	P1FRIEND	P1 D06E How much difficulty 9th grader has making and keeping friends	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPGRD	P1 D07 Ninth grader has skipped a grade	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPGK	P1 D08A Ninth grader skipped kindergarten	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPG1	P1 D08B Ninth grader skipped 1st grade	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPG2	P1 D08C Ninth grader skipped 2nd grade	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPG3	P1 D08D Ninth grader skipped 3rd grade	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPG4	P1 D08E Ninth grader skipped 4th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPG5	P1 D08F Ninth grader skipped 5th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPG6	P1 D08G Ninth grader skipped 6th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPG7	P1 D08H Ninth grader skipped 7th grade	BY Parent Instrument	2		N	Yes
1	Student File	P1SKIPG8	P1 D08I Ninth grader skipped 8th grade	BY Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P1HONORS	P1 D09 Whether 9th grader is currently enrolled in honors course	BY Parent Instrument	2		N	Yes
1	Student File	P1CHANGESCH	P1 D10 Number of times 9th grader has changed schools since kindergarten	BY Parent Instrument	2		N	No
1	Student File	P1DROPOUT	P1 D11 Whether 9th grader has ever stopped attending school for a month or more	BY Parent Instrument	2		N	Yes
1	Student File	P1SUSPEND	P1 D12 Whether 9th grader has ever been suspended or expelled	BY Parent Instrument	2		N	Yes
1	Student File	P1BEHAVE	P1 D13A How often parent contacted by school about problem behavior	BY Parent Instrument	2		N	Yes
1	Student File	P1ATTEND	P1 D13B How often parent contacted by school about poor attendance	BY Parent Instrument	2		N	Yes
1	Student File	P1PERFORM	P1 D13C How often parent contacted by school about poor performance	BY Parent Instrument	2		N	Yes
1	Student File	P1SCHCHOICE	P1 E01 Whether 9th grader's school was assigned or chosen	BY Parent Instrument	2		N	Yes
1	Student File	P1SCHMTG	P1 E02A Attended a general school meeting since start of 2009-10 school year	BY Parent Instrument	2		N	Yes
1	Student File	P1PTOMTG	P1 E02B Attended a PTO meeting since start of 2009-10 school year	BY Parent Instrument	2		N	Yes
1	Student File	P1PTCONFER	P1 E02C Attended parent-teacher conference since start of 2009-10 school year	BY Parent Instrument	2		N	Yes
1	Student File	P1SCHEVENT	P1 E02D Attended school event since start of 2009-10 school year	BY Parent Instrument	2		N	Yes
1	Student File	P1VOLUNTEER	P1 E02E Served as a school volunteer since start of 2009-10 school year	BY Parent Instrument	2		N	Yes
1	Student File	P1FUNDRAISE	P1 E02F Participated in school fund raiser since start of 2009-10 school year	BY Parent Instrument	2		N	Yes
1	Student File	P1COUNSELOR	P1 E02G Met with a school counselor since start of 2009-10 school year	BY Parent Instrument	2		N	Yes
1	Student File	P1HWOFTEN	P1 E03 How often helped 9th grader with homework	BY Parent Instrument	2		N	Yes
1	Student File	P1MTHHWEFF	P1 E04A Confidence in helping with 9th grade math homework	BY Parent Instrument	2		N	Yes
1	Student File	P1SCIHWEFF	P1 E04B Confidence in helping with 9th grade science homework	BY Parent Instrument	2		N	Yes
1	Student File	P1ENGHWEFF	P1 E04C Confidence in helping with 9th grade English homework	BY Parent Instrument	2		N	Yes
1	Student File	P1MTHCOMP	P1 E05A Comparison of females' and males' abilities in math	BY Parent Instrument	2		N	Yes
1	Student File	P1SCICOMP	P1 E05B Comparison of females' and males' abilities in science	BY Parent Instrument	2		N	Yes
1	Student File	P1ENGCOMP	P1 E05C Comparison of females' and males' abilities in English/language arts	BY Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P1ARTS	P1 E06A Participated in performing/visual arts outside of school in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1SPORTS	P1 E06B Participated in organized sports outside of school in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1RELIGGRP	P1 E06C Participated in religious group outside of school in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1CLUB	P1 E06D Participated in scouting/other group/club outside of school in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1ACADEMIC	P1 E06E Received academic instruction outside of school in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1CAMPMS	P1 E06F Participated in math or science camp outside of school in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1CAMPOTH	P1 E06G Participated in another camp outside of school in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1NOOUTSCH	P1 E06H Didn't participate in any listed out of school activities in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1MUSEUM	P1 E07A Went to science or engineering museum with 9th grader in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1COMPUTER	P1 E07B Worked or played on computer with 9th grader in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1FIXED	P1 E07C Built or fixed something with 9th grader in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1SCIFAIR	P1 E07D Attended a school science fair with 9th grader in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1SCIPROJ	P1 E07E Helped 9th grader with a school science fair project in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1STEMDISC	P1 E07F Discussed STEM program or article with 9th grader in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1LIBRARY	P1 E07G Visited a library with 9th grader in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1SHOW	P1 E07H Went to a play, concert or live show with 9th grader in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1NOACT	P1 E07I Didn't participate in any listed activities with 9th grader in last year	BY Parent Instrument	2		N	Yes
1	Student File	P1EDUASPIRE	P1 F01 How far in school would like 9th grader to go	BY Parent Instrument	2		N	Yes
1	Student File	P1EDUEXPECT	P1 F02 How far in school 9th grader will go	BY Parent Instrument	2		N	Yes
1	Student File	P1ABLEBA	P1 F03 9th grader has ability to complete a Bachelor's degree	BY Parent Instrument	2		N	Yes
1	Student File	P1ADMITREQ	P1 F04 Family talked w/ counselor/teacher about postsec admission requirements	BY Parent Instrument	2		N	Yes
1	Student File	P1TYPEPS	P1 F05 Type of postsecondary institution 9th grader will attend first	BY Parent Instrument	2		N	Yes
1	Student File	P1START	P1 F06 When 9th grader will start education after high school	BY Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P1PUBPRV	P1 F07 9th grader is more likely to go to public or private college	BY Parent Instrument	2		N	Yes
1	Student File	P1INOUTST	P1 F08 9th grader is more likely to go to public in-state/out-of-state college	BY Parent Instrument	2		N	Yes
1	Student File	P1TUITION	P1 F09 Has information on tuition and mandatory fees at specific college	BY Parent Instrument	2		N	Yes
1	Student File	P1COSTIN	P1 F10 Cost of tuition and mandatory fees at public in-state 4-year college	BY Parent Instrument	6		N	No
1	Student File	P1FEEIN	P1 F11 Tuition/fees at public in-state 4-year college includes room and board	BY Parent Instrument	2		N	Yes
1	Student File	P1COSTPRV	P1 F12 Cost of tuition and mandatory fees at private 4-year college	BY Parent Instrument	6		N	No
1	Student File	P1FEEPRV	P1 F13 What does tuition/fees at private college include	BY Parent Instrument	2		N	Yes
1	Student File	P1COSTOUT	P1 F14 Cost of tuition/fees at public out-of-state 4-year college	BY Parent Instrument	6		N	No
1	Student File	P1FEEOUT	P1 F15 What does tuition/fees at public out-of-state 4-year college include	BY Parent Instrument	2		N	Yes
1	Student File	P1ESTIN	P1 F16 Estimate of tuition and mandatory fees at public in-state 4-year college	BY Parent Instrument	6		N	No
1	Student File	P1ESTFEE	P1 F17 What does estimated cost of public in-state 4-year college include	BY Parent Instrument	2		N	Yes
1	Student File	P1ESTCONF	P1 F18 Confidence in estimate of cost for public in-state 4-year college	BY Parent Instrument	2		N	Yes
1	Student File	P1HELPPAY	P1 F19 Family plans to help 9th grader pay for postsecondary education	BY Parent Instrument	2		N	Yes
1	Student File	P1PREPPAY	P1 F20 9th grader's grade when family began financial preparation for education	BY Parent Instrument	2		N	Yes
1	Student File	P1SAVEDPAY	P1 F21 Amount currently set aside for 9th grader's future educational needs	BY Parent Instrument	2		N	Yes
1	Student File	P1ACCTPAY	P1 F22 Family has opened account(s) to save for 9th grader's college education	BY Parent Instrument	2		N	Yes
1	Student File	P1QHELP	P1 G01 Respondent received help in completing questionnaire	BY Parent Instrument	2		N	Yes
1	Student File	P1QHELP1	P1 G02A 9th grader helped respondent complete questionnaire	BY Parent Instrument	2		N	Yes
1	Student File	P1QHELP2	P1 G02B Other family member helped respondent complete questionnaire	BY Parent Instrument	2		N	Yes
1	Student File	P1QHELP3	P1 G02C Respondent's friend helped respondent complete questionnaire	BY Parent Instrument	2		N	Yes
1	Student File	P1QHELP4	P1 G02D Someone else helped respondent complete questionnaire	BY Parent Instrument	2		N	Yes
1	Student File	P2HHTIME	P2 A02 How much of the time teenager lives with respondent	F1 Parent Instrument	2		N	Yes
1	Student File	P2RELSHP	P2 A03 Respondent's relationship to teenager	F1 Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2SAMER	P2 A04 Same respondent as the base year	F1 Parent Instrument	2		N	Yes
1	Student File	P2HHPARENT	P2 A05 Teen has parent(s) living in household	F1 Parent Instrument	2		N	Yes
1	Student File	P2HHPARREL1	P2 A06A First resident parent's relationship to teenager	F1 Parent Instrument	2		N	Yes
1	Student File	P2HHPARREL2	P2 A06B Second resident parent's relationship to teenager	F1 Parent Instrument	2		N	Yes
1	Student File	P2SPOUSE	P2 A08 Respondent has a spouse/partner who lives in household	F1 Parent Instrument	2		N	Yes
1	Student File	P2SPSREL	P2 A09 Respondent's spouse/partner's relationship to teenager	F1 Parent Instrument	2		N	Yes
1	Student File	P2SAMESPS	P2 A10 Spouse/partner is same spouse/partner as in BY	F1 Parent Instrument	2		N	Yes
1	Student File	P2OTHADULT	P2 A11 Another adult in household who has parental responsibility for teen	F1 Parent Instrument	2		N	Yes
1	Student File	P2OTHREL	P2 A12 Other parental adult's relationship to teenager	F1 Parent Instrument	2		N	Yes
1	Student File	P2MARSTAT	P2 A13 Parent 1's marital status	F1 Parent Instrument	2		N	Yes
1	Student File	P2HHLT18	P2 A14A Number of household residents less than 18 years of age	F1 Parent Instrument	2		N	Yes
1	Student File	P2HHGE18	P2 A14B Number of household residents 18 years or older	F1 Parent Instrument	2		N	Yes
1	Student File	P2SIBNUM	P2 A15 Number of siblings	F1 Parent Instrument	2		N	No
1	Student File	P2SIBDROPOUT	P2 A16A Sibling has ever stopped going to school for a month or more	F1 Parent Instrument	2		N	Yes
1	Student File	P2SIBHSDIP	P2 A16B Sibling has earned a high school diploma	F1 Parent Instrument	2		N	Yes
1	Student File	P2SIBGED	P2 A16C Sibling has earned a GED	F1 Parent Instrument	2		N	Yes
1	Student File	P2SIBAPPLYCLG	P2 A16D Sibling has applied to college or school providing occupational training	F1 Parent Instrument	2		N	Yes
1	Student File	P2SIBAPPLYAID	P2 A16E Sibling has applied for financial aid	F1 Parent Instrument	2		N	Yes
1	Student File	P2SIBSTARTCLG	P2 A16F Sibling has enrolled in college/school providing occupational training	F1 Parent Instrument	2		N	Yes
1	Student File	P2SIBCLGGRAD	P2 A16G Sibling has completed college or school providing occupational training	F1 Parent Instrument	2		N	Yes
1	Student File	P2SIBENLIST	P2 A16H Sibling has enlisted in the military	F1 Parent Instrument	2		N	Yes
1	Student File	P2PARLOSTJOB	P2 A17A Teenager's parent/guardian has lost job since fall 2009	F1 Parent Instrument	2		N	Yes
1	Student File	P2FORECLOSED	P2 A17B Teenager's family's home was foreclosed since fall 2009	F1 Parent Instrument	2		N	Yes
1	Student File	P2PARDIVORCE	P2 A17C Teenager's parents/guardians divorced/separated since fall 2009	F1 Parent Instrument	2		N	Yes
1	Student File	P2PARHEALTH	P2 A17D Teen's parent/guardian had serious health issue/injury since fall 2009	F1 Parent Instrument	2		N	Yes
1	Student File	P2PARDIED	P2 A17E Teenager's parent/guardian died since fall 2009	F1 Parent Instrument	2		N	Yes

(Continued)

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

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2ENGHWEFF	P2 B09C Confidence in helping with English homework 2011-2012/when last enrolled	F1 Parent Instrument	2		N	Yes
1	Student File	P2MUSEUM	P2 B10A Visited science-related destination together in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2COMPUTER	P2 B10B Worked or played on computer with teenager in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2FIXED	P2 B10C Built or fixed something with teenager in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2SCIPROJ	P2 B10D Helped teenager with a school science fair project in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2STEMDISC	P2 B10E Discussed STEM program or article with teenager in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2LIBRARY	P2 B10F Visited a library with teenager in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2SHOW	P2 B10G Went to a play, concert, or live show with teenager in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2ARTEXHIBIT	P2 B10H Went to an art museum or exhibit together in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2NATLPARK	P2 B10I Visited a national or state park together in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2RELIGGRP	P2 B11 Participated in religious group outside of school in last year	F1 Parent Instrument	2		N	Yes
1	Student File	P2GOODJOB	P2 B12A Studying in high school rarely pays off later with good jobs	F1 Parent Instrument	2		N	Yes
1	Student File	P2DROPOUTOK	P2 B12B People can do okay even if they drop out of high school	F1 Parent Instrument	2		N	Yes
1	Student File	P2BADGRADES	P2 B12C Students with bad grades often get good jobs after high school	F1 Parent Instrument	2		N	Yes
1	Student File	P2SCHWASTE	P2 B12D High school often is a waste of time	F1 Parent Instrument	2		N	Yes
1	Student File	P2SCHOLARSHIP	P2 B12E Studying in high school pays off with scholarships for college	F1 Parent Instrument	2		N	Yes
1	Student File	P2CANTAFFORD	P2 B13A Even if teen gets accepted to college, cannot afford to send him/her	F1 Parent Instrument	2		N	Yes
1	Student File	P2GETINTOCLG	P2 B13B Regardless of grades, teen will get into some kind of school or college	F1 Parent Instrument	2		N	Yes
1	Student File	P2DISCCOURSES	P2 B14A How often discussed selecting courses or programs at school	F1 Parent Instrument	2		N	Yes
1	Student File	P2DISCCLGEXAM	P2 B14B How often discussed preparing for college entrance exams	F1 Parent Instrument	2		N	Yes
1	Student File	P2DISCCLGAPP	P2 B14C How often discussed applying to college/other schools after high school	F1 Parent Instrument	2		N	Yes
1	Student File	P2DISCCAREER	P2 B14D How often discussed careers he/she might be interested in	F1 Parent Instrument	2		N	Yes
1	Student File	P2DISCJOBS	P2 B14E How often discussed job that he/she might want to take after high school	F1 Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2DISCEVENTS	P2 B14F How often discussed community/national/world events	F1 Parent Instrument	2		N	Yes
1	Student File	P2DISCTROUBLE	P2 B14G How often discussed things that were troubling him/her	F1 Parent Instrument	2		N	Yes
1	Student File	P2CONTACTSCH	P2 B15 How often contacted teen's school since start of 2011-2012 school year	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBFAIR	P2 C01A Has attended career day or job fair with teenager	F1 Parent Instrument	2		N	Yes
1	Student File	P2CLGTOUR	P2 C01B Has arranged for teen to attend program/take tour of college campus	F1 Parent Instrument	2		N	Yes
1	Student File	P2CLGCLASS	P2 C01C Has arranged for teenager to sit in on or take a college class	F1 Parent Instrument	2		N	Yes
1	Student File	P2INTERN	P2 C01D Has arranged for teenager to participate in an internship or apprenticeship	F1 Parent Instrument	2		N	Yes
1	Student File	P2CAREERJOB	P2 C01E Has arranged for teenager to perform work in job related to career	F1 Parent Instrument	2		N	Yes
1	Student File	P2CLGSEARCH	P2 C01F Has searched Internet for college options or read college guides	F1 Parent Instrument	2		N	Yes
1	Student File	P2TALKHSCNSL	P2 C01G Has talked with school counselor about options for after high school	F1 Parent Instrument	2		N	Yes
1	Student File	P2TALKCLGCNSL	P2 C01H Has talked with counselor hired to help prepare for college admission	F1 Parent Instrument	2		N	Yes
1	Student File	P2CLGEXAMPREP	P2 C01I Has arranged for teen to take college admission exam preparation course	F1 Parent Instrument	2		N	Yes
1	Student File	P2HELPCLGAPP	P2 C02 Has helped complete/completed a college application in last 5 years	F1 Parent Instrument	2		N	Yes
1	Student File	P2REQOCCTRAIN	P2 C03A Will meet requirements for school for occupation training by summer 2013	F1 Parent Instrument	2		N	Yes
1	Student File	P2REQ2YR	P2 C03B Will meet requirements for 2-year community college by summer 2013	F1 Parent Instrument	2		N	Yes
1	Student File	P2REQTYP4YR	P2 C03C Will meet requirements for typical 4-year college by summer 2013	F1 Parent Instrument	2		N	Yes
1	Student File	P2REQSEL4YR	P2 C03D Will meet requirements for selective 4-year college by summer 2013	F1 Parent Instrument	2		N	Yes
1	Student File	P2EDUASP	P2 C04 How far in school would like teenager to go	F1 Parent Instrument	2		N	Yes
1	Student File	P2EDUEXP	P2 C05 How far in school teenager will go	F1 Parent Instrument	2		N	Yes
1	Student File	P2SUREDIPL	P2 C06 How sure teenager will receive high school diploma	F1 Parent Instrument	2		N	Yes
1	Student File	P2SUREBA	P2 C07 How sure teenager will pursue a Bachelor's degree	F1 Parent Instrument	2		N	Yes
1	Student File	P2ABLEBA	P2 C08 Teenager has ability to complete a Bachelor's degree	F1 Parent Instrument	2		N	Yes
1	Student File	P2TYPEPS2013	P2 C09 Level of college/school teen most likely to attend in fall 2013	F1 Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2PUBPRV2013	P2 C10 Teen more likely to go to public or private college/school in fall 2013	F1 Parent Instrument	2		N	Yes
1	Student File	P2INOUTST2013	P2 C11 Teen more likely to go to in-state/out-of-state college/school in 2013	F1 Parent Instrument	2		N	Yes
1	Student File	P2KNOWCLG	P2 C12 Parent knows postsecondary institution teen most likely to attend 2013	F1 Parent Instrument	2		N	Yes
1	Student File	P2LIKELYCLGLV	P2 C13D Level of postsecondary institution most likely to attend in fall 2013	F1 Parent Instrument	2		N	Yes
1	Student File	P2LIKELYCLGTYP	P2 C13E Control (public/private) of postsec inst most likely to attend in fall 2013	F1 Parent Instrument	2		N	Yes
1	Student File	P2LIKELYCLGID	P2 C13F IPEDS ID of postsecondary institution teen most likely to attend in 2013	F1 Parent Instrument	6		N	No
1	Student File	P2CERTAINCLG	P2 C14 How certain teenager is to attend most likely postsecondary institution	F1 Parent Instrument	2		N	Yes
1	Student File	P2FIRSTCHOICE	P2 C15 Most likely postsec school is parent's 1st choice not considering cost	F1 Parent Instrument	2		N	Yes
1	Student File	P2CHOICECLGLV	P2 C16D Level of parent's first choice postsecondary institution	F1 Parent Instrument	2		N	Yes
1	Student File	P2CHOICECLGTYP	P2 C16E Control (public/private) of parent's first choice postsecondary institution	F1 Parent Instrument	2		N	Yes
1	Student File	P2CHOICECLGID	P2 C16F IPEDS ID of parent's first choice postsecondary institution	F1 Parent Instrument	6		N	No
1	Student File	P2REPUTATION	P2 C17A Importance of academic quality/reputation when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2COSTATTEND	P2 C17B Importance of cost of attendance when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBPLC	P2 C17C Importance of job placement when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2GRADSCHPLC	P2 C17D Importance of graduate school placement when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2PLAYSPORTS	P2 C17E Importance of opportunity to play sports when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2FAMREC	P2 C17F Importance of family/friend recommendations when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2CLOSEHOME	P2 C17G Importance of being close to home when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2FARHOME	P2 C17H Importance of being far from home when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2OFFERSPGRM	P2 C17I Importance of program of study when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2SOCIALLIFE	P2 C17J Importance of good social life when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2SPIRIT	P2 C17K Importance of sports teams/school spirit when choosing college/school	F1 Parent Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2FAMILYWENT	P2 C17L Importance of family legacy when choosing college/school	F1 Parent Instrument	2		N	Yes
1	Student File	P2DECIDECLG	P2 C18 How family will decide which postsecondary institution teen will attend	F1 Parent Instrument	2		N	Yes
1	Student File	P2COST2YPUB	P2 C19 Cost of tuition/required fees at public in-state 2-year college	F1 Parent Instrument	6		N	No
1	Student File	P2CONF2YPUB	P2 C20 Confidence in estimate of cost of public in-state 2-year college	F1 Parent Instrument	2		N	Yes
1	Student File	P2COST4YPUB	P2 C21 Cost of tuition/required fees at public in-state 4-year college	F1 Parent Instrument	6		N	No
1	Student File	P2CONF4YPUB	P2 C22 Confidence in estimate of cost of public in-state 4-year college	F1 Parent Instrument	2		N	Yes
1	Student File	P2COST4YPRV	P2 C23 Cost of tuition/required fees at typical private 4-year college	F1 Parent Instrument	6		N	No
1	Student File	P2CONF4YPRV	P2 C24 Confidence in estimate for cost of typical 4-year private college	F1 Parent Instrument	2		N	Yes
1	Student File	P2AIDFAMILY	P2 C25A Got financial aid info for a family member	F1 Parent Instrument	2		N	Yes
1	Student File	P2AIDPARENT	P2 C25B Got financial aid info from other parents/family/friends	F1 Parent Instrument	2		N	Yes
1	Student File	P2AIDOFFICE	P2 C25C Got financial aid info from financial aid office at postsecondary school	F1 Parent Instrument	2		N	Yes
1	Student File	P2AIDSCHSTAFF	P2 C25D Got financial aid info from staff at teenager's high school	F1 Parent Instrument	2		N	Yes
1	Student File	P2AIDINTERNET	P2 C25E Got financial aid info from research on Internet	F1 Parent Instrument	2		N	Yes
1	Student File	P2AIDMEETING	P2 C25F Got financial aid info from informational meeting at high school	F1 Parent Instrument	2		N	Yes
1	Student File	P2QUALNEED	P2 C26A Will qualify for financial aid based on financial need	F1 Parent Instrument	2		N	Yes
1	Student File	P2QUALACHIEVE	P2 C26B Will qualify for financial aid based on academic achievement	F1 Parent Instrument	2		N	Yes
1	Student File	P2QUALATHLETE	P2 C26C Will qualify for athletic scholarship	F1 Parent Instrument	2		N	Yes
1	Student File	P2QUALGOVLOAN	P2 C26D Will qualify for federal or state loans	F1 Parent Instrument	2		N	Yes
1	Student File	P2QUALPRVLOAN	P2 C26E Will qualify for private loans	F1 Parent Instrument	2		N	Yes
1	Student File	P2NOQUALFAM	P2 C27A Won't qualify for financial aid because family member didn't qualify	F1 Parent Instrument	2		N	Yes
1	Student File	P2NOQUALCRED	P2 C27B Won't qualify for financial aid because of credit score	F1 Parent Instrument	2		N	Yes
1	Student File	P2NOQUALINC	P2 C27C Won't qualify for financial aid because income is too high	F1 Parent Instrument	2		N	Yes
1	Student File	P2NOQUALTEST	P2 C27D Won't qualify for financial aid because grades or test scores too low	F1 Parent Instrument	2		N	Yes
1	Student File	P2NOQUALPT	P2 C27E Won't qualify for financial aid because will attend part-time	F1 Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2FAFSA5YR	P2 C28 Has completed FAFSA in last 5 years for another family member or self	F1 Parent Instrument	2		N	Yes
1	Student File	P2APPLYAID	P2 C29 Will complete a FAFSA for teenager	F1 Parent Instrument	2		N	Yes
1	Student File	P2INELIGIBLE	P2 C30A Won't apply for financial aid because may be ineligible/unqualified	F1 Parent Instrument	2		N	Yes
1	Student File	P2CANAFFORD	P2 C30B Won't apply for financial aid because can afford college/school w/out it	F1 Parent Instrument	2		N	Yes
1	Student File	P2DKHOWAPP	P2 C30C Won't apply for financial aid because does not know how	F1 Parent Instrument	2		N	Yes
1	Student File	P2NODEBT	P2 C30D Won't apply for financial aid because family doesn't want debt	F1 Parent Instrument	2		N	Yes
1	Student File	P2FORMSDIFF	P2 C30E Won't apply for financial aid because forms are too difficult	F1 Parent Instrument	2		N	Yes
1	Student File	P2NOPLANS	P2 C30F Won't apply for financial aid because doesn't plan to continue education	F1 Parent Instrument	2		N	Yes
1	Student File	P2HELPPAY	P2 C31 Family plans to help teenager pay for postsecondary education	F1 Parent Instrument	2		N	Yes
1	Student File	P2SAVEDPAY	P2 C32 Amount currently set aside for teenager's future educational needs	F1 Parent Instrument	2		N	Yes
1	Student File	P2ACCTPAY	P2 C33 Family has opened account(s) to save for teenager's college education	F1 Parent Instrument	2		N	Yes
1	Student File	P2MAXBORROW	P2 C34 Maximum family willing to borrow per year to help teen pay for college	F1 Parent Instrument	2		N	Yes
1	Student File	P2AFFOCCTRN	P2 C35A Can afford school that provides occupational training	F1 Parent Instrument	2		N	Yes
1	Student File	P2AFF2YPUB	P2 C35B Can afford 2-year community college	F1 Parent Instrument	2		N	Yes
1	Student File	P2AFF4YIN	P2 C35C Can afford 4-year public college in your state	F1 Parent Instrument	2		N	Yes
1	Student File	P2AFF4YOUT	P2 C35D Can afford 4-year public college out of state	F1 Parent Instrument	2		N	Yes
1	Student File	P2AFF4YPRV	P2 C35E Can afford typical 4-year private college	F1 Parent Instrument	2		N	Yes
1	Student File	P2AFF4YSEL	P2 C35F Can afford highly selective 4-year private college	F1 Parent Instrument	2		N	Yes
1	Student File	P2NEVERCLG	P2 C36A Will never continue education after high school	F1 Parent Instrument	2		N	Yes
1	Student File	P2TEENSAVING	P2 C36B Will pay for tuition/room/board w/ teen's own earnings/savings	F1 Parent Instrument	2		N	Yes
1	Student File	P2PARSAVING	P2 C36C Will pay for tuition/room/board w/ parents'/relatives' earnings/savings	F1 Parent Instrument	2		N	Yes
1	Student File	P2GRANTS	P2 C36D Will pay for tuition/room/board w/ scholarships/grants	F1 Parent Instrument	2		N	Yes
1	Student File	P2GOVLOAN	P2 C36E Will pay for tuition/room/board w/ federal or state loans	F1 Parent Instrument	2		N	Yes
1	Student File	P2TEENPRVLOAN	P2 C36F Will pay for tuition/room/board w/ private loan in teen's name	F1 Parent Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2PARPRVLOAN	P2 C36G Will pay for tuition/room/board w/ priv loan in parents'/relatives' name	F1 Parent Instrument	2		N	Yes
1	Student File	P2SCHYRWORK	P2 C37A Teen's earnings for education from evening/weekend work during HS year	F1 Parent Instrument	2		N	Yes
1	Student File	P2SUMMERWORK	P2 C37B Teen's earnings for education from summer work while in HS	F1 Parent Instrument	2		N	Yes
1	Student File	P2BTWNWORK	P2 C37C Teen's earnings for education from work between HS and college	F1 Parent Instrument	2		N	Yes
1	Student File	P2CLGWORK	P2 C37D Teen's earnings for education from work while attending college	F1 Parent Instrument	2		N	Yes
1	Student File	P2CLGWORKFT	P2 C38 Teenager will work full-time or part-time while attending college	F1 Parent Instrument	2		N	Yes
1	Student File	P2INCLGNOW	P2 C39 Number of dependents currently in college/school for occupation training	F1 Parent Instrument	2		N	No
1	Student File	P2INCLG2013	P2 C40 Number of dependents in college/school for occupation training-fall 2013	F1 Parent Instrument	2		N	No
1	Student File	P2EARNNOHS	P2 C41AA Expected earnings if left HS without a diploma	F1 Parent Instrument	9	2	N	No
1	Student File	P2EARNNOHSUN	P2 C41AB Unit for expected earnings if left HS without a diploma	F1 Parent Instrument	2		N	Yes
1	Student File	P2EARNHS	P2 C41BA Expected earnings if completed a HS diploma	F1 Parent Instrument	9	2	N	No
1	Student File	P2EARNHSUN	P2 C41BB Unit for expected earnings if completed a HS diploma	F1 Parent Instrument	2		N	Yes
1	Student File	P2EARNOCC	P2 C41CA Expected earnings if completed certificate from school for occ training	F1 Parent Instrument	9	2	N	No
1	Student File	P2EARNOCCUN	P2 C41CB Unit for expected earnings-certificate from school for occ training	F1 Parent Instrument	2		N	Yes
1	Student File	P2EARN2YPUB	P2 C41DA Expected earnings if completed 2-year community college degree	F1 Parent Instrument	9	2	N	No
1	Student File	P2EARN2YPUBUN	P2 C41DB Unit for expected earnings if completed 2-year community college degree	F1 Parent Instrument	2		N	Yes
1	Student File	P2EARN4Y	P2 C41EA Expected earnings if completed 4-year college degree	F1 Parent Instrument	10	2	N	No
1	Student File	P2EARN4YUN	P2 C41EB Unit for expected earnings if completed 4-year college degree	F1 Parent Instrument	2		N	Yes
1	Student File	P2HIDEG1	P2 D01 Parent 1's highest degree earned	F1 Parent Instrument	2		N	Yes
1	Student File	P2HIMAJV1	P2 D02A Parent 1's major for highest level of education-verbatim	F1 Parent Instrument	200		A	No
1	Student File	P2HIMAJ21	P2 D02B Parent 1's major for highest level of education 2-digit CIP code	F1 Parent Instrument	2		N	Yes
1	Student File	P2HIMAJ61	P2 D02C Parent 1's major for highest level of education 6-digit CIP code	F1 Parent Instrument	7		A	Yes
1	Student File	P2HIMAJ1_STEM	P2 D02C Parent 1's major for highest level of education STEM code	F1 Parent Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2STARTDEG1	P2 D03 Parent 1 has started but not completed more advanced degree	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBNOW1	P2 D04 Parent 1 currently holds a job	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBEVER1	P2 D05 Parent 1 has ever held a job	F1 Parent Instrument	2		N	Yes
1	Student File	P2SAMEJOB1	P2 D06 Parent 1 has same occupation as in base year	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBDV1	P2 D07A Parent 1's job duties-verbatim	F1 Parent Instrument	200		A	No
1	Student File	P2JOBTV1	P2 D07B Parent 1's job title-verbatim	F1 Parent Instrument	200		A	No
1	Student File	P2JOB2ONET1	P2 D07C Parent 1's current/most recent occupation: 2-digit ONET code	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOB6ONET1	P2 D07D Parent 1's current/most recent occupation: 6-digit ONET code	F1 Parent Instrument	6		N	Yes
1	Student File	P2JOBONET1_STEM1	P2 D07D Parent 1's current/most recent occupation: STEM code 1 (sub-domain)	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBONET1_STEM2	P2 D07D Parent 1's current/most recent occupation: STEM code 2 (type of occupation)	F1 Parent Instrument	2		A	Yes
1	Student File	P2HOURS1	P2 D08 Hours parent 1 works/worked per week	F1 Parent Instrument	2		N	No
1	Student File	P2HIDEG2	P2 D09 Parent 2's highest degree earned	F1 Parent Instrument	2		N	Yes
1	Student File	P2HIMAJV2	P2 D10A Parent 2's major for highest level of education-verbatim	F1 Parent Instrument	200		A	No
1	Student File	P2HIMAJ22	P2 D10B Parent 2's major for highest level of education 2-digit CIP code	F1 Parent Instrument	2		N	Yes
1	Student File	P2HIMAJ62	P2 D10C Parent 2's major for highest level of education 6-digit CIP code	F1 Parent Instrument	7		A	Yes
1	Student File	P2HIMAJ2_STEM	P2 D10C Parent 2's major for highest level of education STEM code	F1 Parent Instrument	2		N	Yes
1	Student File	P2STARTDEG2	P2 D11 Parent 2 has started but not completed more advanced degree	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBNOW2	P2 D12 Parent 2 currently holds a job	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBEVER2	P2 D13 Parent 2 has ever held a job	F1 Parent Instrument	2		N	Yes
1	Student File	P2SAMEJOB2	P2 D14 Parent 2 has same occupation as in base year	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBDV2	P2 D15B Parent 2's job duties-verbatim	F1 Parent Instrument	200		A	No
1	Student File	P2JOBTV2	P2 D15A Parent 2's job title-verbatim	F1 Parent Instrument	200		A	No
1	Student File	P2JOB2ONET2	P2 D15C Parent 2's current/most recent occupation: 2-digit ONET code	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOB6ONET2	P2 D15D Parent 2's current/most recent occupation: 6-digit ONET code	F1 Parent Instrument	6		N	Yes
1	Student File	P2JOBONET2_STEM1	P2 D15D Parent 2's current/most recent occupation: STEM code 1 (sub-domain)	F1 Parent Instrument	2		N	Yes
1	Student File	P2JOBONET2_STEM2	P2 D15D Parent 2's current/most recent occupation: STEM code 2 (type of occupation)	F1 Parent Instrument	2		A	Yes
1	Student File	P2HOURS2	P2 D16 Hours Parent 2 works/worked per week	F1 Parent Instrument	2		N	No
1	Student File	P2INCOME	P2 D17 Household income in 2011-continuous form	F1 Parent Instrument	8		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2INCOMECAT	P2 D18 Household income in 2011-categorical form	F1 Parent Instrument	2		N	Yes
1	Student File	P2DEPENDNUM	P2 D19 Number of dependents on respondent, parent 1 and parent 2	F1 Parent Instrument	2		N	No
1	Student File	P2OWNHOME	P2 D20 Home is owned, rented or other arrangement	F1 Parent Instrument	2		N	Yes
1	Student File	P2HISP1	P2 E01 Parent 1 is Hispanic/Latino/Latina	F1 Parent Instrument	2		N	Yes
1	Student File	P2HISPOR1	P2 E02 Parent 1's Hispanic/Latino/Latina origin	F1 Parent Instrument	2		N	Yes
1	Student File	P2WHITE1	P2 E03A Parent 1 is White	F1 Parent Instrument	2		N	Yes
1	Student File	P2BLACK1	P2 E03B Parent 1 is Black/African American	F1 Parent Instrument	2		N	Yes
1	Student File	P2ASIAN1	P2 E03C Parent 1 is Asian	F1 Parent Instrument	2		N	Yes
1	Student File	P2PACISLE1	P2 E03D Parent 1 is Native Hawaiian/Pacific Islander	F1 Parent Instrument	2		N	Yes
1	Student File	P2AMINDIAN1	P2 E03E Parent 1 is American Indian/Alaska Native	F1 Parent Instrument	2		N	Yes
1	Student File	P2ASIANOR1	P2 E04 Parent 1's Asian origin	F1 Parent Instrument	2		N	Yes
1	Student File	P2YRBORN1	P2 E05 Parent 1's birth year	F1 Parent Instrument	4		N	No
1	Student File	P2USBORN1	P2 E06 Parent 1 was born in U.S.	F1 Parent Instrument	2		N	Yes
1	Student File	P2USYR1	P2 E07 Year Parent 1 came to U.S. to stay	F1 Parent Instrument	4		N	No
1	Student File	P2HISP2	P2 E08 Parent 2 is Hispanic/Latino/Latina	F1 Parent Instrument	2		N	Yes
1	Student File	P2HISPOR2	P2 E09 Parent 2's Hispanic/Latino/Latina origin	F1 Parent Instrument	2		N	Yes
1	Student File	P2WHITE2	P2 E10A Parent 2 is White	F1 Parent Instrument	2		N	Yes
1	Student File	P2BLACK2	P2 E10B Parent 2 is Black/African American	F1 Parent Instrument	2		N	Yes
1	Student File	P2ASIAN2	P2 E10C Parent 2 is Asian	F1 Parent Instrument	2		N	Yes
1	Student File	P2PACISLE2	P2 E10D Parent 2 is Native Hawaiian/Pacific Islander	F1 Parent Instrument	2		N	Yes
1	Student File	P2AMINDIAN2	P2 E10E Parent 2 is American Indian or Alaska Native	F1 Parent Instrument	2		N	Yes
1	Student File	P2ASIANOR2	P2 E11 Parent 2's Asian origin	F1 Parent Instrument	2		N	Yes
1	Student File	P2YRBORN2	P2 E12 Parent 2's birth year	F1 Parent Instrument	4		N	No
1	Student File	P2USBORN2	P2 E13 Parent 2 was born in U.S.	F1 Parent Instrument	2		N	Yes
1	Student File	P2USYR2	P2 E14 Year Parent 2 came to U.S. to stay	F1 Parent Instrument	4		N	No
1	Student File	P2USBORNT	P2 E15 Whether teenager was born in the U.S.	F1 Parent Instrument	2		N	Yes
1	Student File	P2COUNTRYT	P2 E16 Country in which teenager was born	F1 Parent Instrument	3		N	Yes
1	Student File	P2USYRT	P2 E17 Year teenager came to the U.S. to stay	F1 Parent Instrument	4		N	No
1	Student File	P2USGRADE	P2 E18 Grade level teenager was placed in when started school in U.S.	F1 Parent Instrument	2		N	Yes
1	Student File	P2HOMELANG	P2 E19 Language other than English is regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2SPANISH	P2 E20A Spanish is regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2EUROLANG	P2 E20B Other European language is regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2CHINESE	P2 E20C Chinese language regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2FILIPINO	P2 E20D Filipino language regularly spoken in home	F1 Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P2SEASIAN	P2 E20E Southeast Asian language regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2SASIAN	P2 E20F South Asian language regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2OTHRASIAN	P2 E20G Other Asian language regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2MIDEAST	P2 E20H Middle Eastern language regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2OTHRLANG	P2 E20I Other language regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2ENGLISH	P2 E21 English is regularly spoken in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2RSPLANG	P2 E22 Language respondent usually speaks to teenager in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2LANGTEEN	P2 E23 Language teenager usually speaks to respondent in home	F1 Parent Instrument	2		N	Yes
1	Student File	P2QHELP	P2 F01 Respondent received help completing the questionnaire	F1 Parent Instrument	2		N	Yes
1	Student File	P2QHELP1	P2 F02A Teenager helped respondent complete questionnaire	F1 Parent Instrument	2		N	Yes
1	Student File	P2QHELP2	P2 F02B Other family member helped respondent complete questionnaire	F1 Parent Instrument	2		N	Yes
1	Student File	P2QHELP3	P2 F02C Respondent's friend helped respondent complete questionnaire	F1 Parent Instrument	2		N	Yes
1	Student File	P2QHELP4	P2 F02D Someone else helped respondent complete questionnaire	F1 Parent Instrument	2		N	Yes
1	Student File	M1SEX	M1 A01 Math teacher's sex	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HISP	M1 A02 Math teacher is Hispanic/Latino/Latina	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1WHITE	M1 A03A Math teacher is White	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BLACK	M1 A03B Math teacher is Black	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ASIAN	M1 A03C Math teacher is Asian	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PACISLE	M1 A03D Math teacher is Native Hawaiian/Pacific Islander	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1AMINDIAN	M1 A03E Math teacher is American Indian/Alaskan Native	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HIDEG	M1 A04 Math teacher's highest degree earned	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HIDEGYR	M1 A05 Year math teacher earned highest degree	BY Math Teacher Instrument	4		N	No
1	Student File	M1HIDEGIPEDS	M1 A06B IPEDS ID of math teacher's highest degree institution	BY Math Teacher Instrument	6		N	No
1	Student File	M1HIDEGST	M1 A06D State of math teacher's highest degree institution	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HIDEGLEVEL	M1 A06E Level of math teacher's highest degree institution	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HIDEGCONT	M1 A06F Control of math teacher's highest degree institution	BY Math Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	M1HIDEGSCHED	M1 A07 Math teacher's highest degree degree awarded by education department	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HIMAJV	M1 A08A Math teacher's major for highest degree-verbatim	BY Math Teacher Instrument	40		A	No
1	Student File	M1HIMAJ2	M1 A08B Math teacher's major for highest degree 2-digit CIP code	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HIMAJ6	M1 A08C Math teacher's major for highest degree 6-digit CIP code	BY Math Teacher Instrument	7		A	Yes
1	Student File	M1HIMAJ_STEM	M1 A08C Math teacher's major for highest degree STEM code	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BAYR	M1 A09 Year math teacher earned Bachelor's degree	BY Math Teacher Instrument	4		N	No
1	Student File	M1BAIPEDS	M1 A10B IPEDS ID of math teacher's BA/BS institution	BY Math Teacher Instrument	6		N	No
1	Student File	M1BAST	M1 A10D State of math teacher's BA/BS institution	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BALEVEL	M1 A10E Level of math teacher's BA/BS institution	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BACONT	M1 A10F Control of math teacher's BA/BS institution	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BASCHED	M1 A11 Math teacher's BA/BS degree awarded by education department	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BAMAJV	M1 A12A Math teacher's major for BA/BS-verbatim	BY Math Teacher Instrument	40		A	No
1	Student File	M1BAMAJ2	M1 A12B Math teacher's major for BA/BS 2-digit CIP code	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BAMAJ6	M1 A12C Math teacher's major for BA/BS 6-digit CIP code	BY Math Teacher Instrument	7		A	Yes
1	Student File	M1BAMAJ_STEM	M1 A12C Math teacher's major for BA/BS STEM code	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1STARTDEG	M1 A13 Math teacher has started but not completed more advanced degree	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ALGEBRA	M1 A14A Math teacher took college-level algebra course(s)	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1APPLIEDMTH	M1 A14B Math teacher took college-level applied mathematics course(s)	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CALCULUS	M1 A14C Math teacher took college-level calculus/analysis/differential equations	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1DISCRETE	M1 A14D Math teacher took college-level discrete math/combinatorics/graph theory	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1FOUNDATION	M1 A14E Math teacher took college-level math foundations/history/philosophy/logic	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1GEOMETRY	M1 A14F Math teacher took college-level geometry/trigonometry/topology course(s)	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1NUMBERTH	M1 A14G Math teacher took college-level number theory course(s)	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1STATS	M1 A14H Math teacher took college-level probability or statistics course(s)	BY Math Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	M1NOMATH	M1 A14I Math teacher did not take any of these college-level math courses	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1MATHJOB	M1 A15 Math teacher held math-related job prior to becoming a teacher	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ALTCERT	M1 A16 Math teacher entered profession via alternative certification program	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CERTTYPE	M1 A17 Type of math teaching certificate currently held by math teacher	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CERTK5	M1 A18A Math teacher certified to teach math to grades K-5	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CERT68	M1 A18B Math teacher certified to teach math to grades 6-8	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CERT912	M1 A18C Math teacher certified to teach math to grades 9-12	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1MTHYRS912	M1 A19 Years math teacher has taught high school math	BY Math Teacher Instrument	2		N	No
1	Student File	M1TCHYRK8	M1 A20A Years math teacher has taught any subject to grade levels K-8	BY Math Teacher Instrument	2		N	No
1	Student File	M1TCHYR912	M1 A20B Years math teacher has taught any subject to grade levels 9-12	BY Math Teacher Instrument	2		N	No
1	Student File	M1SCHYRS	M1 A21 Years math teacher has taught any subject/grade at current school	BY Math Teacher Instrument	2		N	No
1	Student File	M1PENSION	M1 A22 Math teacher collecting from teacher retirement system/401(k)/403(b)	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TEACHING	M1 B01A Math teachers in this school set high standards for teaching	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1LEARNING	M1 B01B Math teachers in the school set high standards for students' learning	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BELIEVE	M1 B01C Math teachers in this school believe all students can do well	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CLEARGOALS	M1 B01D Math teachers in this school make goals clear to students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1GIVEUP	M1 B01E Math teachers in this school have given up on some students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CARE	M1 B01F Math teachers in this school care only about smart students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1EXPECT	M1 B01G Math teachers in this school expect very little from students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1WORKHARD	M1 B01H Math teachers in the school work hard to make sure all students learn	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1COURSE	M1 B02 Student's fall 2009 math course - categorized	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ACHIEVE	M1 B03 Achievement of students in math course compared w/ average 9th grader	BY Math Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	M1UNPREPPCT	M1 B04 Percentage of students in math course that are unprepared	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1GROUP	M1 B05 Math teacher has students work in small groups	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ASSIGN	M1 B06 How math teacher assigns students to small groups	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1INTEREST	M1 B07A Math teacher's emphasis on increasing students' interest in math	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CONCEPTS	M1 B07B Math teacher's emphasis on teaching math concepts	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ALGORITHM	M1 B07C Math teacher's emphasis on teaching math algorithms/procedures	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1COMPSKILLS	M1 B07D Math teacher's emphasis on developing computational skills	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PROBLEM	M1 B07E Math teacher's emphasis on developing problem solving skills	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1REASON	M1 B07F Math teacher's emphasis on reasoning mathematically	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1IDEAS	M1 B07G Math teacher's emphasis on connecting math ideas	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PREPARE	M1 B07H Math teacher's emphasis on preparation for further math study	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1LOGIC	M1 B07I Math teacher's emphasis on logical structure of mathematics	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HISTORY	M1 B07J Math teacher's emphasis on history and nature of math	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1EXPLAIN	M1 B07K Math teacher's emphasis on effectively explaining math ideas	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BUSINESS	M1 B07L Math teacher's emphasis on business/industry applications of math	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1COMPUTE	M1 B07M Math teacher's emphasis on speedy/accurate computations	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TEST	M1 B07N Math teacher's emphasis on standardized test preparation	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ADVSENIOR	M1 B08A Advanced math courses assigned to teachers with the most seniority	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ADVBCKGRND	M1 B08B Advanced math courses assigned to teachers with strongest background	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ADVALL	M1 B08C Advanced math courses assigned to all or most math teachers	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1NCNEW	M1 B08D Non-college prep math courses assigned to teachers new to profession	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1NCLOW	M1 B08E Non-college prep math courses assigned to teachers w/ low performers	BY Math Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	M1NCALL	M1 B08F Non-college prep math courses assigned to all/most math teachers	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HELPAVAIL	M1 B09A Rating of availability of Algebra 1 remedial assistance for students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HELPQUALTY	M1 B09B Rating of quality of Algebra 1 tutoring/remedial assistance for students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SHRIDEAS	M1 B10A Math teachers in this department share ideas on teaching	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1WORKSHOP	M1 B10B Math teachers in dept discuss what was learned at workshop/conference	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SHRSTWRK	M1 B10C Math teachers in this department share and discuss student work	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SHRLESSONS	M1 B10D Math teachers in this dept discuss lessons that were not successful	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SHRBELIEFS	M1 B10E Math teachers in this dept discuss beliefs about teaching/learning	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SHRMTHDS	M1 B10F Math teachers in dept share research on effective teaching methods	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SHRELL	M1 B10G Math teachers in dept share research on ELL instructional practices	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SHRAPPRCH	M1 B10H Math teachers in dept explore approaches for underperforming students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SHRCONTENT	M1 B10I Math teachers in dept coordinate course content with other teachers	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1EFFECTIVE	M1 B10J Math teachers in dept are effective at teaching students in math	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1MENTOR	M1 B10K Math teachers in this dept provide support to new math teachers	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CHAIR	M1 B10L Math teachers are supported/encouraged by math department's chair	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ENGCOMP	M1 D01A Comparison of females' and males' abilities in English or language arts	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1MTHCOMP	M1 D01B Comparison of females' and males' abilities in math	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SCICOMP	M1 D01C Comparison of females' and males' abilities in science	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TARDY	M1 D02A Student tardiness is a problem at this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1STUABSENT	M1 D02B Student absenteeism is a problem at this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1CUT	M1 D02C Student class cutting is a problem at this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TCHRABSENT	M1 D02D Teacher absenteeism is a problem at this school	BY Math Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	M1DROPOUT	M1 D02E Students dropping out is a problem at this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1APATHY	M1 D02F Student apathy is a problem at this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1INVOLVEMNT	M1 D02G Lack of parental involvement is a problem at this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1UNPREPPROB	M1 D02H Students coming unprepared to learn is a problem at this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HEALTH	M1 D02I Poor student health is a problem at this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1RESOURCES	M1 D02J Lack of teacher resources and materials is a problem at this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ABLRANGE	M1 D03A Teaching is limited by different academic abilities in the same class	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SESRANGE	M1 D03B Teaching is limited by students with wide range of SES backgrounds	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1LANGRANGE	M1 D03C Teaching is limited by students with wide range of language backgrounds	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1SPECNEED	M1 D03D Teaching is limited by students with special needs	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1UNINTEREST	M1 D03E Teaching is limited by uninterested students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1MORALE	M1 D03F Teaching is limited by low morale among students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1DISRUPT	M1 D03G Teaching is limited by disruptive students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PROFDEV	M1 D03H Teaching is limited by inadequate professional learning opportunities	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1ADMSUPPORT	M1 D03I Teaching is limited by inadequate administrative support	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1COMPUTER	M1 D03J Teaching is limited by shortage of computer hardware/software	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TECHSUPPRT	M1 D03K Teaching is limited by shortage of support for using computers	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1BOOKS	M1 D03L Teaching is limited by shortage of textbooks for student use	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1STUEQUIP	M1 D03M Teaching is limited by shortage of instructional equipment for students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1DEMOEQUIP	M1 D03N Teaching is limited by shortage of equipment for demonstrations	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1FACILITIES	M1 D03O Teaching is limited by inadequate physical facilities	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1RATIO	M1 D03P Teaching is limited by high student to teacher ratio	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PLANNING	M1 D03Q Teaching is limited by lack of planning time	BY Math Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	M1AUTONOMY	M1 D03R Teaching is limited by lack of autonomy in instructional decisions	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1FAMSUPPORT	M1 D03S Teaching is limited by lack of parent/family support	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1FAMILY	M1 D04A Amount a student can learn is primarily related to family background	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1DISCIPLINE	M1 D04B Students not disciplined at home not likely to accept school discipline	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1STUACHIEVE	M1 D04C Teachers are limited b/c home environment influences student achievement	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PARENT	M1 D04D If parents would do more for children teacher could do more for students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1RETAIN	M1 D04E Knows how to increase student retention of info from lesson to lesson	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1REDIRECT	M1 D04F Knows techniques to redirect disruptive students quickly	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1GETTHRU	M1 D04G Can get through to even the most difficult or unmotivated students	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1HOMEFX	M1 D04H Cannot do much b/c student motivation/performance depends on home	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PRESSURES	M1 D05A School's principal deals w/ outside pressures interfering with teaching	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1POORJOBRES	M1 D05B School's principal does poor job of getting resources for this school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PSETSPRIO	M1 D05C School's principal sets priorities and sees that they are carried out	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PSCHVISION	M1 D05D School's principal communicates kind of school that is wanted to staff	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PCOMEXP	M1 D05E School's principal lets staff members know what is expected of them	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PINNOVATE	M1 D05F School's principal is interested in innovation and new ideas	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1PCONSULTS	M1 D05G School's principal consults staff before making decisions affecting them	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TSCHDISC	M1 D06A Teachers at this school help maintain discipline in the entire school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TIMPROVE	M1 D06B Teachers at this school take responsibility for improving the school	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TSETSTDS	M1 D06C Teachers at this school set high standards for themselves	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TSELFDEV	M1 D06D Teachers at school feel responsible for developing student self-control	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1THELPBEST	M1 D06E Teachers at school feel responsible for helping each other do their best	BY Math Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	M1TALLLEARN	M1 D06F Teachers at this school feel responsible that all students learn	BY Math Teacher Instrument	2		N	Yes
1	Student File	M1TFAIL	M1 D06G Teachers at school feel responsible when students in this school fail	BY Math Teacher Instrument	2		N	Yes
1	Student File	N1SEX	N1 A01 Science teacher's sex	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HISP	N1 A02 Science teacher is Hispanic/Latino/Latina	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1WHITE	N1 A03A Science teacher is White	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BLACK	N1 A03B Science teacher is Black	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ASIAN	N1 A03C Science teacher is Asian	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PACISLE	N1 A03D Science teacher is Native Hawaiian/Pacific Islander	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1AMINDIAN	N1 A03E Science teacher is American Indian/Alaskan Native	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HIDEG	N1 A04 Science teacher's highest degree earned	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HIDEGYR	N1 A05 Year science teacher earned highest degree	BY Science Teacher Instrument	4		N	No
1	Student File	N1HIDEGIPEDS	N1 A06B IPEDS ID of science teacher's highest degree institution	BY Science Teacher Instrument	6		N	No
1	Student File	N1HIDEGST	N1 A06D State of science teacher's highest degree institution	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HIDEGLEVEL	N1 A06E Level of science teacher's highest degree institution	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HIDEGCONT	N1 A06F Control of science teacher's highest degree institution	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HIDEGSCHED	N1 A07 Science teacher's highest degree degree awarded by education department	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HIMAJV	N1 A08A Science teacher's major for highest degree-verbatim	BY Science Teacher Instrument	40		A	No
1	Student File	N1HIMAJ2	N1 A08B Science teacher's major for highest degree 2-digit CIP code	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HIMAJ6	N1 A08C Science teacher's major for highest degree 6-digit CIP code	BY Science Teacher Instrument	7		A	Yes
1	Student File	N1HIMAJ_STEM	N1 A08C Science teacher's major for highest degree STEM code	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BAYR	N1 A09 Year science teacher earned Bachelor's degree	BY Science Teacher Instrument	4		N	No
1	Student File	N1BAIPEDS	N1 A10B IPEDS ID of science teacher's BA/BS institution	BY Science Teacher Instrument	6		N	No
1	Student File	N1BAST	N1 A10D State of science teacher's BA/BS institution	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BALEVEL	N1 A10E Level of science teacher's BA/BS institution	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BACONT	N1 A10F Control of science teacher's BA/BS institution	BY Science Teacher Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	N1BASCHED	N1 A11 Science teacher's BA/BS degree awarded by education department	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BAMAJV	N1 A12A Science teacher's major for BA/BS-verbatim	BY Science Teacher Instrument	40		A	No
1	Student File	N1BAMAJ2	N1 A12B Science teacher's major for BA/BS 2-digit CIP	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BAMAJ6	N1 A12C Science teacher's major for BA/BS 6-digit CIP	BY Science Teacher Instrument	7		A	Yes
1	Student File	N1BAMAJ_STEM	N1 A12C Science teacher's major for BA/BS STEM	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1STARTDEG	N1 A13 Science teacher has started but not completed more advanced degree	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BIOLOGY	N1 A14A Science teacher has taken college-level biology/life science course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CHEMISTRY	N1 A14B Science teacher has taken college-level chemistry course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1EARTHSCI	N1 A14C Science teacher has taken college-level earth/space science course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PHYSICS	N1 A14D Science teacher has taken college-level physics course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ENGINEER	N1 A14E Science teacher has taken college-level engineering course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PHYSSCI	N1 A14F Science teacher has taken college-level physical science course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1NOSCIENCE	N1 A14G Science teacher hasn't taken any of these college-level science courses	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ANATOMY	N1 A15A Science teacher has taken college-level anatomy or physiology course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BOTANY	N1 A15B Science teacher has taken college-level botany/plant physiology course	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CELLBIO	N1 A15C Science teacher has taken college-level cell biology course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ECOLOGY	N1 A15D Science teacher has taken college-level ecology course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ENTOMOLOGY	N1 A15E Science teacher has taken college-level entomology course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1GENETICS	N1 A15F Science teacher has taken college-level genetics or evolution course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1MICROBIO	N1 A15G Science teacher has taken college-level microbiology course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ZOOLOGY	N1 A15H Science teacher has taken college-level zoology/animal behavior course	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1NOBIOLIFE	N1 A15I Science teacher hasn't taken any college-level biology/life sci courses	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ANLYTICHEM	N1 A16A Science teacher has taken college-level analytical chemistry course(s)	BY Science Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	N1BIOCHEM	N1 A16B Science teacher has taken college-level biochemistry course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ORGCHEM	N1 A16C Science teacher has taken college-level organic chemistry course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PHYSCHEM	N1 A16D Science teacher has taken college-level physical chemistry course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1NOCHEM	N1 A16E Science teacher hasn't taken any college-level chemistry courses	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ASTRONOMY	N1 A17A Science teacher has taken college-level astronomy course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ENVSCI	N1 A17B Science teacher has taken college-level environmental science course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1GEOLOGY	N1 A17C Science teacher has taken college-level geology course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1METEOROLGY	N1 A17D Science teacher has taken college-level meteorology course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1OCEAN	N1 A17E Science teacher has taken college-level oceanography course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PHYSGEOG	N1 A17F Science teacher has taken college-level physical geography course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1NOEARTHSCI	N1 A17G Science teacher hasn't taken any college-level earth/space science	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ELECTRICTY	N1 A18A Science teacher has taken college-level electricity/magnetism course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HEAT	N1 A18B Science teacher has taken college-level heat/thermodynamics course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1MECHANICS	N1 A18C Science teacher has taken college-level mechanics course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1QUANTUM	N1 A18D Science teacher has taken college-level modern/quantum physics course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1NUCLEAR	N1 A18E Science teacher has taken college-level nuclear physics course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1OPTICS	N1 A18F Science teacher has taken college-level optics course(s)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1NOPHYSICS	N1 A18G Science teacher hasn't taken any college-level physics courses	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SCIJOB	N1 A19 Science teacher held science-related job prior to becoming a teacher	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ALTCERT	N1 A20 Science teacher entered profession via alternative certification program	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CERTTYPE	N1 A21 Type of science teaching certificate currently held by science teacher	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CERTK5	N1 A22A Science teacher certified to teach science to grades K-5	BY Science Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	N1CERT68	N1 A22B Science teacher certified to teach science to grades 6-8	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CERTBIO912	N1 A22C Science teacher certified to teach biology/life science to grades 9-12	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CERTPHY912	N1 A22D Science teacher certified to teach HS chemistry/physics/physical science	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CERTERT912	N1 A22E Science teacher certified to teach earth/space science to grades 9-12	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SCIYRS912	N1 A23 Years science teacher has taught high school science	BY Science Teacher Instrument	2		N	No
1	Student File	N1TCHYRK8	N1 A24A Years science teacher has taught any subject to grade levels K-8	BY Science Teacher Instrument	2		N	No
1	Student File	N1TCHYR912	N1 A24B Years science teacher has taught any subject to grade levels 9-12	BY Science Teacher Instrument	2		N	No
1	Student File	N1SCHYRS	N1 A25 Years science teacher has taught any subject/grade at current school	BY Science Teacher Instrument	2		N	No
1	Student File	N1PENSION	N1 A26 Science teacher collecting from teacher retirement system/401(k)/403(b)	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TEACHING	N1 C01A Science teachers in this school set high standards for teaching	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1LEARNING	N1 C01B Science teachers in the school set high standards for students' learning	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BELIEVE	N1 C01C Science teachers in this school believe all students can do well	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CLEARGOALS	N1 C01D Science teachers in this school make goals clear to students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1GIVEUP	N1 C01E Science teachers in this school have given up on some students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CARE	N1 C01F Science teachers in this school care only about smart students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1EXPECT	N1 C01G Science teachers in this school expect very little from students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1WORKHARD	N1 C01H Science teachers in the school work hard to make sure all students learn	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1COURSE	N1 C02 Student's fall 2009 science course - categorized	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ACHIEVE	N1 C03 Achievement of students in science course compared w/ average 9th grader	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1UNPREPPCT	N1 C04 Percentage of students in science course that are unprepared	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1GROUP	N1 C05 Science teacher has students work in small groups	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ASSIGN	N1 C06 How science teacher assigns students to small groups	BY Science Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	N1INTEREST	N1 C07A Science teacher's emphasis on increasing students' interest in science	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CONCEPTS	N1 C07B Science teacher's emphasis on teaching basic science concepts	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TERMS	N1 C07C Science teacher's emphasis on important science terms/facts	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SKILLS	N1 C07D Science teacher's emphasis on science process/inquiry skills	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PREPARE	N1 C07E Science teacher's emphasis on preparation for further science study	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1EVIDENCE	N1 C07F Science teacher's emphasis on evaluating arguments based on evidence	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1IDEAS	N1 C07G Science teacher's emphasis on effectively communicating science ideas	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BUSINESS	N1 C07H Science teacher's emphasis on business/industry applications of science	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SOCIETY	N1 C07I Science teacher's emphasis on relationship between science/tech/society	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HISTORY	N1 C07J Science teacher's emphasis on history/nature of science	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TEST	N1 C07K Science teacher's emphasis on standardized test preparation	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ADVSENIOR	N1 C08A Advanced science courses assigned to teachers with the most seniority	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ADVBCKGRND	N1 C08B Advanced science courses assigned to teachers with strongest background	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ADVALL	N1 C08C Advanced science courses assigned to all or most science teachers	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1NCNEW	N1 C08D Non-college prep science courses assigned to teachers new to profession	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1NCLOW	N1 C08E Non-college prep science course assigned to teacher w/ low performers	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1NCALL	N1 C08F Non-college prep science courses assigned to all/most science teachers	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SHRIDEAS	N1 C09A Science teachers in this department share ideas on teaching	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1WORKSHOP	N1 C09B Science teachers in dept discuss what was learned at workshop/conference	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SHRSTWRK	N1 C09C Science teachers in this department share and discuss student work	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SHRLESSONS	N1 C09D Science teachers in this dept discuss lessons that were not successful	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SHRBELIEFS	N1 C09E Science teachers in this dept discuss beliefs about teaching/learning	BY Science Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	N1SHRMTHDS	N1 C09F Science teachers in dept share research on effective teaching methods	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SHRELL	N1 C09G Science teachers in dept share research on ELL instructional practices	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SHRAPPRCH	N1 C09H Science teachers in dept explore approaches for underperforming students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SHRCONTENT	N1 C09I Science teachers in dept coordinate course content with other teachers	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1EFFECTIVE	N1 C09J Science teachers in dept are effective at teaching students in science	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1MENTOR	N1 C09K Science teachers in this dept provide support to new science teachers	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CHAIR	N1 C09L Science teachers are supported/encouraged by science department's chair	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ENGCOMP	N1 D01A Comparison of females' and males' abilities in English or language arts	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1MTHCOMP	N1 D01B Comparison of females' and males' abilities in math	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SCICOMP	N1 D01C Comparison of females' and males' abilities in science	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TARDY	N1 D02A Student tardiness is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1STUABSENT	N1 D02B Student absenteeism is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1CUT	N1 D02C Student class cutting is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TCHRABSENT	N1 D02D Teacher absenteeism is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1DROPOUT	N1 D02E Students dropping out is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1APATHY	N1 D02F Student apathy is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1INVOLVEMNT	N1 D02G Lack of parental involvement is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1UNPREPPROB	N1 D02H Students coming unprepared to learn is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HEALTH	N1 D02I Poor student health is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1RESOURCES	N1 D02J Lack of teacher resources and materials is a problem at this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ABLRANGE	N1 D03A Teaching is limited by different academic abilities in the same class	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SESRANGE	N1 D03B Teaching is limited by students with wide range of SES backgrounds	BY Science Teacher Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	N1LANGRANGE	N1 D03C Teaching is limited by students with wide range of language backgrounds	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1SPECNEED	N1 D03D Teaching is limited by students with special needs	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1UNINTEREST	N1 D03E Teaching is limited by uninterested students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1MORALE	N1 D03F Teaching is limited by low morale among students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1DISRUPT	N1 D03G Teaching is limited by disruptive students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PROFDEV	N1 D03H Teaching is limited by inadequate professional learning opportunities	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1ADMSUPPORT	N1 D03I Teaching is limited by inadequate administrative support	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1COMPUTER	N1 D03J Teaching is limited by shortage of computer hardware/software	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TECHSUPPRT	N1 D03K Teaching is limited by shortage of support for using computers	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1BOOKS	N1 D03L Teaching is limited by shortage of textbooks for student use	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1STUEQUIP	N1 D03M Teaching is limited by shortage of instructional equipment for students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1DEMOEQUIP	N1 D03N Teaching is limited by shortage of equipment for demonstrations	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1FACILITIES	N1 D03O Teaching is limited by inadequate physical facilities	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1RATIO	N1 D03P Teaching is limited by high student to teacher ratio	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PLANNING	N1 D03Q Teaching is limited by lack of planning time	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1AUTONOMY	N1 D03R Teaching is limited by lack of autonomy in instructional decisions	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1FAMSUPPORT	N1 D03S Teaching is limited by lack of parent/family support	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1FAMILY	N1 D04A Amount a student can learn is primarily related to family background	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1DISCIPLINE	N1 D04B Students not disciplined at home not likely to accept school discipline	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1STUACHIEVE	N1 D04C Teachers are limited b/c home environment influences student achievement	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PARENT	N1 D04D If parents would do more for children teacher could do more for students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1RETAIN	N1 D04E Knows how to increase student retention of info from lesson to lesson	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1REDIRECT	N1 D04F Knows techniques to redirect disruptive students quickly	BY Science Teacher Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	N1GETTHRU	N1 D04G Can get through to even the most difficult or unmotivated students	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1HOMEFX	N1 D04H Cannot do much b/c student motivation/performance depends on home	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PRESSURES	N1 D05A School's principal deals w/ outside pressures interfering with teaching	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1POORJOBRES	N1 D05B School's principal does poor job of getting resources for this school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PSETSPRIO	N1 D05C School's principal sets priorities and sees that they are carried out	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PSCHVISION	N1 D05D School's principal communicates kind of school that is wanted to staff	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PCOMEXP	N1 D05E School's principal lets staff members know what is expected of them	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PINNOVATE	N1 D05F School's principal is interested in innovation and new ideas	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1PCONSULTS	N1 D05G School's principal consults staff before making decisions affecting them	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TSCHDISC	N1 D06A Teachers at this school help maintain discipline in the entire school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TIMPROVE	N1 D06B Teachers at this school take responsibility for improving the school	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TSETSTDS	N1 D06C Teachers at this school set high standards for themselves	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TSELFDEV	N1 D06D Teachers at school feel responsible for developing student self-control	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1THELPBEST	N1 D06E Teachers at school feel responsible for helping each other do their best	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TALLLEARN	N1 D06F Teachers at this school feel responsible that all students learn	BY Science Teacher Instrument	2		N	Yes
1	Student File	N1TFAIL	N1 D06G Teachers at school feel responsible when students in this school fail	BY Science Teacher Instrument	2		N	Yes
1	Student File	A1GRADEPREK	A1 A01A School includes pre-kindergarten	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADEK	A1 A01B School includes kindergarten	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE1	A1 A01C School includes 1st grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE2	A1 A01D School includes 2nd grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE3	A1 A01E School includes 3rd grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE4	A1 A01F School includes 4th grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE5	A1 A01G School includes 5th grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE6	A1 A01H School includes 6th grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE7	A1 A01I School includes 7th grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE8	A1 A01J School includes 8th grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE9	A1 A01K School includes 9th grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE10	A1 A01L School includes 10th grade	BY Administrator Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1GRADE11	A1 A01M School includes 11th grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE12	A1 A01N School includes 12th grade	BY Administrator Instrument	2		N	Yes
1	Student File	A1GRADE13	A1 A01O School includes grades above 12th	BY Administrator Instrument	2		N	Yes
1	Student File	A1UNGRADED	A1 A01P School includes ungraded level(s)	BY Administrator Instrument	2		N	Yes
1	Student File	A1SCHCONTROL	A1 A02 School control	BY Administrator Instrument	2		N	Yes
1	Student File	A1RELIGIOUS	A1 A03 Whether school has a religious orientation or purpose	BY Administrator Instrument	2		N	Yes
1	Student File	A1RELIGTYPE	A1 A04 School's religious orientation	BY Administrator Instrument	2		N	Yes
1	Student File	A1SINGLESEX	A1 A05 Whether school is a single-sex school	BY Administrator Instrument	2		N	Yes
1	Student File	A1SCHTYPE	A1 A06 School type	BY Administrator Instrument	2		N	Yes
1	Student File	A1SCHSPFOCUS	A1 A07 Whether school's special focus is math or science	BY Administrator Instrument	2		N	Yes
1	Student File	A1CHOICEPROG	A1 A08 School participates in public school choice program	BY Administrator Instrument	2		N	Yes
1	Student File	A1CHOICEIN	A1 A09A School's students can enroll in another school within district	BY Administrator Instrument	2		N	Yes
1	Student File	A1CHOICEOUT	A1 A09B School's students can enroll in a school in another district at no cost	BY Administrator Instrument	2		N	Yes
1	Student File	A1CHOICESCH	A1 A09C Students from other districts can enroll in school at no tuition cost	BY Administrator Instrument	2		N	Yes
1	Student File	A1CHOICEPRIV	A1 A09D School's students can enroll in private school using state/district fund	BY Administrator Instrument	2		N	Yes
1	Student File	A1CHOICEOTHR	A1 A09E School participates in another public school choice program	BY Administrator Instrument	2		N	Yes
1	Student File	A1YRROUND	A1 A10 Whether school is a year round school	BY Administrator Instrument	2		N	Yes
1	Student File	A1CALENDAR	A1 A11 Academic calendar type	BY Administrator Instrument	2		N	Yes
1	Student File	A1SCHEDULE	A1 A12 Course schedule type	BY Administrator Instrument	2		N	Yes
1	Student File	A1TRADMINS	A1 A13 Length of traditional schedule courses	BY Administrator Instrument	2		N	No
1	Student File	A1ACADBLOCK	A1 A14A Whether academic courses are block scheduled	BY Administrator Instrument	2		N	Yes
1	Student File	A1VOCBLOCK	A1 A14B Whether vocational/technical courses are block scheduled	BY Administrator Instrument	2		N	Yes
1	Student File	A1OTHRBLOCK	A1 A14C Whether other courses are block scheduled	BY Administrator Instrument	2		N	Yes
1	Student File	A1ABLOCKMINS	A1 A15 Length of block-scheduled academic courses	BY Administrator Instrument	3		N	No
1	Student File	A1VBLOCKMINS	A1 A16 Length of block-scheduled vocational/technical courses	BY Administrator Instrument	3		N	No
1	Student File	A1OBLOCKMINS	A1 A17 Length of other block-scheduled courses	BY Administrator Instrument	3		N	No
1	Student File	A1CLASSHRS	A1 A18 Average instruction hours per day	BY Administrator Instrument	5	2	N	No
1	Student File	A1ADA	A1 A19 Average daily attendance percentage for high school students	BY Administrator Instrument	3		N	No
1	Student File	A1NOTIFY	A1 A20 Whether parents are notified when students are absent without an excuse	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1TRANSFRALT	A1 A21 % of 08-09 students transferred out to an alternative program/school	BY Administrator Instrument	2		N	No
1	Student File	A1AYP	A1 A22 School is currently in need of improvement due to AYP requirements	BY Administrator Instrument	2		N	Yes
1	Student File	A1AYPYR	A1 A23 Year of AYP improvement as of 09-10 school year	BY Administrator Instrument	2		N	Yes
1	Student File	A1MADEAYP	A1 A24 Whether school made AYP at the end of the 2008-2009 school year	BY Administrator Instrument	2		N	Yes
1	Student File	A1MTHSCIFAIR	A1 A25A Holds math or science fairs/workshops/competitions	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSSUMMER	A1 A25B Partners w/ college/university that offers math/science summer program	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSAFTERSCH	A1 A25C Sponsors a math or science after-school program	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSMENTOR	A1 A25D Pairs students with mentors in math or science	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSSPEAKER	A1 A25E Brings in guest speakers to talk about math or science	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSFLDTRIP	A1 A25F Takes students on math- or science-relevant field trips	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSPRGMS	A1 A25G Tells students about math/science contests/websites/blogs/other programs	BY Administrator Instrument	2		N	Yes
1	Student File	A1MESA	A1 A25H Partners with MESA or a similar enrichment-model program	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSPDLEARN	A1 A25I Requires teacher prof development in how students learn math/science	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSPDINTRST	A1 A25J Requires teacher prof development in increasing interest in math/science	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSOTHER	A1 A25K Raises students math/science interest/achievement in another way	BY Administrator Instrument	2		N	Yes
1	Student File	A1MSNONE	A1 A25L Doesn't do any of these to raise math/science interest/achievement	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9SUMMER	A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9OVERAGE	A1 A26B Offers learning communities for over-age student lacking HS prerequisite	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9COMMUNTY	A1 A26C Offers 9th grade learning communities separate from rest of school	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9BLOCKSCH	A1 A26D Offers block scheduling to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9DOUBLE	A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9STUDY	A1 A26F Offers study skill seminar/class for struggling 9th graders	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1G9TEACHER	A1 A26G Offers assistance for teachers working with struggling 9th graders	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9TUTOR	A1 A26H Offers tutoring to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9OTHRPROG	A1 A26I Offers another program to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9NOPROG	A1 A26J School has no programs to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9ABSENTEE	A1 A27A Grade 9 academic assistance recommended based on absentee record	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9GRADES	A1 A27B Grade 9 academic assistance recommended based on poor/failing grades	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9BEHIND	A1 A27C Grade 9 acad assistance recommended based on being behind on credits	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9BEHAVE	A1 A27D Grade 9 academic assistance recommended based on disciplinary problems	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9TCHREF	A1 A27E Grade 9 academic assistance recommended based on teacher referral	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9CNSLREF	A1 A27F Grade 9 academic assistance recommended based on counselor referral	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9PRNTREF	A1 A27G Grade 9 academic assistance recommended based on parental request	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9REQUEST	A1 A27H Grade 9 academic assistance recommended based on student request	BY Administrator Instrument	2		N	Yes
1	Student File	A1G9OTHER	A1 A27I Grade 9 academic assistance recommendations based on something else	BY Administrator Instrument	2		N	Yes
1	Student File	A1CAPACITY	A1 B01 Percent capacity to which school is filled	BY Administrator Instrument	3		N	No
1	Student File	A1OFFERALT	A1 B02A Alternative program offered on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFERDOPRV	A1 B02B Dropout prevention program offered on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFERAP	A1 B02C College Board Advanced Placement (AP) courses offered on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFERNONE	A1 B02D None of these programs or courses are offered on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1FREELUNCH	A1 B03A % of student body receiving free or reduced-price lunch	BY Administrator Instrument	3		N	No
1	Student File	A1ELL	A1 B03B % of student body who are English language learners	BY Administrator Instrument	3		N	No
1	Student File	A1SPECIALED	A1 B03C % of student body receiving Special Education services for disabilities	BY Administrator Instrument	3		N	No
1	Student File	A1ALTPROG	A1 B03D % of student body enrolled in an alternative program	BY Administrator Instrument	3		N	No
1	Student File	A1DROPOUTPRV	A1 B03E % of student body enrolled in a dropout prevention program	BY Administrator Instrument	3		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1AP	A1 B03F % of student body enrolled in Advanced Placement courses	BY Administrator Instrument	3		N	No
1	Student File	A1HISPSTU	A1 B04A % of student body of Hispanic/Latino/Latina origin	BY Administrator Instrument	3		N	No
1	Student File	A1WHITESTU	A1 B04B % of student body that is White	BY Administrator Instrument	3		N	No
1	Student File	A1BLACKSTU	A1 B04C % of student body that is Black or African American	BY Administrator Instrument	3		N	No
1	Student File	A1ASIANPISTU	A1 B04D % of student body that is Asian or Pacific Islander	BY Administrator Instrument	3		N	No
1	Student File	A1AMINDIANST	A1 B04E % of student body that is American Indian or Alaska Native	BY Administrator Instrument	3		N	No
1	Student File	A1REPEATG9	A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade	BY Administrator Instrument	2		N	No
1	Student File	A1RETURN09	A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009	BY Administrator Instrument	3		N	No
1	Student File	A14YRDEGREE	A1 B07A % of 08-09 seniors who went to 4-year Bachelor's-granting institution	BY Administrator Instrument	3		N	No
1	Student File	A12YRDEGREE	A1 B07B % of 08-09 seniors who went to Associates-granting/technical institution	BY Administrator Instrument	3		N	No
1	Student File	A1WORK	A1 B07C % of 08-09 seniors who entered the workforce	BY Administrator Instrument	3		N	No
1	Student File	A1MILITARY	A1 B07D % of 08-09 seniors who joined military	BY Administrator Instrument	3		N	No
1	Student File	A1DIDOTHER	A1 B07E % of 08-09 seniors who did something else	BY Administrator Instrument	3		N	No
1	Student File	A1FTTCHRS	A1 C01A Total number of full-time teachers	BY Administrator Instrument	3		N	No
1	Student File	A1PTTCHRS	A1 C01B Total number of part-time teachers	BY Administrator Instrument	3		N	No
1	Student File	A1FTMTCHRS	A1 C02A Number of full-time high school math teachers	BY Administrator Instrument	3		N	No
1	Student File	A1PTMTCHRS	A1 C02B Number of part-time high school math teachers	BY Administrator Instrument	3		N	No
1	Student File	A1FTSTCHRS	A1 C02C Number of full-time high school science teachers	BY Administrator Instrument	3		N	No
1	Student File	A1PSCTCHRS	A1 C02D Number of part-time high school science teachers	BY Administrator Instrument	3		N	No
1	Student File	A1FTOTHTCHRS	A1 C02E Number of full-time high school teachers of all other subject areas	BY Administrator Instrument	3		N	No
1	Student File	A1PTOTHTCHRS	A1 C02F Number of part-time high school teachers of all other subject areas	BY Administrator Instrument	3		N	No
1	Student File	A1CERTFTMTCH	A1 C03A Number of certified full-time high school math teachers	BY Administrator Instrument	2		N	No
1	Student File	A1CERTPTMTCH	A1 C03B Number of certified part-time high school math teachers	BY Administrator Instrument	2		N	No
1	Student File	A1CERTFTSTCH	A1 C03C Number of certified full-time high school science teachers	BY Administrator Instrument	2		N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1CERTPTSTCH	A1 C03D Number of certified part-time high school science teachers	BY Administrator Instrument	2		N	No
1	Student File	A1MSRECRUIT	A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009	BY Administrator Instrument	2		N	Yes
1	Student File	A1FILLMTH	A1 C05 Ease of filling high school mathematics teaching vacancies	BY Administrator Instrument	2		N	Yes
1	Student File	A1FILLSCI	A1 C06 Ease of filling high school science teaching vacancies	BY Administrator Instrument	2		N	Yes
1	Student File	A1MINCENTIVE	A1 C07 School/district offers incentives to attract FT HS math teachers	BY Administrator Instrument	2		N	Yes
1	Student File	A1SINCENTIVE	A1 C08 School/district offers incentives to attract FT HS science teachers	BY Administrator Instrument	2		N	Yes
1	Student File	A1MTNORETURN	A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010	BY Administrator Instrument	2		N	No
1	Student File	A1STNORETURN	A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010	BY Administrator Instrument	2		N	No
1	Student File	A1ABSENTTCHR	A1 C11 % of high school's teachers absent on an average day	BY Administrator Instrument	2		N	No
1	Student File	A1ONPREALG	A1 D01A School offers PreAlgebra on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONRMTH	A1 D01B School offers Review or Remedial Math on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONINTMTH1	A1 D01C School offers Integrated Math I on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONINTMTH2	A1 D01D School offers Integrated Math II or above on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONALGP1P2	A1 D01E School offers Algebra I, part 1 and part 2 on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONALG1	A1 D01F School offers Algebra I on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONALG2	A1 D01G School offers Algebra II on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONGEOM	A1 D01H School offers Geometry on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONTRIG	A1 D01I School offers Trigonometry on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONALG3	A1 D01J School offers Algebra III on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONANGEOM	A1 D01K School offers Analytic Geometry on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONCLC	A1 D01L School offers Calculus on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONCLCAPAB	A1 D01M School offers Calculus AP (AB) on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONCLCAPBC	A1 D01N School offers Calculus AP (BC) on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONCLCAPIB	A1 D01O School offers Calculus IB on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONCMPSCI	A1 D01P School offers Computer Science on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONCMPSCIA	A1 D01Q School offers Computer Science AP (A) on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONCMPSCIB	A1 D01R School offers Computer Science AP (AB) on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONSTATS	A1 D01S School offers Statistics or Probability on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONSTATSAP	A1 D01T School offers Statistics AP on-site	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1OFFPREALG	A1 D02A School offers PreAlgebra through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFRMTH	A1 D02B School offers Review or Remedial Math through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFINTMTH1	A1 D02C School offers Integrated Math I through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFINTMTH2	A1 D02D School offers Integrated Math II or above through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFALGP1P2	A1 D02E School offers Algebra I, part 1 and part 2 through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFALG1	A1 D02F School offers Algebra I through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFALG2	A1 D02G School offers Algebra II through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFGEOM	A1 D02H School offers Geometry through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFTRIG	A1 D02J School offers Trigonometry through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFALG3	A1 D02K School offers Algebra III through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFANGEOM	A1 D02L School offers Analytic Geometry through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFCLC	A1 D02M School offers Calculus through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFCLCAPAB	A1 D02N School offers Calculus AP (AB) through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFCLCAPBC	A1 D02O School offers Calculus AP (BC) through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFCMPSCI	A1 D02Q School offers Computer Science through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFCLCAPIB	A1 D02P School offers Calculus IB through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFMPSCIA	A1 D02R School offers Computer Science AP (A) through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFCMPSCIB	A1 D02S School offers Computer Science AP (AB) through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFSTATS	A1 D02T School offers Statistics or Probability through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFSTATSAP	A1 D02U School offers Statistics AP through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1NOMTHO	A1 D02V School doesn't offer any of these math courses through other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONGENSCI	A1 D03A School offers General Science on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONPHYSCI	A1 D03B School offers Physical Science on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONERTHSCI	A1 D03C School offers Earth Science on-site	BY Administrator Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1ONENVSCI	A1 D03D School offers Environmental Science on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONTECH	A1 D03E School offers Principles of Technology on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONBIO1	A1 D03F School offers Biology I on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONLIFESCI	A1 D03G School offers Life Science on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONCHEM1	A1 D03H School offers Chemistry I on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONPHYS1	A1 D03I School offers Physics I on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONINTGSCI1	A1 D03J School offers Integrated Science I on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONINTGSCI2	A1 D03K School offers Integrated Science II or above on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONANATOMY	A1 D03L School offers Anatomy or Physiology on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONENVAP	A1 D03M School offers Environmental Science AP on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONADVBIO	A1 D03N School offers Advanced Biology, Biology II, AP, or IB on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONADVCHEM	A1 D03O School offers Advanced Chemistry, Chemistry II, AP, or IB on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONADVPHYS	A1 D03P School offers Advanced Physics, Physics II, AP, or IB on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONOTHBIO	A1 D03Q School offers an Other biological science on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONOTHPSCI	A1 D03R School offers an Other physical science on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1ONOTHESCI	A1 D03S School offers an Other earth or environmental sciences on-site	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFGENSCI	A1 D04A School offers General Science through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFPHYSCI	A1 D04B School offers Physical Science through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFERTHSCI	A1 D04C School offers Earth Science through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFTECH	A1 D04D School offers Principles of Technology through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFBIO1	A1 D04E School offers Biology I through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFLSCI	A1 D04F School offers Life Science through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFCHEM1	A1 D04G School offers Chemistry I through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFPHYS1	A1 D04H School offers Physics I through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFINTSCI1	A1 D04I School offers Integrated Science I through some other means	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1OFFINTSCI2	A1 D04J School offers Integrated Science II or above through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFENVSCI	A1 D04K School offers Environmental Science through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFANATOMY	A1 D04L School offers Anatomy or Physiology through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFENVAP	A1 D04M School offers Environmental Science AP through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFADVBIO	A1 D04N School offers Advanced Biology/Bio II/AP/IB through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFADVCHEM	A1 D04O School offers Advanced Chemistry/Chem II/AP/IB thru some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFADVPHYS	A1 D04P School offers Advanced Physics/Phys II/AP/IB through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFOTHPSCI	A1 D04Q School offers an Other physical science through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFOTHBIO	A1 D04R School offers an Other biological science through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1OFFOTHESCI	A1 D04S School offers an Other earth or envir science through some other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1NOSCIO	A1 D04T School doesn't offer any of these science courses through other means	BY Administrator Instrument	2		N	Yes
1	Student File	A1IB	A1 D05 School offers an International Baccalaureate (IB) program	BY Administrator Instrument	2		N	Yes
1	Student File	A1MTHREQS	A1 D06 School requires completion of specific math course(s) for graduation	BY Administrator Instrument	2		N	Yes
1	Student File	A1MTHSTREQ	A1 D07 Describe how math course(s) required for grad compare with state's reqs	BY Administrator Instrument	2		N	Yes
1	Student File	A1SCIREQS	A1 D08 School requires completion of specific sci course(s) for graduation	BY Administrator Instrument	2		N	Yes
1	Student File	A1SCISTREQ	A1 D09 Describe how science course(s) required for grad compare with state's req	BY Administrator Instrument	2		N	Yes
1	Student File	A1ALG1LEVELS	A1 D10 School offers Algebra I levels for students w/ different abilities	BY Administrator Instrument	2		N	Yes
1	Student File	A1SEX	A1 E01 Principal's sex	BY Administrator Instrument	2		N	Yes
1	Student File	A1HISP	A1 E02A Principal is of Hispanic/Latino/Latina origin	BY Administrator Instrument	2		N	Yes
1	Student File	A1WHITE	A1 E02B Principal is White	BY Administrator Instrument	2		N	Yes
1	Student File	A1BLACK	A1 E02C Principal is Black or African American	BY Administrator Instrument	2		N	Yes
1	Student File	A1ASIAN	A1 E02D Principal is Asian	BY Administrator Instrument	2		N	Yes
1	Student File	A1PACISLE	A1 E02E Principal is Native Hawaiian/Pacific Islander	BY Administrator Instrument	2		N	Yes
1	Student File	A1AMINDIAN	A1 E02F Principal is American Indian/Alaska Native	BY Administrator Instrument	2		N	Yes
1	Student File	A1HIDEG	A1 E03 Principal's highest degree earned	BY Administrator Instrument	2		N	Yes
1	Student File	A1HIMAJV	A1 E04A Principal's major for highest level of education-verbatim	BY Administrator Instrument	40		A	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1HIMAJ2	A1 E04B Principal's major for highest level of education 2-digit CIP code	BY Administrator Instrument	2		N	Yes
1	Student File	A1HIMAJ6	A1 E04C Principal's major for highest level of education 6-digit CIP code	BY Administrator Instrument	7		A	Yes
1	Student File	A1HIMAJ_STEM	A1 E04C Principal's major for highest level of education STEM code	BY Administrator Instrument	2		N	Yes
1	Student File	A1BAMAJV	A1 E05A Principal's major for Bachelor's degree-verbatim	BY Administrator Instrument	40		A	No
1	Student File	A1BAMAJ2	A1 E05B Principal's major for Bachelor's degree 2-digit CIP code	BY Administrator Instrument	2		N	Yes
1	Student File	A1BAMAJ6	A1 E05C Principal's major for Bachelor's degree 6-digit CIP code	BY Administrator Instrument	7		A	Yes
1	Student File	A1BAMAJ_STEM	A1 E05C Principal's major for Bachelor's degree STEM code	BY Administrator Instrument	2		N	Yes
1	Student File	A1STARTDEG	A1 E06 Principal has started but not completed more advanced degree	BY Administrator Instrument	2		N	Yes
1	Student File	A1MANAGEMENT	A1 E07 Prior management experience outside of the field of education	BY Administrator Instrument	2		N	Yes
1	Student File	A1ALTPREP	A1 E08 Whether became a principal through alternative prep program	BY Administrator Instrument	2		N	Yes
1	Student File	A1CERTIFIED	A1 E09 Principal is certified as a principal in this state	BY Administrator Instrument	2		N	Yes
1	Student File	A1YRSADMIN	A1 E10 Years served as principal of any school	BY Administrator Instrument	2		N	No
1	Student File	A1YRSHSLSSCH	A1 E11 Years served as principal of this school	BY Administrator Instrument	2		N	No
1	Student File	A1TEACHING	A1 E12 Principal is currently teaching in this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1YRSMSTCHR	A1 E13A Principal's years of middle school teaching experience	BY Administrator Instrument	2		N	No
1	Student File	A1YRSHSTCHR	A1 E13B Principal's years of secondary teaching experience	BY Administrator Instrument	2		N	No
1	Student File	A1MSSUBJECT	A1 E14 Main subject principal taught at middle school level	BY Administrator Instrument	2		N	Yes
1	Student File	A1HSSUBJECT	A1 E15 Main subject principal taught at high school level	BY Administrator Instrument	2		N	Yes
1	Student File	A1HRTEACHERS	A1 E16A Hours/week spent working with teachers on instructional issues	BY Administrator Instrument	2		N	No
1	Student File	A1HRINTMGMNT	A1 E16B Hours/week spent on internal school management	BY Administrator Instrument	2		N	No
1	Student File	A1HREXTMGMNT	A1 E16C Hours/week spent on external school management	BY Administrator Instrument	2		N	No
1	Student File	A1HRDISCIPLN	A1 E16D Hours/week spent on student discipline/attendance	BY Administrator Instrument	2		N	No
1	Student File	A1HRMONITOR	A1 E16E Hours/week spent monitoring hallways/campus/lunchroom	BY Administrator Instrument	2		N	No
1	Student File	A1HRTEACHING	A1 E16F Hours/week spent on principal's own teaching assignments	BY Administrator Instrument	2		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1HRPARENT	A1 E16G Hours/week spent talking and meeting with parents	BY Administrator Instrument	2		N	No
1	Student File	A1HRSTUDENT	A1 E16H Hours/week spent meeting with students	BY Administrator Instrument	2		N	No
1	Student File	A1HRPAPERWK	A1 E16I Hours/week spent on paperwork required by authorities	BY Administrator Instrument	2		N	No
1	Student File	A1HROTH	A1 E16J Hours/week spent on other activities	BY Administrator Instrument	2		N	No
1	Student File	A1TARDY	A1 E17A Student tardiness is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1STUABSENT	A1 E17B Student absenteeism is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1CUT	A1 E17C Student class cutting is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1TCHRABSENT	A1 E17D Teacher absenteeism is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1DROPOUT	A1 E17E Students dropping out is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1APATHY	A1 E17F Student apathy is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1PRNTINV	A1 E17G Lack of parental involvement is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1UNPREP	A1 E17H Students coming unprepared to learn is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1HEALTH	A1 E17I Poor student health is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1RESOURCES	A1 E17J Lack of teacher resources and materials is a problem at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1CONFLICT	A1 E18A Frequency of physical conflicts among students at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1ROBBERY	A1 E18B Frequency of robbery or theft at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1VANDALISM	A1 E18C Frequency of vandalism at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1DRUGUSE	A1 E18D Frequency of student illegal drug use at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1ALCOHOL	A1 E18E Frequency of students use of alcohol while at school	BY Administrator Instrument	2		N	Yes
1	Student File	A1DRUGSALE	A1 E18F Frequency of drug sales on the way to/from school or on school grounds	BY Administrator Instrument	2		N	Yes
1	Student File	A1WEAPONS	A1 E18G Frequency of student possession of weapons at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1PHYSABUSE	A1 E18H Frequency of physical abuse of teachers at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1TENSION	A1 E18I Frequency of student racial tensions at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1BULLY	A1 E18J Frequency of student bullying at this school	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1VERBAL	A1 E18K Frequency of student verbal abuse of teachers at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1MISBEHAVE	A1 E18L Frequency of student in-class misbehavior at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1DISRESPECT	A1 E18M Frequency of student acts of disrespect for teachers at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A1GANG	A1 E18N Frequency of student gang activities at this school	BY Administrator Instrument	2		N	Yes
1	Student File	A2SCHTYPE	A2 A01 School type	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MAGNET	A2 A02 School has a schoolwide magnet program or program only for some students	F1 Administrator Instrument	2		N	Yes
1	Student File	A2STEMFOCUS	A2 A03 School's magnet program/special focus is STEM or something else	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CHOICE	A2 A05 School participates in public school choice program	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CHOICEIN	A2 A06A School's students can enroll in another school within district	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CHOICEOUT	A2 A06B School's students can enroll in a school in another district at no cost	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CHOICESCH	A2 A06C Students from other districts can enroll in school at no tuition cost	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CHOICEPRIV	A2 A06D School's students can enroll in private school using state/district fund	F1 Administrator Instrument	2		N	Yes
1	Student File	A2YRROUND	A2 A07 Whether school is a year round school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CALENDAR	A2 A08 Academic calendar type	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CLASSHRS	A2 A09A Average instruction hours per day	F1 Administrator Instrument	2		N	No
1	Student File	A2HRSINSMIN	A2 A09B WILL BE FOLDED INTO A2CLASSHRS - minutes of instruction per day	F1 Administrator Instrument	2		N	No
1	Student File	A2SCHEDULE	A2 A10 Course schedule type	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CTESHSCH	A2 A11 % of HS students who attend shared-time area career-technical school	F1 Administrator Instrument	3		N	No
1	Student File	A2HSSIZE	A2 B01 High school enrollment	F1 Administrator Instrument	5		N	No
1	Student File	A2CAPACITY	A2 B02 Percent capacity to which school is filled	F1 Administrator Instrument	3		N	No
1	Student File	A2FREELUNCH	A2 B03A % of HS students receiving free or reduced-price lunch	F1 Administrator Instrument	3		N	No
1	Student File	A2ELL	A2 B03B % of HS students who are limited English proficient	F1 Administrator Instrument	3		N	No
1	Student File	A2SPECIALED	A2 B03C % of HS students receiving special education services for disabilities	F1 Administrator Instrument	3		N	No
1	Student File	A2ADA9	A2 B04A Average daily attendance for 9th graders in terms of a percentage	F1 Administrator Instrument	3		N	No
1	Student File	A2ADA10	A2 B04B Average daily attendance for 10th graders in terms of a percentage	F1 Administrator Instrument	3		N	No
1	Student File	A2ADA11	A2 B04C Average daily attendance for 11th graders in terms of a percentage	F1 Administrator Instrument	3		N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A2ADA12	A2 B04D Average daily attendance for 12th graders in terms of a percentage	F1 Administrator Instrument	3		N	No
1	Student File	A2NOTIFY	A2 B05A Parents can be notified when HS students are absent without excuse	F1 Administrator Instrument	2		N	Yes
1	Student File	A2DETENTION	A2 B05B HS students can receive detentions when absent without excuse	F1 Administrator Instrument	2		N	Yes
1	Student File	A2INSUSPEND	A2 B05C Students can receive in-school suspensions when absent without excuse	F1 Administrator Instrument	2		N	Yes
1	Student File	A2OUTSUSPEND	A2 B05D Students can receive out-of-school suspension when absent without excuse	F1 Administrator Instrument	2		N	Yes
1	Student File	A2ABSENTFAIL	A2 B06 School has course failure policy tied to absenteeism	F1 Administrator Instrument	2		N	Yes
1	Student File	A2PROMCRED	A2 B07 HS students must earn certain number/type credits for academic promotion	F1 Administrator Instrument	2		N	Yes
1	Student File	A2REPEATG11	A2 B08 % of 2010-2011 11th graders not academically promoted to 12th grade	F1 Administrator Instrument	2		N	No
1	Student File	A2RECOVERY	A2 B09A Credit recovery program offered to struggling students	F1 Administrator Instrument	2		N	Yes
1	Student File	A2SUMRSCH	A2 B09B Summer supplemental instruction program offered to struggling students	F1 Administrator Instrument	2		N	Yes
1	Student File	A2LRNCMNITY	A2 B09C Learning community offered to over-age students not ready for promotion	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CATCHUP	A2 B09D Catch-up courses offered to struggling students	F1 Administrator Instrument	2		N	Yes
1	Student File	A2DOUBLEDOSE	A2 B09E Double dosing of classes offered to struggling students	F1 Administrator Instrument	2		N	Yes
1	Student File	A2STUDYCLASS	A2 B09F Classes in study skills offered to struggling students	F1 Administrator Instrument	2		N	Yes
1	Student File	A2G11TEACHER	A2 B09G Professional dev offered to teachers working w/ struggling students	F1 Administrator Instrument	2		N	Yes
1	Student File	A2TUTORSTRG	A2 B09H Tutoring offered to struggling students	F1 Administrator Instrument	2		N	Yes
1	Student File	A2RECOVONSITE	A2 B10A Credit recovery program is offered on-site	F1 Administrator Instrument	2		N	Yes
1	Student File	A2RECOVONLINE	A2 B10B Credit recovery program is offered online	F1 Administrator Instrument	2		N	Yes
1	Student File	A2PCTRECOVERY	A2 B11 % of 11th/12th graders participated in credit recovery program	F1 Administrator Instrument	2		N	Yes
1	Student File	A2RETURN11	A2 B12 % of Sept 2010 11th graders returned in Sept 2011	F1 Administrator Instrument	3		N	No
1	Student File	A2TRANSFRALT	A2 B13 % of 2010-2011 students transferred out to an alternative program/school	F1 Administrator Instrument	2		N	No
1	Student File	A2DOPRVON	A2 B14A Dropout prevention program offered on-site	F1 Administrator Instrument	2		N	Yes
1	Student File	A2DOPRVOFF	A2 B14B Dropout prevention program offered off-site	F1 Administrator Instrument	2		N	Yes
1	Student File	A2STUDYPRGON	A2 B14C Programs to develop study skills (AVID/GEAR UP) offered on-site	F1 Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A2STUDYPRGOFF	A2 B14D Programs to develop study skills (AVID/GEAR UP) offered off-site	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CHILDCAREON	A2 B14E Childcare services offered on-site	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CHILDCAREOFF	A2 B14F Childcare services offered off-site	F1 Administrator Instrument	2		N	Yes
1	Student File	A2PCTDOPRVON	A2 B15A % of HS students enrolled in dropout prevention program on-site	F1 Administrator Instrument	3		N	No
1	Student File	A2PCTDOPRVOFF	A2 B15B % of HS students enrolled in dropout prevention program off-site	F1 Administrator Instrument	2		N	No
1	Student File	A2MTHSCIFAIR	A2 B16A Holds math or science fairs/workshops/competitions	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSSUMMER	A2 B16B Partners w/ college/university that offers math/science summer program	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSMENTOR	A2 B16C Pairs students with mentors in math or science	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSSPEAKER	A2 B16D Brings in guest speakers to talk about math or science	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSFLDTRIP	A2 B16E Takes students on math- or science-relevant field trips	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSPRGMS	A2 B16F Tells students about math/science contests/websites/blogs/other programs	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSPDLEARN	A2 B16G Requires teacher prof development in how students learn math/science	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSPDINTRST	A2 B16H Requires teacher prof development in increasing interest in math/science	F1 Administrator Instrument	2		N	Yes
1	Student File	A2ENGREQHS	A2 B17A Years of English coursework required for hs graduation 2012	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MTHREQHS	A2 B17B Years of Mathematics coursework required for hs graduation 2012	F1 Administrator Instrument	2		N	Yes
1	Student File	A2SCIREQHS	A2 B17C Years of Science coursework required for hs graduation 2012	F1 Administrator Instrument	2		N	Yes
1	Student File	A2HISTREQHS	A2 B17D Years of History/Social Studies required for hs graduation 2012	F1 Administrator Instrument	2		N	Yes
1	Student File	A2LANGREQHS	A2 B17E Years of Foreign Language required for hs graduation 2012	F1 Administrator Instrument	2		N	Yes
1	Student File	A2ENGREQ4YR	A2 B18A English requirements compared to reqs for state 4 yr college	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MTHREQ4YR	A2 B18B Math requirements compared to reqs for state 4 yr college	F1 Administrator Instrument	2		N	Yes
1	Student File	A2SCIREQ4YR	A2 B18C Science requirements compared to reqs for state 4 yr college	F1 Administrator Instrument	2		N	Yes
1	Student File	A2HISTREQ4YR	A2 B18D History/social Sci requirements compared to reqs for state 4 yr college	F1 Administrator Instrument	2		N	Yes
1	Student File	A2LANGREQ4YR	A2 B18E Foreign language requirements compared to reqs for state 4 yr college	F1 Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A2HIGHERED	A2 B19A % of 2010-2011 seniors entered higher education programs	F1 Administrator Instrument	3		N	No
1	Student File	A2WORK	A2 B19B % of 2010-2011 seniors entered labor market	F1 Administrator Instrument	3		N	No
1	Student File	A2MILITARY	A2 B19C % of 2010-2011 seniors joined military	F1 Administrator Instrument	2		N	No
1	Student File	A2FTTCHRS	A2 C01A Total number of full-time high school teachers	F1 Administrator Instrument	3		N	No
1	Student File	A2PTTCHRS	A2 C01B Total number of part-time high school teachers	F1 Administrator Instrument	3		N	No
1	Student File	A2FTMTCHRS	A2 C02A Number of full-time high school math teachers	F1 Administrator Instrument	3		N	No
1	Student File	A2PTMTCHRS	A2 C02B Number of part-time high school math teachers	F1 Administrator Instrument	2		N	No
1	Student File	A2FTSTCHRS	A2 C02C Number of full-time high school science teachers	F1 Administrator Instrument	3		N	No
1	Student File	A2PTSTCHRS	A2 C02D Number of part-time high school science teachers	F1 Administrator Instrument	2		N	No
1	Student File	A2FTOTHTCHRS	A2 C02E Number of full-time high school teachers of all other subject areas	F1 Administrator Instrument	3		N	No
1	Student File	A2PTOTHTCHRS	A2 C02F Number of part-time high school teachers of all other subject areas	F1 Administrator Instrument	3		N	No
1	Student File	A2PTALLTCHRS	A2 C02G Total number of part-time teachers - sum of math, science, other	F1 Administrator Instrument	3		N	No
1	Student File	A2FTALLTCHRS	A2 C02H Total number of full-time teachers - sum of math, science, other	F1 Administrator Instrument	3		N	No
1	Student File	A2PENSION	A2 C03 Number of teachers collecting pension/drawing from 401(k) or 403(b)	F1 Administrator Instrument	3		N	No
1	Student File	A2MTNORETURN	A2 C04 # of 2010-2011 FT math teachers who did not return in 2011-2012	F1 Administrator Instrument	2		N	No
1	Student File	A2STNORETURN	A2 C05 # of 2010-2011 FT science teachers who did not return in 2011-2012	F1 Administrator Instrument	2		N	No
1	Student File	A2ABSENTTCHR	A2 C06 % of high school's teachers absent on an average day	F1 Administrator Instrument	2		N	No
1	Student File	A2MSINDUCTION	A2 C07A Formal new teacher induction program for new hs math/science teachers	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSREDUCETCH	A2 C07B Reduced teaching schedule/# preparations for new hs math/science teacher	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSPLANNING	A2 C07C Planning time w/other math/science teachers for new hs math/sci teachers	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSRELEASE	A2 C07D Release for professional dev/observation for new math/science teachers	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSSEMINAR	A2 C07E Seminars/classes for beginning teachers for new hs math/science teachers	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSMENTORMS	A2 C07F Guidance from same subject mentor for new hs math/science teachers	F1 Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A2MSMENTOROTH	A2 C07G Guidance from different subject mentor for new hs math/science teachers	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSPROFDEVMS	A2 C07H Subject-specific professional dev for new hs math/science teachers	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSPROFDEVOTH	A2 C07I Non-subject-specific professional dev for new hs math/science teachers	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSPLC	A2 C07J Teacher study group/PLC for new hs math/science teachers	F1 Administrator Instrument	2		N	Yes
1	Student File	A2GOAL1	A2 D01 School counseling program's most emphasized goal	F1 Administrator Instrument	2		N	Yes
1	Student File	A2GOAL2	A2 D02 School counseling program's second most emphasized goal	F1 Administrator Instrument	2		N	Yes
1	Student File	A2GOAL3	A2 D03 School counseling program's third most emphasized goal	F1 Administrator Instrument	2		N	Yes
1	Student File	A2FILLMTH	A2 D04 Ease of filling high school mathematics teaching vacancies	F1 Administrator Instrument	2		N	Yes
1	Student File	A2FILLSCI	A2 D05 Ease of filling high school science teaching vacancies	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MSINCENTIVE	A2 D06 School/district offers incentives to attract FT math/science hs teachers	F1 Administrator Instrument	2		N	Yes
1	Student File	A2TARDY	A2 D07A Student tardiness is a problem at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2STUABSENT	A2 D07B Student absenteeism is a problem at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CUT	A2 D07C Student class cutting is a problem at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2DROPOUT	A2 D07D Students dropping out is a problem at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2APATHY	A2 D07E Student apathy is a problem at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2PRNTINV	A2 D07F Lack of parental involvement is a problem at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2UNPREP	A2 D07G Students coming unprepared to learn is a problem at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2HEALTH	A2 D07H Poor student health is a problem at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2RESOURCES	A2 D07I Lack of teacher resources and materials is a problem at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CONFLICT	A2 D08A Frequency of physical conflicts among students at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2ROBBERY	A2 D08B Frequency of robbery or theft at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2VANDALISM	A2 D08C Frequency of vandalism at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2DRUGUSE	A2 D08D Frequency of student illegal drug use at this school	F1 Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A2ALCOHOL	A2 D08E Frequency of students use of alcohol while at school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2DRUGSALE	A2 D08F Frequency of drug sales on the way to/from school or on school grounds	F1 Administrator Instrument	2		N	Yes
1	Student File	A2WEAPONS	A2 D09A Frequency of student possession of weapons at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2PHYSABUSE	A2 D09B Frequency of physical abuse of teachers at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2TENSION	A2 D09C Frequency of student racial tensions at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CYBERBULLY	A2 D09D Frequency of student cyber-bullying at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2OTHERBULLY	A2 D09E Frequency of other types of student bullying at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2VERBAL	A2 D09F Frequency of student verbal abuse of teachers at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MISBEHAVE	A2 D09G Frequency of student in-class misbehavior at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2DISRESPECT	A2 D09H Frequency of student acts of disrespect for teachers at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2GANG	A2 D09I Frequency of student gang activities at this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2SEX	A2 D10 Principal's sex	F1 Administrator Instrument	2		N	Yes
1	Student File	A2HISP	A2 D11 Principal is of Hispanic/Latino/Latina origin	F1 Administrator Instrument	2		N	Yes
1	Student File	A2WHITE	A2 D12A Principal is White	F1 Administrator Instrument	2		N	Yes
1	Student File	A2BLACK	A2 D12B Principal is Black or African American	F1 Administrator Instrument	2		N	Yes
1	Student File	A2ASIAN	A2 D12C Principal is Asian	F1 Administrator Instrument	2		N	Yes
1	Student File	A2PACISLE	A2 D12D Principal is Native Hawaiian/Pacific Islander	F1 Administrator Instrument	2		N	Yes
1	Student File	A2AMINDIAN	A2 D12E Principal is American Indian/Alaska Native	F1 Administrator Instrument	2		N	Yes
1	Student File	A2HIDEG	A2 D13 Principal's highest degree earned	F1 Administrator Instrument	2		N	Yes
1	Student File	A2HIMAJV	A2 D14A Principal's major for highest level of education-verbatim	F1 Administrator Instrument	80		A	No
1	Student File	A2HIMAJ2	A2 D14C Principal's major for highest level of education 2-digit CIP code	F1 Administrator Instrument	2		N	Yes
1	Student File	A2HIMAJ6	A2 D14B Principal's major for highest level of education 6-digit CIP code	F1 Administrator Instrument	7		A	Yes
1	Student File	A2HIMAJ_STEM	A2 D14B Principal's major for highest level of education STEM code	F1 Administrator Instrument	2		N	Yes
1	Student File	A2BAMAJV	A2 D15A Principal's major for Bachelor's degree-verbatim	F1 Administrator Instrument	80		A	No
1	Student File	A2BAMAJ2	A2 D15C Principal's major for Bachelor's degree 2-digit CIP code	F1 Administrator Instrument	2		N	Yes
1	Student File	A2BAMAJ6	A2 D15B Principal's major for Bachelor's degree 6-digit CIP code	F1 Administrator Instrument	7		A	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A2BAMAJ_STEM	A2 D15B Principal's major for Bachelor's degree STEM code	F1 Administrator Instrument	2		N	Yes
1	Student File	A2MANAGEMENT	A2 D16 Prior management experience outside of the field of education	F1 Administrator Instrument	2		N	Yes
1	Student File	A2SCHLAW	A2 D17A Amount of training principal has received in school law	F1 Administrator Instrument	2		N	Yes
1	Student File	A2FISCAL	A2 D17B Amount of training principal has received in fiscal management	F1 Administrator Instrument	2		N	Yes
1	Student File	A2LTPLANS	A2 D17C Amount of training principal has received in long-range planning	F1 Administrator Instrument	2		N	Yes
1	Student File	A2PHYSPLANT	A2 D17D Amount of training principal has received in physical plant management	F1 Administrator Instrument	2		N	Yes
1	Student File	A2PERSMGMT	A2 D17E Amount of training principal has received in managing personnel	F1 Administrator Instrument	2		N	Yes
1	Student File	A2INSTLDRS	A2 D17F Amount of training principal has received in instructional leadership	F1 Administrator Instrument	2		N	Yes
1	Student File	A2DATADEC	A2 D17G Amount of training principal has received in data-driven decision making	F1 Administrator Instrument	2		N	Yes
1	Student File	A2ALTPREP	A2 D18 Whether became a principal through alternative prep program	F1 Administrator Instrument	2		N	Yes
1	Student File	A2CERTIFIED	A2 D19 Principal is certified as a principal in this state	F1 Administrator Instrument	2		N	Yes
1	Student File	A2YRSADMIN	A2 D20 Years served as principal of any school	F1 Administrator Instrument	2		N	No
1	Student File	A2YRSHSLSSCH	A2 D21 Years served as principal of this school	F1 Administrator Instrument	2		N	No
1	Student File	A2TEACHING	A2 D22 Principal is currently teaching in this school	F1 Administrator Instrument	2		N	Yes
1	Student File	A2YRSMSTCHR	A2 D23A Principal's years of middle school teaching experience	F1 Administrator Instrument	2		N	No
1	Student File	A2YRSHSTCHR	A2 D23B Principal's years of high school teaching experience	F1 Administrator Instrument	2		N	No
1	Student File	A2TCHSUBJ	A2 D24A Main subject principal taught	F1 Administrator Instrument	2		N	Yes
1	Student File	A2TCHSUBJO	A2 D24B Other subject taught	F1 Administrator Instrument	200		A	No
1	Student File	C1FTCNSL	C1 A01A Number of full-time high school counselors	BY Counselor Instrument	2		N	No
1	Student File	C1PTCNSL	C1 A01B Number of part-time high school counselors	BY Counselor Instrument	2		N	No
1	Student File	C1FTCERTCNSL	C1 A02A Number of certified full-time high school counselors	BY Counselor Instrument	2		N	No
1	Student File	C1PTCERTCNSL	C1 A02B Number of certified part-time high school counselors	BY Counselor Instrument	2		N	No
1	Student File	C1CASELOAD	C1 A03 Average caseload for school's counselors	BY Counselor Instrument	3		N	No
1	Student File	C1ASSIGNMENT	C1 A04 How counselors are assigned to students	BY Counselor Instrument	2		N	Yes
1	Student File	C1HRSSCHED	C1 A05A % hours counseling staff spent on high school course choice/scheduling	BY Counselor Instrument	2		N	Yes
1	Student File	C1HRSCOLLEGE	C1 A05B % hours counseling staff spent on college readiness/selection/apply	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1HRSCAREER	C1 A05C % hours counseling staff spent on occupational choice/career planning	BY Counselor Instrument	2		N	Yes
1	Student File	C1HRSDEVELOP	C1 A05D % hours counseling staff spent on personal/academic/career development	BY Counselor Instrument	2		N	Yes
1	Student File	C1HRSJOBSKLL	C1 A05E % hours counseling staff spent on job placement/job skill development	BY Counselor Instrument	2		N	Yes
1	Student File	C1HRSPROBLEM	C1 A05F % hours counseling staff spent on school/personal problems	BY Counselor Instrument	2		N	Yes
1	Student File	C1HRSTESTING	C1 A05G % hours counseling staff spent on academic testing	BY Counselor Instrument	2		N	Yes
1	Student File	C1HRSNONCNSL	C1 A05H % hours counseling staff spent on non-counseling activities	BY Counselor Instrument	2		N	Yes
1	Student File	C1HRSOTHCNSL	C1 A05I % hours counseling staff spent on other counseling activities	BY Counselor Instrument	2		N	Yes
1	Student File	C1GOAL1	C1 A06 School counseling program's most emphasized goal	BY Counselor Instrument	2		N	Yes
1	Student File	C1GOAL2	C1 A07 School counseling program's second most emphasized goal	BY Counselor Instrument	2		N	Yes
1	Student File	C1GOAL3	C1 A08 School counseling program's third most emphasized goal	BY Counselor Instrument	2		N	Yes
1	Student File	C1DISCIPLINE	C1 A09 Who (besides teacher) primarily deals with discipline problems	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9LOWEST	C1 A10 Whether school includes 8th grade	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANSCNSL	C1 A11A MS counselors meet with HS counselors to assist with student transition	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANSCRS	C1 A11B HS counselors meet with 8th graders to select 9th grade courses	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANPRNT	C1 A11C HS counselors present HS course/registration information to MS parents	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANPLCY	C1 A11D HS counselors use placement policy to place students in grade 9 courses	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANPRES	C1 A11E HS counselors present HS course/registration information to MS students	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANCOTH	C1 A11F HS counselors assist students with transition from MS to HS in other way	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANNOT	C1 A11G HS counselors do not assist students with transition from MS to HS	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANSTUDPR	C1 A12A HS students present information at MS to assist with student transition	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANSTFFPR	C1 A12B HS staff present information at MS to assist with student transition	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANVISIT	C1 A12C Before school year MS students are invited to HS social event	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANCLASS	C1 A12D MS students attend regular classes at HS	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1TRANADMIN	C1 A12E MS and HS administrators meet together on articulation and programs	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANTCHRS	C1 A12F MS and HS teachers meet together on courses and requirements	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANBUDDY	C1 A12G Buddy or big brother/sister programs pair new students with older ones	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANLRNCOM	C1 A12H 9th graders are placed in small learning communities/9th Grade Academies	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANSUMMER	C1 A12I Parents/students visit the HS during summer before students enter HS	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANFALL	C1 A12J Parents visit HS for orientation in fall after children have entered	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANSOTH	C1 A12K School assists with transition from MS to HS in some other way	BY Counselor Instrument	2		N	Yes
1	Student File	C1TRANNONE	C1 A12L School offers no assistance to students transitioning from MS to HS	BY Counselor Instrument	2		N	Yes
1	Student File	C1PLAN	C1 A13 Students are required to have a career or education plan	BY Counselor Instrument	2		N	Yes
1	Student File	C1PLANPARENT	C1 A14 School shares students' career/education plans with their parents	BY Counselor Instrument	2		N	Yes
1	Student File	C1SIGNOFF	C1 A15 School requires parents to sign off on students' career/education plans	BY Counselor Instrument	2		N	Yes
1	Student File	C1TECHSUPPRT	C1 B16A School supports students with technology/software to support curriculum	BY Counselor Instrument	2		N	Yes
1	Student File	C1STAFFENRCH	C1 B16B School staff work with teachers to provide enrichment to students	BY Counselor Instrument	2		N	Yes
1	Student File	C1GIFTED	C1 B16C Gifted students receive pull-out instruction during regular school day	BY Counselor Instrument	2		N	Yes
1	Student File	C1ENRICHMENT	C1 B16D School supports high school students with enrichment experiences	BY Counselor Instrument	2		N	Yes
1	Student File	C1APCOURSE	C1 B16E School supports high school students with AP/college/university courses	BY Counselor Instrument	2		N	Yes
1	Student File	C1SCHOLARSHP	C1 B16F School supports HS students with scholarships for events/programs/class	BY Counselor Instrument	2		N	Yes
1	Student File	C1SUMMER	C1 B16G School supports high school students with summer activities or programs	BY Counselor Instrument	2		N	Yes
1	Student File	C1OTHSUPPORT	C1 B16H School supports high school students in other ways	BY Counselor Instrument	2		N	Yes
1	Student File	C1NOSUPPORT	C1 B16I School has no programs to support high school students	BY Counselor Instrument	2		N	Yes
1	Student File	C1GETAHEAD	C1 B17 School offers summer enrichment courses that allow students to get ahead	BY Counselor Instrument	2		N	Yes
1	Student File	C1STRUGGLE	C1 B18A School offers summer enrichment courses to struggling students	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1AVERAGE	C1 B18B School offers summer enrichment courses to average students	BY Counselor Instrument	2		N	Yes
1	Student File	C1HIGH	C1 B18C School offers summer enrichment courses to high achieving students	BY Counselor Instrument	2		N	Yes
1	Student File	C1TUTOR	C1 B19A Tutoring during school day is available for students needing extra help	BY Counselor Instrument	2		N	Yes
1	Student File	C1STAFF	C1 B19B Staff work with teachers to provide extra help for students	BY Counselor Instrument	2		N	Yes
1	Student File	C1PULLOUT	C1 B19C Pull-out instruction during school day for students needing extra help	BY Counselor Instrument	2		N	Yes
1	Student File	C1CREDREC	C1 B19D Off-track/day/evening/summer school credit recovery program is available	BY Counselor Instrument	2		N	Yes
1	Student File	C1HOMEWORK	C1 B19E Homework assistance program is available for students needing extra help	BY Counselor Instrument	2		N	Yes
1	Student File	C1OUTSIDE	C1 B19F Support outside the school day for students needing extra help	BY Counselor Instrument	2		N	Yes
1	Student File	C1OTHRASSIST	C1 B19G School takes other steps to assist struggling high school students	BY Counselor Instrument	2		N	Yes
1	Student File	C1NOASSIST	C1 B19H School doesn't have any programs for students who need extra assistance	BY Counselor Instrument	2		N	Yes
1	Student File	C1PURSUE	C1 B20A School has program to encourage underrepresented student in math/science	BY Counselor Instrument	2		N	Yes
1	Student File	C1INFORM	C1 B20B School has program to inform parent about math/science higher ed/careers	BY Counselor Instrument	2		N	Yes
1	Student File	C1ENCCLG	C1 B20C School has program to encourage student not considering college to do so	BY Counselor Instrument	2		N	Yes
1	Student File	C1INDEPSTUDY	C1 B21A Courses not offered by school available through independent study	BY Counselor Instrument	2		N	Yes
1	Student File	C1ONLINE	C1 B21B Courses not offered by school available on-line	BY Counselor Instrument	2		N	Yes
1	Student File	C1OTHERHS	C1 B21C Courses not offered by school available at other district high school	BY Counselor Instrument	2		N	Yes
1	Student File	C1TECH	C1 B21D Courses not offered by school available at career/technical school	BY Counselor Instrument	2		N	Yes
1	Student File	C1COMCLG	C1 B21D Courses not offered by school available at community college	BY Counselor Instrument	2		N	Yes
1	Student File	C14YRCLG	C1 B21E Courses not offered by school available at 4-year college	BY Counselor Instrument	2		N	Yes
1	Student File	C1OTHERWAY	C1 B21F Courses not offered by school available in some other way	BY Counselor Instrument	2		N	Yes
1	Student File	C1NOWAY	C1 B21G School doesn't have any options for taking courses not offered by school	BY Counselor Instrument	2		N	Yes
1	Student File	C1MCOMPTST	C1 B22 School requires a mathematics competency test	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1MRETAKE	C1 B23A If fails math competency test may/must retake the test	BY Counselor Instrument	2		N	Yes
1	Student File	C1MREMEDL	C1 B23B If fails math competency test may/must take remedial class	BY Counselor Instrument	2		N	Yes
1	Student File	C1MREPEAT	C1 B23C If fails math competency test may/must repeat class	BY Counselor Instrument	2		N	Yes
1	Student File	C1MTSTPREP	C1 B23D If fails math competency test may/must take test preparation class	BY Counselor Instrument	2		N	Yes
1	Student File	C1MTUTOR	C1 B23E If fails math competency test may/must receive tutoring	BY Counselor Instrument	2		N	Yes
1	Student File	C1MINDPRG	C1 B23F If fails math competency test may/must have individualized program	BY Counselor Instrument	2		N	Yes
1	Student File	C1MSUMSCH	C1 B23G If fails math competency test may/must attend summer school	BY Counselor Instrument	2		N	Yes
1	Student File	C1MALTSCH	C1 B23H If fails math competency test may/must be referred to alternative school	BY Counselor Instrument	2		N	Yes
1	Student File	C1DROPOUT	C1 B24 School has a formal dropout prevention program for high school students	BY Counselor Instrument	2		N	Yes
1	Student File	C1ABSENTEE	C1 B25A Recommended for dropout prevention program based on absentee record	BY Counselor Instrument	2		N	Yes
1	Student File	C1POORGRADES	C1 B25B Recommended for dropout prevention program based on poor/failing grades	BY Counselor Instrument	2		N	Yes
1	Student File	C1BEHIND	C1 B25C Recommended for dropout prevention program if behind on credits	BY Counselor Instrument	2		N	Yes
1	Student File	C1TCHREFER	C1 B25D Recommended for dropout prevention program based on teacher's referral	BY Counselor Instrument	2		N	Yes
1	Student File	C1CNSLREFER	C1 B25E Recommended for dropout prevention program based on counselor's referral	BY Counselor Instrument	2		N	Yes
1	Student File	C1PRNTREFER	C1 B25F Recommended for dropout prevention program based on parental request	BY Counselor Instrument	2		N	Yes
1	Student File	C1STUDREQ	C1 B25G Recommended for dropout prevention program based on student request	BY Counselor Instrument	2		N	Yes
1	Student File	C1DISCPROB	C1 B25H Recommended for dropout prevention program based on disciplinary problem	BY Counselor Instrument	2		N	Yes
1	Student File	C1DOPREVOTHR	C1 B25I Recommended for dropout prevention program based on another basis	BY Counselor Instrument	2		N	Yes
1	Student File	C1GEDPREP	C1 B26 School has formal GED test preparation program on-site	BY Counselor Instrument	2		N	Yes
1	Student File	C1CLGPREP	C1 B27A School has counselor designated for college readiness/selection/apply	BY Counselor Instrument	2		N	Yes
1	Student File	C1WORKFORCE	C1 B27B School has counselor designated for workforce preparation/placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1CLGFAIR	C1 B28A School holds or participates in college fairs	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1POSTSECREQ	C1 B28B School consults with postsecondary reps about requirement/qualifications	BY Counselor Instrument	2		N	Yes
1	Student File	C1VISITCLG	C1 B28C School organizes student visits to colleges	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPBOUND	C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA	BY Counselor Instrument	2		N	Yes
1	Student File	C1INFOSESSN	C1 B28E School holds info session on transition to college for students/parents	BY Counselor Instrument	2		N	Yes
1	Student File	C1FINANCEAID	C1 B28F School assists students with finding financial aid for college	BY Counselor Instrument	2		N	Yes
1	Student File	C1DUALENROLL	C1 B28G School provides opportunities for dual/concurrent enrollment	BY Counselor Instrument	2		N	Yes
1	Student File	C1BEHAVIOR	C1 B28H School offers counseling curriculum for positive academic behaviors	BY Counselor Instrument	2		N	Yes
1	Student File	C1ASSISTOTH	C1 B28I School takes other steps to assist with HS to college transition	BY Counselor Instrument	2		N	Yes
1	Student File	C1NOSTEPS	C1 B28J School does not take any steps to assist with HS to college transition	BY Counselor Instrument	2		N	Yes
1	Student File	C1CTE	C1 B29 CTE or vocational-technical program offered	BY Counselor Instrument	2		N	Yes
1	Student File	C1CLUSTER	C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered	BY Counselor Instrument	2		N	Yes
1	Student File	C1INDVCRS	C1 B31 Student not enrolled in Career Clusters etc. may take course in program	BY Counselor Instrument	2		N	Yes
1	Student File	C1INTERN	C1 B32A School offers internships with local employers	BY Counselor Instrument	2		N	Yes
1	Student File	C1JOBFAIR	C1 B32B School offers job fairs	BY Counselor Instrument	2		N	Yes
1	Student File	C1JOBGUIDE	C1 B32C School offers career guides or skills assessments	BY Counselor Instrument	2		N	Yes
1	Student File	C1EMPLOYER	C1 B32D School offers school/classroom presentations by local employers	BY Counselor Instrument	2		N	Yes
1	Student File	C1AWARENESS	C1 B32E School offers career awareness activities	BY Counselor Instrument	2		N	Yes
1	Student File	C1DECISION	C1 B32F School offers courses in career decision making	BY Counselor Instrument	2		N	Yes
1	Student File	C1CAREERUNIT	C1 B32G School offers career information units in subject-matter courses	BY Counselor Instrument	2		N	Yes
1	Student File	C1WORKSTUDY	C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE	BY Counselor Instrument	2		N	Yes
1	Student File	C1CAREERDAY	C1 B32I School offers career days or nights	BY Counselor Instrument	2		N	Yes
1	Student File	C1ASSEMBLIES	C1 B32J School offers vocational oriented assemblies and speakers in classes	BY Counselor Instrument	2		N	Yes
1	Student File	C1VOCTECH	C1 B32K School offers vocational-technical courses not part of formal program	BY Counselor Instrument	2		N	Yes
1	Student File	C1JOBVISIT	C1 B32L School offers job site visits/field trips	BY Counselor Instrument	2		N	Yes
1	Student File	C1JOBSHADOW	C1 B32M School offers job shadowing	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1JOBSIM	C1 B32N School offers simulations such as Singer or SRA Job experience kits	BY Counselor Instrument	2		N	Yes
1	Student File	C1JOBTEST	C1 B32O School offers tests for career planning purposes	BY Counselor Instrument	2		N	Yes
1	Student File	C1JOBSKILLS	C1 B32P School offers training in job seeking skills	BY Counselor Instrument	2		N	Yes
1	Student File	C1JOBINFOCMP	C1 B32Q School offers computerized career information resources	BY Counselor Instrument	2		N	Yes
1	Student File	C1JOBINFONON	C1 B32R School offers non-computerized career information resources	BY Counselor Instrument	2		N	Yes
1	Student File	C1HSTOWRKOTH	C1 B32S School assists students with transition from HS to work in other ways	BY Counselor Instrument	2		N	Yes
1	Student File	C1HSTOWORKNO	C1 B32T School doesn't assist students with transition from high school to work	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MSAME	C1 C01 All 9th graders are placed in the same math course	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MMSCNSL	C1 C02A Importance of MS counselor recommendation for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MHSCNSL	C1 C02B Importance of HS counselor recommendation for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MMSTCHR	C1 C02C Importance of MS teacher recommendation for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MMSCOURS	C1 C02D Importance of courses taken in MS for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MMSACHV	C1 C02E Importance of achievement in MS courses for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MENDTST	C1 C02F Importance of end-of-year/course test for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MPLACTST	C1 C02G Importance of placement tests for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MSTNDTST	C1 C02H Importance of standardized tests for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MPLAN	C1 C02I Importance of career/education plan for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9MSELECT	C1 C02J Importance of student/parent choice for 9th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPPERMSAME	C1 C03 After grade 9 all students in same grade placed in same math course	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPMGRADES	C1 C04A Importance of prior grades for 10th to 12th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPMPLACTST	C1 C04B Importance of placement tests for 10th to 12th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPMTCHR	C1 C04C Importance of teacher's recommendation for 10-12th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPMSELECT	C1 C04D Importance of student/parent choice for 10th-12th grade math placement	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1UPMPLAN	C1 C04E Importance of career/education plan for 10th-12th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPMSCHED	C1 C04F Importance of master schedule for 10th to 12th grade math placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SSAME	C1 C05 All 9th graders are placed in the same science course	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SMSCNSL	C1 C06A Importance of MS counselor recommendation for grade 9 science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SHSCNSL	C1 C06B Importance of HS counselor recommendation for grade 9 science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SMSTCHR	C1 C06C Importance of MS teacher recommendation for 9th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SMSCOURS	C1 C06D Importance of courses taken in MS for 9th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SMSACHV	C1 C06E Importance of achievement in MS courses for 9th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SENDTST	C1 C06F Importance of end-of-year/course test for 9th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SPLACTST	C1 C06G Importance of placement tests for 9th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SSTNDTST	C1 C06H Importance of standardized tests for 9th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SPLAN	C1 C06I Importance of career/education plan for 9th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1G9SSELECT	C1 C06J Importance of student/parent choice for 9th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPPERSSAME	C1 C07 After grade 9 all students in same grade placed in same science course	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPSGRADES	C1 C08A Importance of prior grades for 10th to 12th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPSPLACTST	C1 C08B Importance of placement tests for 10th to 12th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPSTCHR	C1 C08C Importance of teacher's recommendation for 10th-12th science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPSSELECT	C1 C08D Importance of student/parent choice for 10-12th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPSPLAN	C1 C08E Importance of career/education plan for 10-12th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1UPSSCHED	C1 C08F Importance of master schedule for 10th to 12th grade science placement	BY Counselor Instrument	2		N	Yes
1	Student File	C1TTEACHING	C1 D01A Teachers in this school set high standards for teaching	BY Counselor Instrument	2		N	Yes
1	Student File	C1TLEARNING	C1 D01B Teachers in this school set high standards for students' learning	BY Counselor Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1TBELIEVE	C1 D01C Teachers in this school believe all students can do well	BY Counselor Instrument	2		N	Yes
1	Student File	C1TGIVEUP	C1 D01D Teachers in this school have given up on some students	BY Counselor Instrument	2		N	Yes
1	Student File	C1TCARE	C1 D01E Teachers in this school care only about smart students	BY Counselor Instrument	2		N	Yes
1	Student File	C1TEXPECT	C1 D01F Teachers in this school expect very little from students	BY Counselor Instrument	2		N	Yes
1	Student File	C1TWORKHARD	C1 D01G Teachers in this school work hard to make sure all students learn	BY Counselor Instrument	2		N	Yes
1	Student File	C1CLEARNING	C1 D02A Counselors in this school set high standards for students' learning	BY Counselor Instrument	2		N	Yes
1	Student File	C1CBELIEVE	C1 D02B Counselors in this school believe all students can do well	BY Counselor Instrument	2		N	Yes
1	Student File	C1CGIVEUP	C1 D02C Counselors in this school have given up on some students	BY Counselor Instrument	2		N	Yes
1	Student File	C1CCARE	C1 D02D Counselors in this school care only about smart students	BY Counselor Instrument	2		N	Yes
1	Student File	C1CEXPECT	C1 D02E Counselors in this school expect very little from students	BY Counselor Instrument	2		N	Yes
1	Student File	C1CWORKHARD	C1 D02F Counselors in this school work hard to make sure all students learn	BY Counselor Instrument	2		N	Yes
1	Student File	C1PLEARNING	C1 D03A Principal in this school sets high standards for students' learning	BY Counselor Instrument	2		N	Yes
1	Student File	C1PBELIEVE	C1 D03B Principal in this school believes all students can do well	BY Counselor Instrument	2		N	Yes
1	Student File	C1PGIVEUP	C1 D03C Principal in this school has given up on some students	BY Counselor Instrument	2		N	Yes
1	Student File	C1PCARE	C1 D03D Principal in this school cares only about smart students	BY Counselor Instrument	2		N	Yes
1	Student File	C1PEXPECT	C1 D03E Principal in this school expects very little from students	BY Counselor Instrument	2		N	Yes
1	Student File	C1PWORKHARD	C1 D03F Principal in this school works hard to make sure all students learn	BY Counselor Instrument	2		N	Yes
1	Student File	C1YRSK12	C1 D04A Years as a school counselor for any grade K-12	BY Counselor Instrument	2		N	No
1	Student File	C1YRS912	C1 D04B Years as a school counselor for grades 9-12	BY Counselor Instrument	2		N	No
1	Student File	C1HIDEG	C1 D05 Counselor's highest degree earned	BY Counselor Instrument	2		N	Yes
1	Student File	C1HIMAJV	C1 D06A Counselor's major for highest level of education-verbatim	BY Counselor Instrument	40		A	No
1	Student File	C1HIMAJ2	C1 D06B Counselor's major for highest level of education 2-digit CIP code	BY Counselor Instrument	2		N	Yes
1	Student File	C1HIMAJ6	C1 D06C Counselor's major for highest level of education 6-digit CIP code	BY Counselor Instrument	7		A	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1HIMAJ_STEM	C1 D06C Counselor's major for highest level of education STEM code	BY Counselor Instrument	2		N	Yes
1	Student File	C1BAMAJV	C1 D07A Counselor's major for Bachelor's degree-verbatim	BY Counselor Instrument	40		A	No
1	Student File	C1BAMAJ2	C1 D07B Counselor's major for Bachelor's degree 2-digit CIP code	BY Counselor Instrument	2		N	Yes
1	Student File	C1BAMAJ6	C1 D07C Counselor's major for Bachelor's degree 6-digit CIP code	BY Counselor Instrument	7		A	Yes
1	Student File	C1BAMAJ_STEM	C1 D07C Counselor's major for Bachelor's degree STEM code	BY Counselor Instrument	2		N	Yes
1	Student File	C1INCDEG	C1 D08 Counselor has started but not completed more advanced degree	BY Counselor Instrument	2		N	Yes
1	Student File	C1ENTRY	C1 D09 How counselor entered the school counseling profession	BY Counselor Instrument	2		N	Yes
1	Student File	C2FTCNSL	C2 A01A Number of full-time high school counselors	F1 Counselor Instrument	2		N	No
1	Student File	C2PTCNSL	C2 A01B Number of part-time high school counselors	F1 Counselor Instrument	2		N	No
1	Student File	C2CASELOAD	C2 A02 Average caseload for school's counselors	F1 Counselor Instrument	4		N	No
1	Student File	C2ASSIGNALL	C2 A03A Counselors are assigned to all students in the school	F1 Counselor Instrument	2		N	Yes
1	Student File	C2ASSIGNGRADE	C2 A03B Counselors are assigned to a grade level	F1 Counselor Instrument	2		N	Yes
1	Student File	C2ASSIGNCLASS	C2 A03C Counselors are assigned to a class	F1 Counselor Instrument	2		N	Yes
1	Student File	C2ASSIGNNAMES	C2 A03D Counselors are assigned to students by alphabetical order	F1 Counselor Instrument	2		N	Yes
1	Student File	C2ASSIGNLC	C2 A03E Counselors are assigned to small learning communities	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HRSSCHED	C2 A04A % hours counseling staff spent on high school course choice/scheduling	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HRSCOLLEGE	C2 A04B % hours counseling staff spent on college readiness/selection/apply	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HRSPERSONAL	C2 A04C % hours counseling staff spent on personal development	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HRSSOCIAL	C2 A04D % hours counseling staff spent on social development	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HRSACADEMIC	C2 A04E % hours counseling staff spent on academic development	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HRSCAREER	C2 A04F % hours counseling staff spent on occupational choice/career planning	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HRSJOBSKLL	C2 A04G % hours counseling staff spent on job placement/job skill development	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HRSPROBLEM	C2 A04H % hours counseling staff spent on school/personal problems	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HRSTESTING	C2 A04I % hours counseling staff spent on academic testing	F1 Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2HRSNONCNSL	C2 A04J % hours counseling staff spent on non-counseling activities	F1 Counselor Instrument	2		N	Yes
1	Student File	C2SELECTCLASS	C2 A05A School has counselor designated for selecting courses and programs	F1 Counselor Instrument	2		N	Yes
1	Student File	C2SELECTCLG	C2 A05B School has counselor designated for college selection	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CLGAPP	C2 A05C School has counselor designated for college applications	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PREPJOB	C2 A05D School has counselor designated for preparation for the workforce	F1 Counselor Instrument	2		N	Yes
1	Student File	C2GETJOB	C2 A05E School has counselor designated for placement into the workforce	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PSPLAN	C2 B01 Students are required to have graduation/career/education plan	F1 Counselor Instrument	2		N	Yes
1	Student File	C2GRADPLAN	C2 B02A Plan includes graduation plan	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CAREERPLAN	C2 B02B Plan includes career plan	F1 Counselor Instrument	2		N	Yes
1	Student File	C2EDPLAN	C2 B02C Plan includes education plan	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CUSTOMPLAN	C2 B03 Level of customization of high school plans	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PLANPARENT	C2 B04 Students' plans are shared with parents	F1 Counselor Instrument	2		N	Yes
1	Student File	C2REVIEWPLAN	C2 B05 How often students meet with adult in school to review/revise plan	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DUALPROG	C2 B06 School offers dual or concurrent enrollment program	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DUALCLGCRED	C2 B07A Students can earn college credit in dual enrollment program	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DUALCERT	C2 B07B Students can complete certificate program in dual enrollment program	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DUALAA	C2 B07C Students can complete Associate's degree in dual enrollment program	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DUALCLGACC	C2 B07D Students accepted to partner college in dual enrollment program	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DUALENRACA	C2 B08A Enrollment in dual enrollment courses with academic focus	F1 Counselor Instrument	4		N	No
1	Student File	C2DUALENRCTE	C2 B08B Enrollment in dual enrollment courses with career/tech/vocational focus	F1 Counselor Instrument	4		N	No
1	Student File	C2DUALGRAD	C2 B09 Number of graduates with dual enrollment designation on diploma	F1 Counselor Instrument	3		N	No
1	Student File	C2HACHTECH	C2 B10A School supports high achievers with technology/software for curriculum	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HAGIFTED	C2 B10B Gifted students receive pull-out instruction during the school day	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HACHENRICH	C2 B10C School supports high achievers with enrichment experiences	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HAAPCRS	C2 B10D School supports high achievers with AP courses	F1 Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2HAIBPRGM	C2 B10E School supports high achievers with IB program	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HASCHSHP	C2 B10F School supports high achievers w/ scholarships for event/program/class	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HAPERFREW	C2 B10G School supports high achievers with rewards tied to performance	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HAMENTOR	C2 B10H School supports high achievers with adult mentor	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HASUMMER	C2 B10I School supports high achievers with summer activities or programs	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HAONLINE	C2 B10J School supports high achievers with access to online courses	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HAAWRDS	C2 B10K School supports high achievers with recognitions/awards	F1 Counselor Instrument	2		N	Yes
1	Student File	C2GETAHEAD	C2 B11A Summer enrichment courses that allow students to progress academically	F1 Counselor Instrument	2		N	Yes
1	Student File	C2REMEDIATION	C2 B11B Summer remediation courses that support students who are struggling	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HASUMEN	C2 B12A School offers summer enrichment courses to high achieving students	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AVGSUMEN	C2 B12B School offers summer enrichment courses to average students	F1 Counselor Instrument	2		N	Yes
1	Student File	C2STRGSUMEN	C2 B12C School offers summer enrichment courses to struggling students	F1 Counselor Instrument	2		N	Yes
1	Student File	C2ENCSTEM	C2 B13A School has program to encourage underrepresented student in STEM	F1 Counselor Instrument	2		N	Yes
1	Student File	C2INFSTEM	C2 B13B School has program to inform parent about STEM higher ed/careers	F1 Counselor Instrument	2		N	Yes
1	Student File	C2ENCCLG	C2 B13C School has program to encourage student not considering college to do so	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPBOUND	C2 B13D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA	F1 Counselor Instrument	2		N	Yes
1	Student File	C2RESUME	C2 B13E School has program to share resume or transcripts with employers	F1 Counselor Instrument	2		N	Yes
1	Student File	C2GUARANTEE	C2 B13F School has program to guarantee student skills to employers	F1 Counselor Instrument	2		N	Yes
1	Student File	C2NOTOFFERED	C2 B14 Students able to take course for HS credit if not offered by school	F1 Counselor Instrument	2		N	Yes
1	Student File	C2INDSTD	C2 B15A % students taking independent study course	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DISTANCE	C2 B15B % students taking online/distance learning course	F1 Counselor Instrument	2		N	Yes
1	Student File	C2OTHHS	C2 B15C % students taking course at another traditional high school in district	F1 Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2TECHSC	C2 B15D % students taking course at local career or technical school	F1 Counselor Instrument	2		N	Yes
1	Student File	C2COMCOL	C2 B15E % students taking course at community college	F1 Counselor Instrument	2		N	Yes
1	Student File	C24YRCOL	C2 B15F % students taking course at 4-year college	F1 Counselor Instrument	2		N	Yes
1	Student File	C2TUTORIN	C2 B16A Tutoring during school day by an adult for students needing extra help	F1 Counselor Instrument	2		N	Yes
1	Student File	C2TUTOROUT	C2 B16B Tutoring before- or after-school by an adult for students needing extra help	F1 Counselor Instrument	2		N	Yes
1	Student File	C2TUTORPEER	C2 B16C Peer tutoring is available to students needing extra help	F1 Counselor Instrument	2		N	Yes
1	Student File	C2STAFF	C2 B16D Staff work with teachers to provide extra help for students	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PULLOUT	C2 B16E Pull-out instruction during school day for students needing extra help	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HOMEWORK	C2 B16F Homework assistance program is available for students needing extra help	F1 Counselor Instrument	2		N	Yes
1	Student File	C2XTRAREWARD	C2 B16G Academic performance incentives for students needing help	F1 Counselor Instrument	2		N	Yes
1	Student File	C2XTRAMENTOR	C2 B16H School-arranged mentors for students needing extra help	F1 Counselor Instrument	2		N	Yes
1	Student File	C2HSBEP	C2 B16I Positive behavior interventions for students needing help	F1 Counselor Instrument	2		N	Yes
1	Student File	C2SUPPORTOUT	C2 B16J Support outside the school day for students needing extra help	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DROPOUT	C2 B17 School has a formal dropout prevention program for high school students	F1 Counselor Instrument	2		N	Yes
1	Student File	C2ATRISKREQ	C2 B18 At-risk required to participate in dropout prevention program	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DOOCCCOURSE	C2 B19A Dropout prevention program offers occupational focused courses	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DOTUTOR	C2 B19B Dropout prevention program offers tutoring	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DOINCENTIVE	C2 B19C Dropout prevention program offers incentives for attendance/performance	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DOCHILDCARE	C2 B19D Dropout prevention program offers childcare for dropouts' children	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DOGRADCNSL	C2 B19E Dropout prevention program offers graduation counseling	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DOJOBCNSL	C2 B19F Dropout prevention program offers job counseling	F1 Counselor Instrument	2		N	Yes
1	Student File	C2GEDPREP	C2 B20 School has formal GED test preparation program on-site	F1 Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2CLGEXAMINFO	C2 B21A School provides information on date/location of college entrance exams	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CLGEXAMREG	C2 B21B School provides assistance with college entrance exam registration	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CLGEXAMFEE	C2 B21C School provides assistance with college entrance exam fees	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CLGEXAMPREP	C2 B21D School provides assistance with college entrance exam preparation	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTEXAMINFO	C2 B22A % 11/12 graders provided info on date/location of college entrance exams	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTEXAMREG	C2 B22B % 11/12 graders provided assistance w/ college exam registration	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTEXAMFEE	C2 B22C % 11/12 graders provided assistance w/ college entrance exam fees	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTEXAMPREP	C2 B22D % 11/12 graders provided assistance w/ college entrance exam preparation	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CLGFAIR	C2 B23A School holds or participates in college fairs	F1 Counselor Instrument	2		N	Yes
1	Student File	C2INFOSESSN	C2 B23B School holds college information sessions	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CLGAPPS	C2 B23C School helps with completing college applications	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CLGINFO	C2 B23D School provides access to information on colleges	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CLGSELECT	C2 B23E School helps with selecting colleges to apply to	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTFAIR	C2 B24A % 11/12 graders attended college fairs	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTSESSN	C2 B24B % 11/12 graders attended college information sessions	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTAPPS	C2 B24C % 11/12 graders assisted w/ completing college applications	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTINFO	C2 B24D % 11/12 graders provided w/ college information	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTSELECT	C2 B24E % 11/12 graders helped w/ selecting colleges	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AIDPROCESS	C2 B25A School holds meetings on FAFSA process	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AIDFAFSA	C2 B25B School assists with completing FAFSA	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AIDCOMPUTER	C2 B25C School provides computer access for completing FAFSA	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AIDDEADLINE	C2 B25D School sends reminders of FAFSA deadlines	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AIDOTHAPP	C2 B25E School assists with non-FAFSA financial aid applications	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AIDSOURCE	C2 B25F School offers meetings on sources of financial aid	F1 Counselor Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2AIDCNSL	C2 B25G School offers individual counseling to identify financial aid	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AIDFLYER	C2 B25H School provides flyers/pamphlets on financial aid	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTPROCESS	C2 B26A % 11/12 graders attending meetings on FAFSA process	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTFAFSA	C2 B26B % 11/12 graders provided computer access for completing FAFSA	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTCOMPUTER	C2 B26C % 11/12 graders used computer access for completing FAFSA	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTDEADLINE	C2 B26D % 11/12 graders sent reminders of FAFSA deadlines	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTOTHAPP	C2 B26E % 11/12 graders assisted w/ non-FAFSA financial aid applications	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTSOURCE	C2 B26F % 11/12 graders attended meetings on sources of financial aid	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTCNSL	C2 B26G % 11/12 graders received individual counseling to identify financial aid	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTFLYER	C2 B26H % 11/12 graders received flyers/pamphlets on financial aid	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PERSISTYR1	C2 B27 % of high school's college enrollees persisted past 1st year	F1 Counselor Instrument	2		N	Yes
1	Student File	C2JOBCAREER	C2 B28A School provides information about careers	F1 Counselor Instrument	2		N	Yes
1	Student File	C2JOBAPTITUDE	C2 B28B School provides information about career aptitude	F1 Counselor Instrument	2		N	Yes
1	Student File	C2JOBEXP	C2 B28C School provides work experience opportunities	F1 Counselor Instrument	2		N	Yes
1	Student File	C2JOBSEEK	C2 B28D School provides training in job seeking or interviewing skills	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTCAREER	C2 B29A % 11/12 graders received information about careers	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTAPTITUDE	C2 B29B % 11/12 graders received information about career aptitude	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTEXP	C2 B29C % 11/12 graders received work experience opportunities	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTSEEK	C2 B29D % 11/12 graders received training in job seeking or interviewing skills	F1 Counselor Instrument	2		N	Yes
1	Student File	C2EMPLINKS	C2 B30 School has linkages with local employers	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMSAME	C2 C01 After grade 9 all students in same grade placed in same math course	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMGRD	C2 C02A Importance of prior grades for 10th-12th grade math placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMEOGEXAM	C2 C02B Importance of district/state end-of-yr exam for 10-12 math placement	F1 Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2UPMTEST	C2 C02C Importance of placement tests for 10-12th grade math placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMPSAT	C2 C02D Importance of PSAT scores for 10-12th grade math placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMTEACHER	C2 C02E Importance of teacher's recommendation for 10-12th math placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMSTUPAR	C2 C02F Importance of student/parent choice for 10-12th grade math placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMEDPLAN	C2 C02G Importance of career/education plan for 10-12th grade math placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMSCHEDULE	C2 C02H Importance of master schedule for 10-12th grade math placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMGRADREQ	C2 C02I Importance of graduation requirements for 10-12th math placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPMCLGREQ	C2 C02J Importance of college entry requirements for 10-12th math placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSSAME	C2 C03 After grade 9 all students in same grade placed in same science course	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSGRD	C2 C04A Importance of prior grades for 10th-12th grade science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSEOGEXAM	C2 C04B Importance of district/state end-of-yr exam for 10-12 science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSTEST	C2 C04C Importance of placement tests for 10-12th grade science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSPSAT	C2 C04D Importance of PSAT scores for 10-12th grade science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSTEACHER	C2 C04E Importance of teacher's recommendation for 10-12th science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSSTUPAR	C2 C04F Importance of student/parent choice for 10-12th grade science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSEDPLAN	C2 C04G Importance of career/education plan for 10-12th grade science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSSCHEDULE	C2 C04H Importance of master schedule for 10-12th grade science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSGRADREQ	C2 C04I Importance of graduation requirements for 10-12th science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2UPSCLGREQ	C2 C04J Importance of college entry requirements for 10-12th science placement	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CALCONSITE	C2 C05A Calculus is offered on-site	F1 Counselor Instrument	2		N	Yes
1	Student File	C2CALCOFFSITE	C2 C05B Calculus is offered off-site	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PHYSONSITE	C2 C05C Physics is offered on-site	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PHYSOFFSITE	C2 C05D Physics is offered off-site	F1 Counselor Instrument	2		N	Yes
1	Student File	C2PCTCALC	C2 C06A % 12th graders who have taken calculus	F1 Counselor Instrument	3		N	No
1	Student File	C2PCTPHYS	C2 C06B % 12th graders who have taken physics	F1 Counselor Instrument	3		N	No
1	Student File	C2NUMAP	C2 C07 Number of AP courses offered	F1 Counselor Instrument	2		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2NUMAPSCI	C2 C08A Number of AP science courses offered	F1 Counselor Instrument	2		N	No
1	Student File	C2NUMAPMATH	C2 C08B Number of AP math courses offered	F1 Counselor Instrument	2		N	No
1	Student File	C2NUMAPCOMP	C2 C08C Number of AP computer science courses offered	F1 Counselor Instrument	2		N	No
1	Student File	C2PCTAP	C2 C09 % 12th graders who have taken in AP course(s)	F1 Counselor Instrument	3		N	No
1	Student File	C2NUMAPEXAM	C2 C10 Number of AP exams taken by 9th-12th graders	F1 Counselor Instrument	4		N	No
1	Student File	C2NUMAP3PLUS	C2 C11 Number of AP exam scores that were 3 or higher	F1 Counselor Instrument	4		N	No
1	Student File	C2PCTEQUITY	C2 C12A Equity and Excellence percentage	F1 Counselor Instrument	6	2	N	No
1	Student File	C2NOAPREPORT	C2 C12B School did not receive an AP grade report	F1 Counselor Instrument	2		N	Yes
1	Student File	C2NUMIB	C2 C13 Number of higher level IB courses offered	F1 Counselor Instrument	2		N	No
1	Student File	C2NUMIBSCI	C2 C14A Number of higher level IB science courses offered	F1 Counselor Instrument	2		N	No
1	Student File	C2NUMIBMATH	C2 C14B Number of higher level IB math courses offered	F1 Counselor Instrument	2		N	No
1	Student File	C2PCTIB	C2 C15 % 12th graders in IB program	F1 Counselor Instrument	2		N	No
1	Student File	C2NUMIBEXAM	C2 C16 Number of IB exams taken by 9th-12th graders	F1 Counselor Instrument	4		N	No
1	Student File	C2NUMIB4PLUS	C2 C17 Number of IB exam scores that were 4 or higher	F1 Counselor Instrument	3		N	No
1	Student File	C2NUMAPANDIB	C2 C18 Number of 9th-12th graders who have taken AP and IB exam	F1 Counselor Instrument	3		N	No
1	Student File	C2NUMGRADS	C2 C19 Number of seniors graduated, 2010-2011	F1 Counselor Instrument	4		N	No
1	Student File	C2AVGSATREAD	C2 C20A Average SAT critical reading score	F1 Counselor Instrument	3		N	No
1	Student File	C2AVGSATMATH	C2 C20B Average SAT mathematics score	F1 Counselor Instrument	3		N	No
1	Student File	C2AVGSATWRIT	C2 C20C Average SAT writing score	F1 Counselor Instrument	3		N	No
1	Student File	C2AVGSATNONE	C2 C20D No students took SAT	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AVGACTENG	C2 C21A Average ACT English score	F1 Counselor Instrument	2		N	No
1	Student File	C2AVGACTMATH	C2 C21B Average ACT mathematics score	F1 Counselor Instrument	2		N	No
1	Student File	C2AVGACTREAD	C2 C21C Average ACT reading score	F1 Counselor Instrument	2		N	No
1	Student File	C2AVGACTSCI	C2 C21D Average ACT science score	F1 Counselor Instrument	2		N	No
1	Student File	C2AVGACTCOMP	C2 C21E Average ACT composite score	F1 Counselor Instrument	2		N	No
1	Student File	C2AVGACTNONE	C2 C21F No students took ACT	F1 Counselor Instrument	2		N	Yes
1	Student File	C2STUSURVEY	C2 D01A Uses student survey to determine what students do after HS	F1 Counselor Instrument	2		N	Yes
1	Student File	C2DATABASE	C2 D01B Uses state/national database to determine what students do after HS	F1 Counselor Instrument	2		N	Yes
1	Student File	C2FBREMEDIAL	C2 D02A Extent of feedback from colleges/schools on need for remediation	F1 Counselor Instrument	2		N	Yes
1	Student File	C2FB1STYR	C2 D02B Extent of feedback from colleges/schools on persistence past 1st year	F1 Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2FBGRAD	C2 D02C Extent of feedback from colleges/schools on persistence past graduation	F1 Counselor Instrument	2		N	Yes
1	Student File	X1TXMTH1	X1 Mathematics theta score - multiple imputation value 1 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMTH2	X1 Mathematics theta score - multiple imputation value 2 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMTH3	X1 Mathematics theta score - multiple imputation value 3 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMTH4	X1 Mathematics theta score - multiple imputation value 4 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMTH5	X1 Mathematics theta score - multiple imputation value 5 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMSEM1	X1 Mathematics standard error of measurement - multiple imputation value 1 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMSEM2	X1 Mathematics standard error of measurement - multiple imputation value 2 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMSEM3	X1 Mathematics standard error of measurement - multiple imputation value 3 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMSEM4	X1 Mathematics standard error of measurement - multiple imputation value 4 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMSEM5	X1 Mathematics standard error of measurement - multiple imputation value 5 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES1	X1 Socio-economic status composite - multiple imputation value 1 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES2	X1 Socio-economic status composite - multiple imputation value 2 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES3	X1 Socio-economic status composite - multiple imputation value 3 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES4	X1 Socio-economic status composite - multiple imputation value 4 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES5	X1 Socio-economic status composite - multiple imputation value 5 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES1_U	X1 SES derived with locale (urbanicity) - multiple imputation value 1 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES2_U	X1 SES derived with locale (urbanicity) - multiple imputation value 2 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES3_U	X1 SES derived with locale (urbanicity) - multiple imputation value 3 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES4_U	X1 SES derived with locale (urbanicity) - multiple imputation value 4 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1SES5_U	X1 SES derived with locale (urbanicity) - multiple imputation value 5 of 5	BY Imputation Variables	7	4	N	No
1	Student File	X1TXMATH_IM	X1 Imputation flag for X1TXM math scores	BY Imputation Variables	2		N	Yes
1	Student File	X1SEX_IM	X1 Imputation flag for X1SEX	BY Imputation Variables	2		N	Yes
1	Student File	X1RACE_IM	X1 Imputation flag for X1RACE	BY Imputation Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X1HISPAN_IM	X1 Imputation flag for X1HISPANIC	BY Imputation Variables	2		N	Yes
1	Student File	X1NATIVEL_IM	X1 Imputation flag for X1NATIVELANG	BY Imputation Variables	2		N	Yes
1	Student File	X1P1RELAT_IM	X1 Imputation flag for X1P1RELATION	BY Imputation Variables	2		N	Yes
1	Student File	X1P2RELAT_IM	X1 Imputation flag for X1P2RELATION	BY Imputation Variables	2		N	Yes
1	Student File	X1PAR1EDU_IM	X1 Imputation flag for X1PAR1EDU	BY Imputation Variables	2		N	Yes
1	Student File	X1PAR2EDU_IM	X1 Imputation flag for X1PAR2EDU	BY Imputation Variables	2		N	Yes
1	Student File	X1PAREDU_IM	X1 Imputation flag for X1PAREDU	BY Imputation Variables	2		N	Yes
1	Student File	X1PARPATT_IM	X1 Imputation flag for X1PARPATTERN	BY Imputation Variables	2		N	Yes
1	Student File	X1PAR1EMP_IM	X1 Imputation flag for X1PAR1EMP	BY Imputation Variables	2		N	Yes
1	Student File	X1PAR2EMP_IM	X1 Imputation flag for X1PAR2EMP	BY Imputation Variables	2		N	Yes
1	Student File	X1PAR1OCC_IM	X1 Imputation flag for X1PAR1OCC2	BY Imputation Variables	2		N	Yes
1	Student File	X1PAR2OCC_IM	X1 Imputation flag for X1PAR2OCC2	BY Imputation Variables	2		N	Yes
1	Student File	X1MOMREL_IM	X1 Imputation flag for X1MOMREL	BY Imputation Variables	2		N	Yes
1	Student File	X1MOMEDU_IM	X1 Imputation flag for X1MOMEDU	BY Imputation Variables	2		N	Yes
1	Student File	X1MOMEMP_IM	X1 Imputation flag for X1MOMEMP	BY Imputation Variables	2		N	Yes
1	Student File	X1MOMOCC_IM	X1 Imputation flag for X1MOMOCC2	BY Imputation Variables	2		N	Yes
1	Student File	X1DADREL_IM	X1 Imputation flag for X1DADREL	BY Imputation Variables	2		N	Yes
1	Student File	X1DADEDU_IM	X1 Imputation flag for X1DADEDU	BY Imputation Variables	2		N	Yes
1	Student File	X1DADEMP_IM	X1 Imputation flag for X1DADEMP	BY Imputation Variables	2		N	Yes
1	Student File	X1DADOCC_IM	X1 Imputation flag for X1DADOCC2	BY Imputation Variables	2		N	Yes
1	Student File	X1HHNUMB_IM	X1 Imputation flag for X1HHNUMBER	BY Imputation Variables	2		N	Yes
1	Student File	X1FAMINC_IM	X1 Imputation flag for X1FAMINCOME	BY Imputation Variables	2		N	Yes
1	Student File	X1POVERTY_IM	X1 Imputation flag for X1POVERTY/X1POVERTY130/X1POVERTY185	BY Imputation Variables	2		N	Yes
1	Student File	X1SES_IM	X1 Imputation flag for X1SES	BY Imputation Variables	2		N	Yes
1	Student File	X1STUEDEX_IM	X1 Imputation flag for X1STUEDEXPCT	BY Imputation Variables	2		N	Yes
1	Student File	X1PAREDEX_IM	X1 Imputation flag for X1PAREDEXPCT	BY Imputation Variables	2		N	Yes
1	Student File	X2TXMTH1	X2 Mathematics theta score - multiple imputation value 1 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2TXMTH2	X2 Mathematics theta score - multiple imputation value 2 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2TXMTH3	X2 Mathematics theta score - multiple imputation value 3 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2TXMTH4	X2 Mathematics theta score - multiple imputation value 4 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2TXMTH5	X2 Mathematics theta score - multiple imputation value 5 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2TXMSEM1	X2 Mathematics standard error of measurement - multiple imputation value 1 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2TXMSEM2	X2 Mathematics standard error of measurement - multiple imputation value 2 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2TXMSEM3	X2 Mathematics standard error of measurement - multiple imputation value 3 of 5	F1 Imputation Variables	7	4	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X2TXMSEM4	X2 Mathematics standard error of measurement - multiple imputation value 4 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2TXMSEM5	X2 Mathematics standard error of measurement - multiple imputation value 5 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES1	X2 Socio-economic status composite - multiple imputation value 1 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES2	X2 Socio-economic status composite - multiple imputation value 2 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES3	X2 Socio-economic status composite - multiple imputation value 3 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES4	X2 Socio-economic status composite - multiple imputation value 4 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES5	X2 Socio-economic status composite - multiple imputation value 5 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES1_U	X2 SES derived with locale (urbanicity) - multiple imputation value 1 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES2_U	X2 SES derived with locale (urbanicity) - multiple imputation value 2 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES3_U	X2 SES derived with locale (urbanicity) - multiple imputation value 3 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES4_U	X2 SES derived with locale (urbanicity) - multiple imputation value 4 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2SES5_U	X2 SES derived with locale (urbanicity) - multiple imputation value 5 of 5	F1 Imputation Variables	7	4	N	No
1	Student File	X2TXMATH_IM	X2 Imputation flag for X2TXM math scores	F1 Imputation Variables	2		N	Yes
1	Student File	X2SEX_IM	X2 Imputation flag for X2SEX	F1 Imputation Variables	2		N	Yes
1	Student File	X2RACE_IM	X2 Imputation flag for X2RACE	F1 Imputation Variables	2		N	Yes
1	Student File	X2HISPAN_IM	X2 Imputation flag for X2HISPANIC	F1 Imputation Variables	2		N	Yes
1	Student File	X2NATIVEL_IM	X2 Imputation flag for X2NATIVELANG	F1 Imputation Variables	2		N	Yes
1	Student File	X2P1RELAT_IM	X2 Imputation flag for X2P1RELATION	F1 Imputation Variables	2		N	Yes
1	Student File	X2P2RELAT_IM	X2 Imputation flag for X2P2RELATION	F1 Imputation Variables	2		N	Yes
1	Student File	X2PAR1EDU_IM	X2 Imputation flag for X2PAR1EDU	F1 Imputation Variables	2		N	Yes
1	Student File	X2PAR2EDU_IM	X2 Imputation flag for X2PAR2EDU	F1 Imputation Variables	2		N	Yes
1	Student File	X2PAREDU_IM	X2 Imputation flag for X2PAREDU	F1 Imputation Variables	2		N	Yes
1	Student File	X2PARPATT_IM	X2 Imputation flag for X2PARPATTERN	F1 Imputation Variables	2		N	Yes
1	Student File	X2PAR1EMP_IM	X2 Imputation flag for X2PAR1EMP	F1 Imputation Variables	2		N	Yes
1	Student File	X2PAR2EMP_IM	X2 Imputation flag for X2PAR2EMP	F1 Imputation Variables	2		N	Yes
1	Student File	X2PAR1OCC_IM	X2 Imputation flag for X2PAR1OCC2	F1 Imputation Variables	2		N	Yes
1	Student File	X2PAR2OCC_IM	X2 Imputation flag for X2PAR2OCC2	F1 Imputation Variables	2		N	Yes
1	Student File	X2MOMREL_IM	X2 Imputation flag for X2MOMREL	F1 Imputation Variables	2		N	Yes
1	Student File	X2MOMEDU_IM	X2 Imputation flag for X2MOMEDU	F1 Imputation Variables	2		N	Yes
1	Student File	X2MOMEMP_IM	X2 Imputation flag for X2MOMEMP	F1 Imputation Variables	2		N	Yes
1	Student File	X2MOMOCC_IM	X2 Imputation flag for X2MOMOCC2	F1 Imputation Variables	2		N	Yes
1	Student File	X2DADREL_IM	X2 Imputation flag for X2DADREL	F1 Imputation Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X2DADEDU_IM	X2 Imputation flag for X2DADEDU	F1 Imputation Variables	2		N	Yes
1	Student File	X2DADEMP_IM	X2 Imputation flag for X2DADEMP	F1 Imputation Variables	2		N	Yes
1	Student File	X2DADOCC_IM	X2 Imputation flag for X2DADOCC2	F1 Imputation Variables	2		N	Yes
1	Student File	X2HHNUMB_IM	X2 Imputation flag for X2HHNUMBER	F1 Imputation Variables	2		N	Yes
1	Student File	X2FAMINC_IM	X2 Imputation flag for X2FAMINCOME	F1 Imputation Variables	2		N	Yes
1	Student File	X2POVERTY_IM	X2 Imputation flag for X2POVERTY/X2POVERTY130/X2POVERTY185	F1 Imputation Variables	2		N	Yes
1	Student File	X2SES_IM	X2 Imputation flag for X2SES	F1 Imputation Variables	2		N	Yes
1	Student File	X2STUEDEX_IM	X2 Imputation flag for X2STUEDEXPT	F1 Imputation Variables	2		N	Yes
1	Student File	X2PAREDEX_IM	X2 Imputation flag for X2PAREDEXPCT	F1 Imputation Variables	2		N	Yes
1	Student File	X3CLASSES_IM	X3 Imputation flag for X3CLASSES	U13 Imputation Variables	2		N	Yes
1	Student File	X3WORK_IM	X3 Imputation flag for X3WORK	U13 Imputation Variables	2		N	Yes
1	Student File	X3HSCRED_IM	X3 Imputation flag for X3HSCRED	U13 Imputation Variables	2		N	Yes
1	Student File	X3HSCREDTY_IM	X3 Imputation flag for X3HSCREDTYPE	U13 Imputation Variables	2		N	Yes
1	Student File	X3LASTHSD_IM	X3 Imputation flag for X3LASTHSDATE	U13 Imputation Variables	2		N	Yes
1	Student File	X3DROPSTAT_IM	X3 Imputation flag for X3DROPSTAT	U13 Imputation Variables	2		N	Yes
1	Student File	X3EVERDROP_IM	X3 Imputation flag for X3EVERDROP	U13 Imputation Variables	2		N	Yes
1	Student File	X3CLGANDW_IM	X3 Imputation flag for X3CLGANDWORK	U13 Imputation Variables	2		N	Yes
1	Student File	W1STUDENT001	W1 BRR student analytic weight for replicate 1	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT002	W1 BRR student analytic weight for replicate 2	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT003	W1 BRR student analytic weight for replicate 3	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT004	W1 BRR student analytic weight for replicate 4	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT005	W1 BRR student analytic weight for replicate 5	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT006	W1 BRR student analytic weight for replicate 6	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT007	W1 BRR student analytic weight for replicate 7	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT008	W1 BRR student analytic weight for replicate 8	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT009	W1 BRR student analytic weight for replicate 9	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT010	W1 BRR student analytic weight for replicate 10	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT011	W1 BRR student analytic weight for replicate 11	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT012	W1 BRR student analytic weight for replicate 12	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT013	W1 BRR student analytic weight for replicate 13	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT014	W1 BRR student analytic weight for replicate 14	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT015	W1 BRR student analytic weight for replicate 15	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT016	W1 BRR student analytic weight for replicate 16	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT017	W1 BRR student analytic weight for replicate 17	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT018	W1 BRR student analytic weight for replicate 18	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT019	W1 BRR student analytic weight for replicate 19	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT020	W1 BRR student analytic weight for replicate 20	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT021	W1 BRR student analytic weight for replicate 21	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT022	W1 BRR student analytic weight for replicate 22	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT023	W1 BRR student analytic weight for replicate 23	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT024	W1 BRR student analytic weight for replicate 24	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT025	W1 BRR student analytic weight for replicate 25	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1STUDENT026	W1 BRR student analytic weight for replicate 26	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT027	W1 BRR student analytic weight for replicate 27	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT028	W1 BRR student analytic weight for replicate 28	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT029	W1 BRR student analytic weight for replicate 29	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT030	W1 BRR student analytic weight for replicate 30	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT031	W1 BRR student analytic weight for replicate 31	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT032	W1 BRR student analytic weight for replicate 32	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT033	W1 BRR student analytic weight for replicate 33	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT034	W1 BRR student analytic weight for replicate 34	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT035	W1 BRR student analytic weight for replicate 35	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT036	W1 BRR student analytic weight for replicate 36	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT037	W1 BRR student analytic weight for replicate 37	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT038	W1 BRR student analytic weight for replicate 38	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT039	W1 BRR student analytic weight for replicate 39	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT040	W1 BRR student analytic weight for replicate 40	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT041	W1 BRR student analytic weight for replicate 41	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT042	W1 BRR student analytic weight for replicate 42	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT043	W1 BRR student analytic weight for replicate 43	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT044	W1 BRR student analytic weight for replicate 44	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT045	W1 BRR student analytic weight for replicate 45	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT046	W1 BRR student analytic weight for replicate 46	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT047	W1 BRR student analytic weight for replicate 47	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT048	W1 BRR student analytic weight for replicate 48	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT049	W1 BRR student analytic weight for replicate 49	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT050	W1 BRR student analytic weight for replicate 50	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT051	W1 BRR student analytic weight for replicate 51	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT052	W1 BRR student analytic weight for replicate 52	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT053	W1 BRR student analytic weight for replicate 53	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT054	W1 BRR student analytic weight for replicate 54	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT055	W1 BRR student analytic weight for replicate 55	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT056	W1 BRR student analytic weight for replicate 56	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT057	W1 BRR student analytic weight for replicate 57	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT058	W1 BRR student analytic weight for replicate 58	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT059	W1 BRR student analytic weight for replicate 59	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT060	W1 BRR student analytic weight for replicate 60	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT061	W1 BRR student analytic weight for replicate 61	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT062	W1 BRR student analytic weight for replicate 62	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT063	W1 BRR student analytic weight for replicate 63	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT064	W1 BRR student analytic weight for replicate 64	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT065	W1 BRR student analytic weight for replicate 65	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT066	W1 BRR student analytic weight for replicate 66	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT067	W1 BRR student analytic weight for replicate 67	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT068	W1 BRR student analytic weight for replicate 68	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1STUDENT069	W1 BRR student analytic weight for replicate 69	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT070	W1 BRR student analytic weight for replicate 70	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT071	W1 BRR student analytic weight for replicate 71	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT072	W1 BRR student analytic weight for replicate 72	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT073	W1 BRR student analytic weight for replicate 73	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT074	W1 BRR student analytic weight for replicate 74	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT075	W1 BRR student analytic weight for replicate 75	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT076	W1 BRR student analytic weight for replicate 76	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT077	W1 BRR student analytic weight for replicate 77	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT078	W1 BRR student analytic weight for replicate 78	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT079	W1 BRR student analytic weight for replicate 79	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT080	W1 BRR student analytic weight for replicate 80	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT081	W1 BRR student analytic weight for replicate 81	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT082	W1 BRR student analytic weight for replicate 82	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT083	W1 BRR student analytic weight for replicate 83	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT084	W1 BRR student analytic weight for replicate 84	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT085	W1 BRR student analytic weight for replicate 85	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT086	W1 BRR student analytic weight for replicate 86	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT087	W1 BRR student analytic weight for replicate 87	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT088	W1 BRR student analytic weight for replicate 88	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT089	W1 BRR student analytic weight for replicate 89	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT090	W1 BRR student analytic weight for replicate 90	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT091	W1 BRR student analytic weight for replicate 91	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT092	W1 BRR student analytic weight for replicate 92	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT093	W1 BRR student analytic weight for replicate 93	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT094	W1 BRR student analytic weight for replicate 94	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT095	W1 BRR student analytic weight for replicate 95	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT096	W1 BRR student analytic weight for replicate 96	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT097	W1 BRR student analytic weight for replicate 97	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT098	W1 BRR student analytic weight for replicate 98	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT099	W1 BRR student analytic weight for replicate 99	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT100	W1 BRR student analytic weight for replicate 100	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT101	W1 BRR student analytic weight for replicate 101	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT102	W1 BRR student analytic weight for replicate 102	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT103	W1 BRR student analytic weight for replicate 103	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT104	W1 BRR student analytic weight for replicate 104	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT105	W1 BRR student analytic weight for replicate 105	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT106	W1 BRR student analytic weight for replicate 106	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT107	W1 BRR student analytic weight for replicate 107	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT108	W1 BRR student analytic weight for replicate 108	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT109	W1 BRR student analytic weight for replicate 109	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT110	W1 BRR student analytic weight for replicate 110	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT111	W1 BRR student analytic weight for replicate 111	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1STUDENT112	W1 BRR student analytic weight for replicate 112	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT113	W1 BRR student analytic weight for replicate 113	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT114	W1 BRR student analytic weight for replicate 114	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT115	W1 BRR student analytic weight for replicate 115	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT116	W1 BRR student analytic weight for replicate 116	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT117	W1 BRR student analytic weight for replicate 117	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT118	W1 BRR student analytic weight for replicate 118	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT119	W1 BRR student analytic weight for replicate 119	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT120	W1 BRR student analytic weight for replicate 120	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT121	W1 BRR student analytic weight for replicate 121	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT122	W1 BRR student analytic weight for replicate 122	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT123	W1 BRR student analytic weight for replicate 123	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT124	W1 BRR student analytic weight for replicate 124	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT125	W1 BRR student analytic weight for replicate 125	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT126	W1 BRR student analytic weight for replicate 126	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT127	W1 BRR student analytic weight for replicate 127	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT128	W1 BRR student analytic weight for replicate 128	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT129	W1 BRR student analytic weight for replicate 129	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT130	W1 BRR student analytic weight for replicate 130	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT131	W1 BRR student analytic weight for replicate 131	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT132	W1 BRR student analytic weight for replicate 132	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT133	W1 BRR student analytic weight for replicate 133	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT134	W1 BRR student analytic weight for replicate 134	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT135	W1 BRR student analytic weight for replicate 135	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT136	W1 BRR student analytic weight for replicate 136	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT137	W1 BRR student analytic weight for replicate 137	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT138	W1 BRR student analytic weight for replicate 138	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT139	W1 BRR student analytic weight for replicate 139	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT140	W1 BRR student analytic weight for replicate 140	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT141	W1 BRR student analytic weight for replicate 141	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT142	W1 BRR student analytic weight for replicate 142	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT143	W1 BRR student analytic weight for replicate 143	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT144	W1 BRR student analytic weight for replicate 144	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT145	W1 BRR student analytic weight for replicate 145	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT146	W1 BRR student analytic weight for replicate 146	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT147	W1 BRR student analytic weight for replicate 147	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT148	W1 BRR student analytic weight for replicate 148	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT149	W1 BRR student analytic weight for replicate 149	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT150	W1 BRR student analytic weight for replicate 150	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT151	W1 BRR student analytic weight for replicate 151	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT152	W1 BRR student analytic weight for replicate 152	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT153	W1 BRR student analytic weight for replicate 153	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT154	W1 BRR student analytic weight for replicate 154	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1STUDENT155	W1 BRR student analytic weight for replicate 155	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT156	W1 BRR student analytic weight for replicate 156	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT157	W1 BRR student analytic weight for replicate 157	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT158	W1 BRR student analytic weight for replicate 158	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT159	W1 BRR student analytic weight for replicate 159	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT160	W1 BRR student analytic weight for replicate 160	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT161	W1 BRR student analytic weight for replicate 161	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT162	W1 BRR student analytic weight for replicate 162	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT163	W1 BRR student analytic weight for replicate 163	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT164	W1 BRR student analytic weight for replicate 164	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT165	W1 BRR student analytic weight for replicate 165	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT166	W1 BRR student analytic weight for replicate 166	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT167	W1 BRR student analytic weight for replicate 167	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT168	W1 BRR student analytic weight for replicate 168	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT169	W1 BRR student analytic weight for replicate 169	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT170	W1 BRR student analytic weight for replicate 170	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT171	W1 BRR student analytic weight for replicate 171	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT172	W1 BRR student analytic weight for replicate 172	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT173	W1 BRR student analytic weight for replicate 173	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT174	W1 BRR student analytic weight for replicate 174	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT175	W1 BRR student analytic weight for replicate 175	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT176	W1 BRR student analytic weight for replicate 176	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT177	W1 BRR student analytic weight for replicate 177	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT178	W1 BRR student analytic weight for replicate 178	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT179	W1 BRR student analytic weight for replicate 179	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT180	W1 BRR student analytic weight for replicate 180	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT181	W1 BRR student analytic weight for replicate 181	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT182	W1 BRR student analytic weight for replicate 182	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT183	W1 BRR student analytic weight for replicate 183	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT184	W1 BRR student analytic weight for replicate 184	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT185	W1 BRR student analytic weight for replicate 185	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT186	W1 BRR student analytic weight for replicate 186	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT187	W1 BRR student analytic weight for replicate 187	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT188	W1 BRR student analytic weight for replicate 188	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT189	W1 BRR student analytic weight for replicate 189	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT190	W1 BRR student analytic weight for replicate 190	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT191	W1 BRR student analytic weight for replicate 191	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT192	W1 BRR student analytic weight for replicate 192	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT193	W1 BRR student analytic weight for replicate 193	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT194	W1 BRR student analytic weight for replicate 194	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT195	W1 BRR student analytic weight for replicate 195	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT196	W1 BRR student analytic weight for replicate 196	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT197	W1 BRR student analytic weight for replicate 197	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1STUDENT198	W1 BRR student analytic weight for replicate 198	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT199	W1 BRR student analytic weight for replicate 199	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1STUDENT200	W1 BRR student analytic weight for replicate 200	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT001	W1 BRR student home analytic weight for replicate 1	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT002	W1 BRR student home analytic weight for replicate 2	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT003	W1 BRR student home analytic weight for replicate 3	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT004	W1 BRR student home analytic weight for replicate 4	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT005	W1 BRR student home analytic weight for replicate 5	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT006	W1 BRR student home analytic weight for replicate 6	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT007	W1 BRR student home analytic weight for replicate 7	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT008	W1 BRR student home analytic weight for replicate 8	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT009	W1 BRR student home analytic weight for replicate 9	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT010	W1 BRR student home analytic weight for replicate 10	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT011	W1 BRR student home analytic weight for replicate 11	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT012	W1 BRR student home analytic weight for replicate 12	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT013	W1 BRR student home analytic weight for replicate 13	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT014	W1 BRR student home analytic weight for replicate 14	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT015	W1 BRR student home analytic weight for replicate 15	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT016	W1 BRR student home analytic weight for replicate 16	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT017	W1 BRR student home analytic weight for replicate 17	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT018	W1 BRR student home analytic weight for replicate 18	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT019	W1 BRR student home analytic weight for replicate 19	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT020	W1 BRR student home analytic weight for replicate 20	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT021	W1 BRR student home analytic weight for replicate 21	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1PARENT022	W1 BRR student home analytic weight for replicate 22	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT023	W1 BRR student home analytic weight for replicate 23	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT024	W1 BRR student home analytic weight for replicate 24	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT025	W1 BRR student home analytic weight for replicate 25	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT026	W1 BRR student home analytic weight for replicate 26	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT027	W1 BRR student home analytic weight for replicate 27	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT028	W1 BRR student home analytic weight for replicate 28	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT029	W1 BRR student home analytic weight for replicate 29	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT030	W1 BRR student home analytic weight for replicate 30	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT031	W1 BRR student home analytic weight for replicate 31	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT032	W1 BRR student home analytic weight for replicate 32	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT033	W1 BRR student home analytic weight for replicate 33	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT034	W1 BRR student home analytic weight for replicate 34	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT035	W1 BRR student home analytic weight for replicate 35	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT036	W1 BRR student home analytic weight for replicate 36	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT037	W1 BRR student home analytic weight for replicate 37	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT038	W1 BRR student home analytic weight for replicate 38	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT039	W1 BRR student home analytic weight for replicate 39	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT040	W1 BRR student home analytic weight for replicate 40	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT041	W1 BRR student home analytic weight for replicate 41	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT042	W1 BRR student home analytic weight for replicate 42	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT043	W1 BRR student home analytic weight for replicate 43	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1PARENT044	W1 BRR student home analytic weight for replicate 44	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT045	W1 BRR student home analytic weight for replicate 45	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT046	W1 BRR student home analytic weight for replicate 46	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT047	W1 BRR student home analytic weight for replicate 47	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT048	W1 BRR student home analytic weight for replicate 48	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT049	W1 BRR student home analytic weight for replicate 49	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT050	W1 BRR student home analytic weight for replicate 50	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT051	W1 BRR student home analytic weight for replicate 51	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT052	W1 BRR student home analytic weight for replicate 52	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT053	W1 BRR student home analytic weight for replicate 53	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT054	W1 BRR student home analytic weight for replicate 54	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT055	W1 BRR student home analytic weight for replicate 55	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT056	W1 BRR student home analytic weight for replicate 56	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT057	W1 BRR student home analytic weight for replicate 57	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT058	W1 BRR student home analytic weight for replicate 58	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT059	W1 BRR student home analytic weight for replicate 59	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT060	W1 BRR student home analytic weight for replicate 60	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT061	W1 BRR student home analytic weight for replicate 61	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT062	W1 BRR student home analytic weight for replicate 62	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT063	W1 BRR student home analytic weight for replicate 63	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT064	W1 BRR student home analytic weight for replicate 64	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT065	W1 BRR student home analytic weight for replicate 65	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1PARENT066	W1 BRR student home analytic weight for replicate 66	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT067	W1 BRR student home analytic weight for replicate 67	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT068	W1 BRR student home analytic weight for replicate 68	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT069	W1 BRR student home analytic weight for replicate 69	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT070	W1 BRR student home analytic weight for replicate 70	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT071	W1 BRR student home analytic weight for replicate 71	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT072	W1 BRR student home analytic weight for replicate 72	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT073	W1 BRR student home analytic weight for replicate 73	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT074	W1 BRR student home analytic weight for replicate 74	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT075	W1 BRR student home analytic weight for replicate 75	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT076	W1 BRR student home analytic weight for replicate 76	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT077	W1 BRR student home analytic weight for replicate 77	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT078	W1 BRR student home analytic weight for replicate 78	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT079	W1 BRR student home analytic weight for replicate 79	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT080	W1 BRR student home analytic weight for replicate 80	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT081	W1 BRR student home analytic weight for replicate 81	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT082	W1 BRR student home analytic weight for replicate 82	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT083	W1 BRR student home analytic weight for replicate 83	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT084	W1 BRR student home analytic weight for replicate 84	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT085	W1 BRR student home analytic weight for replicate 85	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT086	W1 BRR student home analytic weight for replicate 86	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT087	W1 BRR student home analytic weight for replicate 87	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1PARENT088	W1 BRR student home analytic weight for replicate 88	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT089	W1 BRR student home analytic weight for replicate 89	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT090	W1 BRR student home analytic weight for replicate 90	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT091	W1 BRR student home analytic weight for replicate 91	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT092	W1 BRR student home analytic weight for replicate 92	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT093	W1 BRR student home analytic weight for replicate 93	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT094	W1 BRR student home analytic weight for replicate 94	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT095	W1 BRR student home analytic weight for replicate 95	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT096	W1 BRR student home analytic weight for replicate 96	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT097	W1 BRR student home analytic weight for replicate 97	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT098	W1 BRR student home analytic weight for replicate 98	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT099	W1 BRR student home analytic weight for replicate 99	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT100	W1 BRR student home analytic weight for replicate 100	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT101	W1 BRR student home analytic weight for replicate 101	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT102	W1 BRR student home analytic weight for replicate 102	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT103	W1 BRR student home analytic weight for replicate 103	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT104	W1 BRR student home analytic weight for replicate 104	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT105	W1 BRR student home analytic weight for replicate 105	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT106	W1 BRR student home analytic weight for replicate 106	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT107	W1 BRR student home analytic weight for replicate 107	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT108	W1 BRR student home analytic weight for replicate 108	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT109	W1 BRR student home analytic weight for replicate 109	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1PARENT110	W1 BRR student home analytic weight for replicate 110	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT111	W1 BRR student home analytic weight for replicate 111	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT112	W1 BRR student home analytic weight for replicate 112	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT113	W1 BRR student home analytic weight for replicate 113	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT114	W1 BRR student home analytic weight for replicate 114	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT115	W1 BRR student home analytic weight for replicate 115	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT116	W1 BRR student home analytic weight for replicate 116	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT117	W1 BRR student home analytic weight for replicate 117	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT118	W1 BRR student home analytic weight for replicate 118	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT119	W1 BRR student home analytic weight for replicate 119	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT120	W1 BRR student home analytic weight for replicate 120	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT121	W1 BRR student home analytic weight for replicate 121	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT122	W1 BRR student home analytic weight for replicate 122	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT123	W1 BRR student home analytic weight for replicate 123	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT124	W1 BRR student home analytic weight for replicate 124	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT125	W1 BRR student home analytic weight for replicate 125	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT126	W1 BRR student home analytic weight for replicate 126	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT127	W1 BRR student home analytic weight for replicate 127	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT128	W1 BRR student home analytic weight for replicate 128	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT129	W1 BRR student home analytic weight for replicate 129	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT130	W1 BRR student home analytic weight for replicate 130	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT131	W1 BRR student home analytic weight for replicate 131	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1PARENT132	W1 BRR student home analytic weight for replicate 132	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT133	W1 BRR student home analytic weight for replicate 133	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT134	W1 BRR student home analytic weight for replicate 134	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT135	W1 BRR student home analytic weight for replicate 135	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT136	W1 BRR student home analytic weight for replicate 136	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT137	W1 BRR student home analytic weight for replicate 137	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT138	W1 BRR student home analytic weight for replicate 138	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT139	W1 BRR student home analytic weight for replicate 139	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT140	W1 BRR student home analytic weight for replicate 140	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT141	W1 BRR student home analytic weight for replicate 141	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT142	W1 BRR student home analytic weight for replicate 142	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT143	W1 BRR student home analytic weight for replicate 143	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT144	W1 BRR student home analytic weight for replicate 144	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT145	W1 BRR student home analytic weight for replicate 145	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT146	W1 BRR student home analytic weight for replicate 146	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT147	W1 BRR student home analytic weight for replicate 147	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT148	W1 BRR student home analytic weight for replicate 148	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT149	W1 BRR student home analytic weight for replicate 149	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT150	W1 BRR student home analytic weight for replicate 150	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT151	W1 BRR student home analytic weight for replicate 151	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT152	W1 BRR student home analytic weight for replicate 152	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT153	W1 BRR student home analytic weight for replicate 153	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1PARENT154	W1 BRR student home analytic weight for replicate 154	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT155	W1 BRR student home analytic weight for replicate 155	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT156	W1 BRR student home analytic weight for replicate 156	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT157	W1 BRR student home analytic weight for replicate 157	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT158	W1 BRR student home analytic weight for replicate 158	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT159	W1 BRR student home analytic weight for replicate 159	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT160	W1 BRR student home analytic weight for replicate 160	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT161	W1 BRR student home analytic weight for replicate 161	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT162	W1 BRR student home analytic weight for replicate 162	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT163	W1 BRR student home analytic weight for replicate 163	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT164	W1 BRR student home analytic weight for replicate 164	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT165	W1 BRR student home analytic weight for replicate 165	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT166	W1 BRR student home analytic weight for replicate 166	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT167	W1 BRR student home analytic weight for replicate 167	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT168	W1 BRR student home analytic weight for replicate 168	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT169	W1 BRR student home analytic weight for replicate 169	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT170	W1 BRR student home analytic weight for replicate 170	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT171	W1 BRR student home analytic weight for replicate 171	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT172	W1 BRR student home analytic weight for replicate 172	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT173	W1 BRR student home analytic weight for replicate 173	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT174	W1 BRR student home analytic weight for replicate 174	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT175	W1 BRR student home analytic weight for replicate 175	BY Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1PARENT176	W1 BRR student home analytic weight for replicate 176	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT177	W1 BRR student home analytic weight for replicate 177	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT178	W1 BRR student home analytic weight for replicate 178	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT179	W1 BRR student home analytic weight for replicate 179	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT180	W1 BRR student home analytic weight for replicate 180	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT181	W1 BRR student home analytic weight for replicate 181	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT182	W1 BRR student home analytic weight for replicate 182	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT183	W1 BRR student home analytic weight for replicate 183	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT184	W1 BRR student home analytic weight for replicate 184	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT185	W1 BRR student home analytic weight for replicate 185	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT186	W1 BRR student home analytic weight for replicate 186	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT187	W1 BRR student home analytic weight for replicate 187	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT188	W1 BRR student home analytic weight for replicate 188	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT189	W1 BRR student home analytic weight for replicate 189	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT190	W1 BRR student home analytic weight for replicate 190	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT191	W1 BRR student home analytic weight for replicate 191	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT192	W1 BRR student home analytic weight for replicate 192	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT193	W1 BRR student home analytic weight for replicate 193	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT194	W1 BRR student home analytic weight for replicate 194	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT195	W1 BRR student home analytic weight for replicate 195	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT196	W1 BRR student home analytic weight for replicate 196	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT197	W1 BRR student home analytic weight for replicate 197	BY Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1PARENT198	W1 BRR student home analytic weight for replicate 198	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT199	W1 BRR student home analytic weight for replicate 199	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1PARENT200	W1 BRR student home analytic weight for replicate 200	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH001	W1 BRR math-course enrollee analytic weight for replicate 1	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH002	W1 BRR math-course enrollee analytic weight for replicate 2	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH003	W1 BRR math-course enrollee analytic weight for replicate 3	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH004	W1 BRR math-course enrollee analytic weight for replicate 4	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH005	W1 BRR math-course enrollee analytic weight for replicate 5	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH006	W1 BRR math-course enrollee analytic weight for replicate 6	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH007	W1 BRR math-course enrollee analytic weight for replicate 7	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH008	W1 BRR math-course enrollee analytic weight for replicate 8	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH009	W1 BRR math-course enrollee analytic weight for replicate 9	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH010	W1 BRR math-course enrollee analytic weight for replicate 10	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH011	W1 BRR math-course enrollee analytic weight for replicate 11	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH012	W1 BRR math-course enrollee analytic weight for replicate 12	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH013	W1 BRR math-course enrollee analytic weight for replicate 13	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH014	W1 BRR math-course enrollee analytic weight for replicate 14	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH015	W1 BRR math-course enrollee analytic weight for replicate 15	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH016	W1 BRR math-course enrollee analytic weight for replicate 16	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH017	W1 BRR math-course enrollee analytic weight for replicate 17	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH018	W1 BRR math-course enrollee analytic weight for replicate 18	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH019	W1 BRR math-course enrollee analytic weight for replicate 19	BY Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1MATHTCH020	W1 BRR math-course enrollee analytic weight for replicate 20	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH021	W1 BRR math-course enrollee analytic weight for replicate 21	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH022	W1 BRR math-course enrollee analytic weight for replicate 22	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH023	W1 BRR math-course enrollee analytic weight for replicate 23	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH024	W1 BRR math-course enrollee analytic weight for replicate 24	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH025	W1 BRR math-course enrollee analytic weight for replicate 25	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH026	W1 BRR math-course enrollee analytic weight for replicate 26	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH027	W1 BRR math-course enrollee analytic weight for replicate 27	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH028	W1 BRR math-course enrollee analytic weight for replicate 28	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH029	W1 BRR math-course enrollee analytic weight for replicate 29	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH030	W1 BRR math-course enrollee analytic weight for replicate 30	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH031	W1 BRR math-course enrollee analytic weight for replicate 31	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH032	W1 BRR math-course enrollee analytic weight for replicate 32	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH033	W1 BRR math-course enrollee analytic weight for replicate 33	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH034	W1 BRR math-course enrollee analytic weight for replicate 34	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH035	W1 BRR math-course enrollee analytic weight for replicate 35	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH036	W1 BRR math-course enrollee analytic weight for replicate 36	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH037	W1 BRR math-course enrollee analytic weight for replicate 37	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH038	W1 BRR math-course enrollee analytic weight for replicate 38	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH039	W1 BRR math-course enrollee analytic weight for replicate 39	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH040	W1 BRR math-course enrollee analytic weight for replicate 40	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH041	W1 BRR math-course enrollee analytic weight for replicate 41	BY Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1MATHTCH042	W1 BRR math-course enrollee analytic weight for replicate 42	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH043	W1 BRR math-course enrollee analytic weight for replicate 43	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH044	W1 BRR math-course enrollee analytic weight for replicate 44	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH045	W1 BRR math-course enrollee analytic weight for replicate 45	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH046	W1 BRR math-course enrollee analytic weight for replicate 46	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH047	W1 BRR math-course enrollee analytic weight for replicate 47	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH048	W1 BRR math-course enrollee analytic weight for replicate 48	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH049	W1 BRR math-course enrollee analytic weight for replicate 49	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH050	W1 BRR math-course enrollee analytic weight for replicate 50	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH051	W1 BRR math-course enrollee analytic weight for replicate 51	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH052	W1 BRR math-course enrollee analytic weight for replicate 52	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH053	W1 BRR math-course enrollee analytic weight for replicate 53	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH054	W1 BRR math-course enrollee analytic weight for replicate 54	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH055	W1 BRR math-course enrollee analytic weight for replicate 55	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH056	W1 BRR math-course enrollee analytic weight for replicate 56	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH057	W1 BRR math-course enrollee analytic weight for replicate 57	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH058	W1 BRR math-course enrollee analytic weight for replicate 58	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH059	W1 BRR math-course enrollee analytic weight for replicate 59	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH060	W1 BRR math-course enrollee analytic weight for replicate 60	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH061	W1 BRR math-course enrollee analytic weight for replicate 61	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH062	W1 BRR math-course enrollee analytic weight for replicate 62	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH063	W1 BRR math-course enrollee analytic weight for replicate 63	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1MATHTCH064	W1 BRR math-course enrollee analytic weight for replicate 64	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH065	W1 BRR math-course enrollee analytic weight for replicate 65	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH066	W1 BRR math-course enrollee analytic weight for replicate 66	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH067	W1 BRR math-course enrollee analytic weight for replicate 67	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH068	W1 BRR math-course enrollee analytic weight for replicate 68	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH069	W1 BRR math-course enrollee analytic weight for replicate 69	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH070	W1 BRR math-course enrollee analytic weight for replicate 70	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH071	W1 BRR math-course enrollee analytic weight for replicate 71	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH072	W1 BRR math-course enrollee analytic weight for replicate 72	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH073	W1 BRR math-course enrollee analytic weight for replicate 73	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH074	W1 BRR math-course enrollee analytic weight for replicate 74	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH075	W1 BRR math-course enrollee analytic weight for replicate 75	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH076	W1 BRR math-course enrollee analytic weight for replicate 76	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH077	W1 BRR math-course enrollee analytic weight for replicate 77	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH078	W1 BRR math-course enrollee analytic weight for replicate 78	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH079	W1 BRR math-course enrollee analytic weight for replicate 79	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH080	W1 BRR math-course enrollee analytic weight for replicate 80	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH081	W1 BRR math-course enrollee analytic weight for replicate 81	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH082	W1 BRR math-course enrollee analytic weight for replicate 82	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH083	W1 BRR math-course enrollee analytic weight for replicate 83	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH084	W1 BRR math-course enrollee analytic weight for replicate 84	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH085	W1 BRR math-course enrollee analytic weight for replicate 85	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1MATHTCH086	W1 BRR math-course enrollee analytic weight for replicate 86	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH087	W1 BRR math-course enrollee analytic weight for replicate 87	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH088	W1 BRR math-course enrollee analytic weight for replicate 88	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH089	W1 BRR math-course enrollee analytic weight for replicate 89	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH090	W1 BRR math-course enrollee analytic weight for replicate 90	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH091	W1 BRR math-course enrollee analytic weight for replicate 91	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH092	W1 BRR math-course enrollee analytic weight for replicate 92	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH093	W1 BRR math-course enrollee analytic weight for replicate 93	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH094	W1 BRR math-course enrollee analytic weight for replicate 94	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH095	W1 BRR math-course enrollee analytic weight for replicate 95	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH096	W1 BRR math-course enrollee analytic weight for replicate 96	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH097	W1 BRR math-course enrollee analytic weight for replicate 97	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH098	W1 BRR math-course enrollee analytic weight for replicate 98	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH099	W1 BRR math-course enrollee analytic weight for replicate 99	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH100	W1 BRR math-course enrollee analytic weight for replicate 100	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH101	W1 BRR math-course enrollee analytic weight for replicate 101	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH102	W1 BRR math-course enrollee analytic weight for replicate 102	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH103	W1 BRR math-course enrollee analytic weight for replicate 103	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH104	W1 BRR math-course enrollee analytic weight for replicate 104	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH105	W1 BRR math-course enrollee analytic weight for replicate 105	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH106	W1 BRR math-course enrollee analytic weight for replicate 106	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH107	W1 BRR math-course enrollee analytic weight for replicate 107	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1MATHTCH108	W1 BRR math-course enrollee analytic weight for replicate 108	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH109	W1 BRR math-course enrollee analytic weight for replicate 109	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH110	W1 BRR math-course enrollee analytic weight for replicate 110	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH111	W1 BRR math-course enrollee analytic weight for replicate 111	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH112	W1 BRR math-course enrollee analytic weight for replicate 112	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH113	W1 BRR math-course enrollee analytic weight for replicate 113	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH114	W1 BRR math-course enrollee analytic weight for replicate 114	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH115	W1 BRR math-course enrollee analytic weight for replicate 115	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH116	W1 BRR math-course enrollee analytic weight for replicate 116	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH117	W1 BRR math-course enrollee analytic weight for replicate 117	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH118	W1 BRR math-course enrollee analytic weight for replicate 118	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH119	W1 BRR math-course enrollee analytic weight for replicate 119	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH120	W1 BRR math-course enrollee analytic weight for replicate 120	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH121	W1 BRR math-course enrollee analytic weight for replicate 121	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH122	W1 BRR math-course enrollee analytic weight for replicate 122	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH123	W1 BRR math-course enrollee analytic weight for replicate 123	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH124	W1 BRR math-course enrollee analytic weight for replicate 124	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH125	W1 BRR math-course enrollee analytic weight for replicate 125	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH126	W1 BRR math-course enrollee analytic weight for replicate 126	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH127	W1 BRR math-course enrollee analytic weight for replicate 127	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH128	W1 BRR math-course enrollee analytic weight for replicate 128	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH129	W1 BRR math-course enrollee analytic weight for replicate 129	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1MATHTCH130	W1 BRR math-course enrollee analytic weight for replicate 130	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH131	W1 BRR math-course enrollee analytic weight for replicate 131	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH132	W1 BRR math-course enrollee analytic weight for replicate 132	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH133	W1 BRR math-course enrollee analytic weight for replicate 133	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH134	W1 BRR math-course enrollee analytic weight for replicate 134	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH135	W1 BRR math-course enrollee analytic weight for replicate 135	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH136	W1 BRR math-course enrollee analytic weight for replicate 136	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH137	W1 BRR math-course enrollee analytic weight for replicate 137	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH138	W1 BRR math-course enrollee analytic weight for replicate 138	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH139	W1 BRR math-course enrollee analytic weight for replicate 139	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH140	W1 BRR math-course enrollee analytic weight for replicate 140	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH141	W1 BRR math-course enrollee analytic weight for replicate 141	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH142	W1 BRR math-course enrollee analytic weight for replicate 142	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH143	W1 BRR math-course enrollee analytic weight for replicate 143	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH144	W1 BRR math-course enrollee analytic weight for replicate 144	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH145	W1 BRR math-course enrollee analytic weight for replicate 145	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH146	W1 BRR math-course enrollee analytic weight for replicate 146	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH147	W1 BRR math-course enrollee analytic weight for replicate 147	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH148	W1 BRR math-course enrollee analytic weight for replicate 148	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH149	W1 BRR math-course enrollee analytic weight for replicate 149	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH150	W1 BRR math-course enrollee analytic weight for replicate 150	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH151	W1 BRR math-course enrollee analytic weight for replicate 151	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1MATHTCH152	W1 BRR math-course enrollee analytic weight for replicate 152	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH153	W1 BRR math-course enrollee analytic weight for replicate 153	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH154	W1 BRR math-course enrollee analytic weight for replicate 154	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH155	W1 BRR math-course enrollee analytic weight for replicate 155	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH156	W1 BRR math-course enrollee analytic weight for replicate 156	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH157	W1 BRR math-course enrollee analytic weight for replicate 157	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH158	W1 BRR math-course enrollee analytic weight for replicate 158	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH159	W1 BRR math-course enrollee analytic weight for replicate 159	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH160	W1 BRR math-course enrollee analytic weight for replicate 160	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH161	W1 BRR math-course enrollee analytic weight for replicate 161	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH162	W1 BRR math-course enrollee analytic weight for replicate 162	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH163	W1 BRR math-course enrollee analytic weight for replicate 163	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH164	W1 BRR math-course enrollee analytic weight for replicate 164	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH165	W1 BRR math-course enrollee analytic weight for replicate 165	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH166	W1 BRR math-course enrollee analytic weight for replicate 166	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH167	W1 BRR math-course enrollee analytic weight for replicate 167	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH168	W1 BRR math-course enrollee analytic weight for replicate 168	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH169	W1 BRR math-course enrollee analytic weight for replicate 169	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH170	W1 BRR math-course enrollee analytic weight for replicate 170	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH171	W1 BRR math-course enrollee analytic weight for replicate 171	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH172	W1 BRR math-course enrollee analytic weight for replicate 172	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH173	W1 BRR math-course enrollee analytic weight for replicate 173	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1MATHTCH174	W1 BRR math-course enrollee analytic weight for replicate 174	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH175	W1 BRR math-course enrollee analytic weight for replicate 175	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH176	W1 BRR math-course enrollee analytic weight for replicate 176	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH177	W1 BRR math-course enrollee analytic weight for replicate 177	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH178	W1 BRR math-course enrollee analytic weight for replicate 178	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH179	W1 BRR math-course enrollee analytic weight for replicate 179	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH180	W1 BRR math-course enrollee analytic weight for replicate 180	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH181	W1 BRR math-course enrollee analytic weight for replicate 181	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH182	W1 BRR math-course enrollee analytic weight for replicate 182	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH183	W1 BRR math-course enrollee analytic weight for replicate 183	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH184	W1 BRR math-course enrollee analytic weight for replicate 184	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH185	W1 BRR math-course enrollee analytic weight for replicate 185	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH186	W1 BRR math-course enrollee analytic weight for replicate 186	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH187	W1 BRR math-course enrollee analytic weight for replicate 187	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH188	W1 BRR math-course enrollee analytic weight for replicate 188	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH189	W1 BRR math-course enrollee analytic weight for replicate 189	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH190	W1 BRR math-course enrollee analytic weight for replicate 190	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH191	W1 BRR math-course enrollee analytic weight for replicate 191	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH192	W1 BRR math-course enrollee analytic weight for replicate 192	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH193	W1 BRR math-course enrollee analytic weight for replicate 193	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH194	W1 BRR math-course enrollee analytic weight for replicate 194	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH195	W1 BRR math-course enrollee analytic weight for replicate 195	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1MATHTCH196	W1 BRR math-course enrollee analytic weight for replicate 196	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH197	W1 BRR math-course enrollee analytic weight for replicate 197	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH198	W1 BRR math-course enrollee analytic weight for replicate 198	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH199	W1 BRR math-course enrollee analytic weight for replicate 199	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1MATHTCH200	W1 BRR math-course enrollee analytic weight for replicate 200	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH001	W1 BRR science-course enrollee analytic weight for replicate 1	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH002	W1 BRR science-course enrollee analytic weight for replicate 2	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH003	W1 BRR science-course enrollee analytic weight for replicate 3	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH004	W1 BRR science-course enrollee analytic weight for replicate 4	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH005	W1 BRR science-course enrollee analytic weight for replicate 5	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH006	W1 BRR science-course enrollee analytic weight for replicate 6	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH007	W1 BRR science-course enrollee analytic weight for replicate 7	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH008	W1 BRR science-course enrollee analytic weight for replicate 8	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH009	W1 BRR science-course enrollee analytic weight for replicate 9	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH010	W1 BRR science-course enrollee analytic weight for replicate 10	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH011	W1 BRR science-course enrollee analytic weight for replicate 11	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH012	W1 BRR science-course enrollee analytic weight for replicate 12	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH013	W1 BRR science-course enrollee analytic weight for replicate 13	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH014	W1 BRR science-course enrollee analytic weight for replicate 14	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH015	W1 BRR science-course enrollee analytic weight for replicate 15	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH016	W1 BRR science-course enrollee analytic weight for replicate 16	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH017	W1 BRR science-course enrollee analytic weight for replicate 17	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1SCITCH018	W1 BRR science-course enrollee analytic weight for replicate 18	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH019	W1 BRR science-course enrollee analytic weight for replicate 19	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH020	W1 BRR science-course enrollee analytic weight for replicate 20	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH021	W1 BRR science-course enrollee analytic weight for replicate 21	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH022	W1 BRR science-course enrollee analytic weight for replicate 22	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH023	W1 BRR science-course enrollee analytic weight for replicate 23	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH024	W1 BRR science-course enrollee analytic weight for replicate 24	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH025	W1 BRR science-course enrollee analytic weight for replicate 25	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH026	W1 BRR science-course enrollee analytic weight for replicate 26	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH027	W1 BRR science-course enrollee analytic weight for replicate 27	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH028	W1 BRR science-course enrollee analytic weight for replicate 28	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH029	W1 BRR science-course enrollee analytic weight for replicate 29	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH030	W1 BRR science-course enrollee analytic weight for replicate 30	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH031	W1 BRR science-course enrollee analytic weight for replicate 31	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH032	W1 BRR science-course enrollee analytic weight for replicate 32	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH033	W1 BRR science-course enrollee analytic weight for replicate 33	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH034	W1 BRR science-course enrollee analytic weight for replicate 34	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH035	W1 BRR science-course enrollee analytic weight for replicate 35	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH036	W1 BRR science-course enrollee analytic weight for replicate 36	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH037	W1 BRR science-course enrollee analytic weight for replicate 37	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH038	W1 BRR science-course enrollee analytic weight for replicate 38	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH039	W1 BRR science-course enrollee analytic weight for replicate 39	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1SCITCH040	W1 BRR science-course enrollee analytic weight for replicate 40	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH041	W1 BRR science-course enrollee analytic weight for replicate 41	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH042	W1 BRR science-course enrollee analytic weight for replicate 42	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH043	W1 BRR science-course enrollee analytic weight for replicate 43	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH044	W1 BRR science-course enrollee analytic weight for replicate 44	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH045	W1 BRR science-course enrollee analytic weight for replicate 45	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH046	W1 BRR science-course enrollee analytic weight for replicate 46	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH047	W1 BRR science-course enrollee analytic weight for replicate 47	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH048	W1 BRR science-course enrollee analytic weight for replicate 48	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH049	W1 BRR science-course enrollee analytic weight for replicate 49	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH050	W1 BRR science-course enrollee analytic weight for replicate 50	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH051	W1 BRR science-course enrollee analytic weight for replicate 51	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH052	W1 BRR science-course enrollee analytic weight for replicate 52	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH053	W1 BRR science-course enrollee analytic weight for replicate 53	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH054	W1 BRR science-course enrollee analytic weight for replicate 54	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH055	W1 BRR science-course enrollee analytic weight for replicate 55	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH056	W1 BRR science-course enrollee analytic weight for replicate 56	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH057	W1 BRR science-course enrollee analytic weight for replicate 57	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH058	W1 BRR science-course enrollee analytic weight for replicate 58	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH059	W1 BRR science-course enrollee analytic weight for replicate 59	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH060	W1 BRR science-course enrollee analytic weight for replicate 60	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH061	W1 BRR science-course enrollee analytic weight for replicate 61	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1SCITCH062	W1 BRR science-course enrollee analytic weight for replicate 62	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH063	W1 BRR science-course enrollee analytic weight for replicate 63	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH064	W1 BRR science-course enrollee analytic weight for replicate 64	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH065	W1 BRR science-course enrollee analytic weight for replicate 65	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH066	W1 BRR science-course enrollee analytic weight for replicate 66	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH067	W1 BRR science-course enrollee analytic weight for replicate 67	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH068	W1 BRR science-course enrollee analytic weight for replicate 68	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH069	W1 BRR science-course enrollee analytic weight for replicate 69	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH070	W1 BRR science-course enrollee analytic weight for replicate 70	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH071	W1 BRR science-course enrollee analytic weight for replicate 71	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH072	W1 BRR science-course enrollee analytic weight for replicate 72	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH073	W1 BRR science-course enrollee analytic weight for replicate 73	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH074	W1 BRR science-course enrollee analytic weight for replicate 74	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH075	W1 BRR science-course enrollee analytic weight for replicate 75	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH076	W1 BRR science-course enrollee analytic weight for replicate 76	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH077	W1 BRR science-course enrollee analytic weight for replicate 77	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH078	W1 BRR science-course enrollee analytic weight for replicate 78	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH079	W1 BRR science-course enrollee analytic weight for replicate 79	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH080	W1 BRR science-course enrollee analytic weight for replicate 80	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH081	W1 BRR science-course enrollee analytic weight for replicate 81	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH082	W1 BRR science-course enrollee analytic weight for replicate 82	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH083	W1 BRR science-course enrollee analytic weight for replicate 83	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1SCITCH084	W1 BRR science-course enrollee analytic weight for replicate 84	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH085	W1 BRR science-course enrollee analytic weight for replicate 85	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH086	W1 BRR science-course enrollee analytic weight for replicate 86	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH087	W1 BRR science-course enrollee analytic weight for replicate 87	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH088	W1 BRR science-course enrollee analytic weight for replicate 88	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH089	W1 BRR science-course enrollee analytic weight for replicate 89	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH090	W1 BRR science-course enrollee analytic weight for replicate 90	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH091	W1 BRR science-course enrollee analytic weight for replicate 91	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH092	W1 BRR science-course enrollee analytic weight for replicate 92	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH093	W1 BRR science-course enrollee analytic weight for replicate 93	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH094	W1 BRR science-course enrollee analytic weight for replicate 94	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH095	W1 BRR science-course enrollee analytic weight for replicate 95	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH096	W1 BRR science-course enrollee analytic weight for replicate 96	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH097	W1 BRR science-course enrollee analytic weight for replicate 97	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH098	W1 BRR science-course enrollee analytic weight for replicate 98	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH099	W1 BRR science-course enrollee analytic weight for replicate 99	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH100	W1 BRR science-course enrollee analytic weight for replicate 100	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH101	W1 BRR science-course enrollee analytic weight for replicate 101	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH102	W1 BRR science-course enrollee analytic weight for replicate 102	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH103	W1 BRR science-course enrollee analytic weight for replicate 103	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH104	W1 BRR science-course enrollee analytic weight for replicate 104	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH105	W1 BRR science-course enrollee analytic weight for replicate 105	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1SCITCH106	W1 BRR science-course enrollee analytic weight for replicate 106	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH107	W1 BRR science-course enrollee analytic weight for replicate 107	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH108	W1 BRR science-course enrollee analytic weight for replicate 108	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH109	W1 BRR science-course enrollee analytic weight for replicate 109	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH110	W1 BRR science-course enrollee analytic weight for replicate 110	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH111	W1 BRR science-course enrollee analytic weight for replicate 111	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH112	W1 BRR science-course enrollee analytic weight for replicate 112	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH113	W1 BRR science-course enrollee analytic weight for replicate 113	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH114	W1 BRR science-course enrollee analytic weight for replicate 114	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH115	W1 BRR science-course enrollee analytic weight for replicate 115	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH116	W1 BRR science-course enrollee analytic weight for replicate 116	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH117	W1 BRR science-course enrollee analytic weight for replicate 117	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH118	W1 BRR science-course enrollee analytic weight for replicate 118	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH119	W1 BRR science-course enrollee analytic weight for replicate 119	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH120	W1 BRR science-course enrollee analytic weight for replicate 120	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH121	W1 BRR science-course enrollee analytic weight for replicate 121	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH122	W1 BRR science-course enrollee analytic weight for replicate 122	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH123	W1 BRR science-course enrollee analytic weight for replicate 123	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH124	W1 BRR science-course enrollee analytic weight for replicate 124	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH125	W1 BRR science-course enrollee analytic weight for replicate 125	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH126	W1 BRR science-course enrollee analytic weight for replicate 126	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH127	W1 BRR science-course enrollee analytic weight for replicate 127	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1SCITCH128	W1 BRR science-course enrollee analytic weight for replicate 128	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH129	W1 BRR science-course enrollee analytic weight for replicate 129	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH130	W1 BRR science-course enrollee analytic weight for replicate 130	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH131	W1 BRR science-course enrollee analytic weight for replicate 131	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH132	W1 BRR science-course enrollee analytic weight for replicate 132	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH133	W1 BRR science-course enrollee analytic weight for replicate 133	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH134	W1 BRR science-course enrollee analytic weight for replicate 134	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH135	W1 BRR science-course enrollee analytic weight for replicate 135	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH136	W1 BRR science-course enrollee analytic weight for replicate 136	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH137	W1 BRR science-course enrollee analytic weight for replicate 137	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH138	W1 BRR science-course enrollee analytic weight for replicate 138	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH139	W1 BRR science-course enrollee analytic weight for replicate 139	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH140	W1 BRR science-course enrollee analytic weight for replicate 140	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH141	W1 BRR science-course enrollee analytic weight for replicate 141	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH142	W1 BRR science-course enrollee analytic weight for replicate 142	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH143	W1 BRR science-course enrollee analytic weight for replicate 143	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH144	W1 BRR science-course enrollee analytic weight for replicate 144	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH145	W1 BRR science-course enrollee analytic weight for replicate 145	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH146	W1 BRR science-course enrollee analytic weight for replicate 146	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH147	W1 BRR science-course enrollee analytic weight for replicate 147	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH148	W1 BRR science-course enrollee analytic weight for replicate 148	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH149	W1 BRR science-course enrollee analytic weight for replicate 149	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1SCITCH150	W1 BRR science-course enrollee analytic weight for replicate 150	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH151	W1 BRR science-course enrollee analytic weight for replicate 151	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH152	W1 BRR science-course enrollee analytic weight for replicate 152	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH153	W1 BRR science-course enrollee analytic weight for replicate 153	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH154	W1 BRR science-course enrollee analytic weight for replicate 154	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH155	W1 BRR science-course enrollee analytic weight for replicate 155	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH156	W1 BRR science-course enrollee analytic weight for replicate 156	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH157	W1 BRR science-course enrollee analytic weight for replicate 157	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH158	W1 BRR science-course enrollee analytic weight for replicate 158	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH159	W1 BRR science-course enrollee analytic weight for replicate 159	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH160	W1 BRR science-course enrollee analytic weight for replicate 160	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH161	W1 BRR science-course enrollee analytic weight for replicate 161	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH162	W1 BRR science-course enrollee analytic weight for replicate 162	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH163	W1 BRR science-course enrollee analytic weight for replicate 163	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH164	W1 BRR science-course enrollee analytic weight for replicate 164	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH165	W1 BRR science-course enrollee analytic weight for replicate 165	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH166	W1 BRR science-course enrollee analytic weight for replicate 166	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH167	W1 BRR science-course enrollee analytic weight for replicate 167	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH168	W1 BRR science-course enrollee analytic weight for replicate 168	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH169	W1 BRR science-course enrollee analytic weight for replicate 169	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH170	W1 BRR science-course enrollee analytic weight for replicate 170	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH171	W1 BRR science-course enrollee analytic weight for replicate 171	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1SCITCH172	W1 BRR science-course enrollee analytic weight for replicate 172	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH173	W1 BRR science-course enrollee analytic weight for replicate 173	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH174	W1 BRR science-course enrollee analytic weight for replicate 174	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH175	W1 BRR science-course enrollee analytic weight for replicate 175	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH176	W1 BRR science-course enrollee analytic weight for replicate 176	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH177	W1 BRR science-course enrollee analytic weight for replicate 177	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH178	W1 BRR science-course enrollee analytic weight for replicate 178	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH179	W1 BRR science-course enrollee analytic weight for replicate 179	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH180	W1 BRR science-course enrollee analytic weight for replicate 180	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH181	W1 BRR science-course enrollee analytic weight for replicate 181	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH182	W1 BRR science-course enrollee analytic weight for replicate 182	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH183	W1 BRR science-course enrollee analytic weight for replicate 183	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH184	W1 BRR science-course enrollee analytic weight for replicate 184	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH185	W1 BRR science-course enrollee analytic weight for replicate 185	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH186	W1 BRR science-course enrollee analytic weight for replicate 186	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH187	W1 BRR science-course enrollee analytic weight for replicate 187	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH188	W1 BRR science-course enrollee analytic weight for replicate 188	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH189	W1 BRR science-course enrollee analytic weight for replicate 189	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH190	W1 BRR science-course enrollee analytic weight for replicate 190	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH191	W1 BRR science-course enrollee analytic weight for replicate 191	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH192	W1 BRR science-course enrollee analytic weight for replicate 192	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH193	W1 BRR science-course enrollee analytic weight for replicate 193	BY Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W1SCITCH194	W1 BRR science-course enrollee analytic weight for replicate 194	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH195	W1 BRR science-course enrollee analytic weight for replicate 195	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH196	W1 BRR science-course enrollee analytic weight for replicate 196	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH197	W1 BRR science-course enrollee analytic weight for replicate 197	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH198	W1 BRR science-course enrollee analytic weight for replicate 198	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH199	W1 BRR science-course enrollee analytic weight for replicate 199	BY Student Level BRR Weights	12	6	N	No
1	Student File	W1SCITCH200	W1 BRR science-course enrollee analytic weight for replicate 200	BY Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT001	W2 BRR student analytic weight for replicate 1	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT002	W2 BRR student analytic weight for replicate 2	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT003	W2 BRR student analytic weight for replicate 3	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT004	W2 BRR student analytic weight for replicate 4	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT005	W2 BRR student analytic weight for replicate 5	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT006	W2 BRR student analytic weight for replicate 6	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT007	W2 BRR student analytic weight for replicate 7	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT008	W2 BRR student analytic weight for replicate 8	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT009	W2 BRR student analytic weight for replicate 9	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT010	W2 BRR student analytic weight for replicate 10	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT011	W2 BRR student analytic weight for replicate 11	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT012	W2 BRR student analytic weight for replicate 12	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT013	W2 BRR student analytic weight for replicate 13	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT014	W2 BRR student analytic weight for replicate 14	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT015	W2 BRR student analytic weight for replicate 15	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT016	W2 BRR student analytic weight for replicate 16	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT017	W2 BRR student analytic weight for replicate 17	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT018	W2 BRR student analytic weight for replicate 18	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT019	W2 BRR student analytic weight for replicate 19	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT020	W2 BRR student analytic weight for replicate 20	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT021	W2 BRR student analytic weight for replicate 21	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT022	W2 BRR student analytic weight for replicate 22	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT023	W2 BRR student analytic weight for replicate 23	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT024	W2 BRR student analytic weight for replicate 24	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT025	W2 BRR student analytic weight for replicate 25	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT026	W2 BRR student analytic weight for replicate 26	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT027	W2 BRR student analytic weight for replicate 27	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT028	W2 BRR student analytic weight for replicate 28	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT029	W2 BRR student analytic weight for replicate 29	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2STUDENT030	W2 BRR student analytic weight for replicate 30	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT031	W2 BRR student analytic weight for replicate 31	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT032	W2 BRR student analytic weight for replicate 32	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT033	W2 BRR student analytic weight for replicate 33	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT034	W2 BRR student analytic weight for replicate 34	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT035	W2 BRR student analytic weight for replicate 35	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT036	W2 BRR student analytic weight for replicate 36	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT037	W2 BRR student analytic weight for replicate 37	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT038	W2 BRR student analytic weight for replicate 38	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT039	W2 BRR student analytic weight for replicate 39	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT040	W2 BRR student analytic weight for replicate 40	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT041	W2 BRR student analytic weight for replicate 41	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT042	W2 BRR student analytic weight for replicate 42	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT043	W2 BRR student analytic weight for replicate 43	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT044	W2 BRR student analytic weight for replicate 44	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT045	W2 BRR student analytic weight for replicate 45	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT046	W2 BRR student analytic weight for replicate 46	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT047	W2 BRR student analytic weight for replicate 47	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT048	W2 BRR student analytic weight for replicate 48	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT049	W2 BRR student analytic weight for replicate 49	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT050	W2 BRR student analytic weight for replicate 50	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT051	W2 BRR student analytic weight for replicate 51	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT052	W2 BRR student analytic weight for replicate 52	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT053	W2 BRR student analytic weight for replicate 53	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT054	W2 BRR student analytic weight for replicate 54	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT055	W2 BRR student analytic weight for replicate 55	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT056	W2 BRR student analytic weight for replicate 56	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT057	W2 BRR student analytic weight for replicate 57	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT058	W2 BRR student analytic weight for replicate 58	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT059	W2 BRR student analytic weight for replicate 59	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT060	W2 BRR student analytic weight for replicate 60	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT061	W2 BRR student analytic weight for replicate 61	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT062	W2 BRR student analytic weight for replicate 62	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT063	W2 BRR student analytic weight for replicate 63	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT064	W2 BRR student analytic weight for replicate 64	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT065	W2 BRR student analytic weight for replicate 65	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT066	W2 BRR student analytic weight for replicate 66	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT067	W2 BRR student analytic weight for replicate 67	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT068	W2 BRR student analytic weight for replicate 68	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT069	W2 BRR student analytic weight for replicate 69	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT070	W2 BRR student analytic weight for replicate 70	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT071	W2 BRR student analytic weight for replicate 71	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT072	W2 BRR student analytic weight for replicate 72	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2STUDENT073	W2 BRR student analytic weight for replicate 73	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT074	W2 BRR student analytic weight for replicate 74	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT075	W2 BRR student analytic weight for replicate 75	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT076	W2 BRR student analytic weight for replicate 76	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT077	W2 BRR student analytic weight for replicate 77	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT078	W2 BRR student analytic weight for replicate 78	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT079	W2 BRR student analytic weight for replicate 79	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT080	W2 BRR student analytic weight for replicate 80	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT081	W2 BRR student analytic weight for replicate 81	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT082	W2 BRR student analytic weight for replicate 82	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT083	W2 BRR student analytic weight for replicate 83	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT084	W2 BRR student analytic weight for replicate 84	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT085	W2 BRR student analytic weight for replicate 85	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT086	W2 BRR student analytic weight for replicate 86	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT087	W2 BRR student analytic weight for replicate 87	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT088	W2 BRR student analytic weight for replicate 88	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT089	W2 BRR student analytic weight for replicate 89	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT090	W2 BRR student analytic weight for replicate 90	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT091	W2 BRR student analytic weight for replicate 91	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT092	W2 BRR student analytic weight for replicate 92	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT093	W2 BRR student analytic weight for replicate 93	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT094	W2 BRR student analytic weight for replicate 94	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT095	W2 BRR student analytic weight for replicate 95	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT096	W2 BRR student analytic weight for replicate 96	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT097	W2 BRR student analytic weight for replicate 97	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT098	W2 BRR student analytic weight for replicate 98	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT099	W2 BRR student analytic weight for replicate 99	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT100	W2 BRR student analytic weight for replicate 100	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT101	W2 BRR student analytic weight for replicate 101	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT102	W2 BRR student analytic weight for replicate 102	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT103	W2 BRR student analytic weight for replicate 103	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT104	W2 BRR student analytic weight for replicate 104	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT105	W2 BRR student analytic weight for replicate 105	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT106	W2 BRR student analytic weight for replicate 106	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT107	W2 BRR student analytic weight for replicate 107	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT108	W2 BRR student analytic weight for replicate 108	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT109	W2 BRR student analytic weight for replicate 109	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT110	W2 BRR student analytic weight for replicate 110	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT111	W2 BRR student analytic weight for replicate 111	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT112	W2 BRR student analytic weight for replicate 112	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT113	W2 BRR student analytic weight for replicate 113	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT114	W2 BRR student analytic weight for replicate 114	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT115	W2 BRR student analytic weight for replicate 115	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2STUDENT116	W2 BRR student analytic weight for replicate 116	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT117	W2 BRR student analytic weight for replicate 117	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT118	W2 BRR student analytic weight for replicate 118	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT119	W2 BRR student analytic weight for replicate 119	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT120	W2 BRR student analytic weight for replicate 120	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT121	W2 BRR student analytic weight for replicate 121	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT122	W2 BRR student analytic weight for replicate 122	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT123	W2 BRR student analytic weight for replicate 123	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT124	W2 BRR student analytic weight for replicate 124	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT125	W2 BRR student analytic weight for replicate 125	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT126	W2 BRR student analytic weight for replicate 126	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT127	W2 BRR student analytic weight for replicate 127	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT128	W2 BRR student analytic weight for replicate 128	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT129	W2 BRR student analytic weight for replicate 129	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT130	W2 BRR student analytic weight for replicate 130	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT131	W2 BRR student analytic weight for replicate 131	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT132	W2 BRR student analytic weight for replicate 132	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT133	W2 BRR student analytic weight for replicate 133	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT134	W2 BRR student analytic weight for replicate 134	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT135	W2 BRR student analytic weight for replicate 135	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT136	W2 BRR student analytic weight for replicate 136	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT137	W2 BRR student analytic weight for replicate 137	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT138	W2 BRR student analytic weight for replicate 138	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT139	W2 BRR student analytic weight for replicate 139	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT140	W2 BRR student analytic weight for replicate 140	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT141	W2 BRR student analytic weight for replicate 141	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT142	W2 BRR student analytic weight for replicate 142	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT143	W2 BRR student analytic weight for replicate 143	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT144	W2 BRR student analytic weight for replicate 144	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT145	W2 BRR student analytic weight for replicate 145	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT146	W2 BRR student analytic weight for replicate 146	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT147	W2 BRR student analytic weight for replicate 147	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT148	W2 BRR student analytic weight for replicate 148	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT149	W2 BRR student analytic weight for replicate 149	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT150	W2 BRR student analytic weight for replicate 150	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT151	W2 BRR student analytic weight for replicate 151	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT152	W2 BRR student analytic weight for replicate 152	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT153	W2 BRR student analytic weight for replicate 153	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT154	W2 BRR student analytic weight for replicate 154	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT155	W2 BRR student analytic weight for replicate 155	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT156	W2 BRR student analytic weight for replicate 156	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT157	W2 BRR student analytic weight for replicate 157	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT158	W2 BRR student analytic weight for replicate 158	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2STUDENT159	W2 BRR student analytic weight for replicate 159	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT160	W2 BRR student analytic weight for replicate 160	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT161	W2 BRR student analytic weight for replicate 161	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT162	W2 BRR student analytic weight for replicate 162	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT163	W2 BRR student analytic weight for replicate 163	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT164	W2 BRR student analytic weight for replicate 164	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT165	W2 BRR student analytic weight for replicate 165	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT166	W2 BRR student analytic weight for replicate 166	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT167	W2 BRR student analytic weight for replicate 167	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT168	W2 BRR student analytic weight for replicate 168	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT169	W2 BRR student analytic weight for replicate 169	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT170	W2 BRR student analytic weight for replicate 170	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT171	W2 BRR student analytic weight for replicate 171	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT172	W2 BRR student analytic weight for replicate 172	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT173	W2 BRR student analytic weight for replicate 173	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT174	W2 BRR student analytic weight for replicate 174	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT175	W2 BRR student analytic weight for replicate 175	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT176	W2 BRR student analytic weight for replicate 176	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT177	W2 BRR student analytic weight for replicate 177	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT178	W2 BRR student analytic weight for replicate 178	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT179	W2 BRR student analytic weight for replicate 179	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT180	W2 BRR student analytic weight for replicate 180	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT181	W2 BRR student analytic weight for replicate 181	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT182	W2 BRR student analytic weight for replicate 182	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT183	W2 BRR student analytic weight for replicate 183	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT184	W2 BRR student analytic weight for replicate 184	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT185	W2 BRR student analytic weight for replicate 185	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT186	W2 BRR student analytic weight for replicate 186	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT187	W2 BRR student analytic weight for replicate 187	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT188	W2 BRR student analytic weight for replicate 188	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT189	W2 BRR student analytic weight for replicate 189	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT190	W2 BRR student analytic weight for replicate 190	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT191	W2 BRR student analytic weight for replicate 191	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT192	W2 BRR student analytic weight for replicate 192	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT193	W2 BRR student analytic weight for replicate 193	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT194	W2 BRR student analytic weight for replicate 194	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT195	W2 BRR student analytic weight for replicate 195	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT196	W2 BRR student analytic weight for replicate 196	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT197	W2 BRR student analytic weight for replicate 197	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT198	W2 BRR student analytic weight for replicate 198	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT199	W2 BRR student analytic weight for replicate 199	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2STUDENT200	W2 BRR student analytic weight for replicate 200	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU001	W2 BRR student longitudinal weight for replicate 1	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1STU002	W2 BRR student longitudinal weight for replicate 2	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU003	W2 BRR student longitudinal weight for replicate 3	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU004	W2 BRR student longitudinal weight for replicate 4	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU005	W2 BRR student longitudinal weight for replicate 5	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU006	W2 BRR student longitudinal weight for replicate 6	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU007	W2 BRR student longitudinal weight for replicate 7	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU008	W2 BRR student longitudinal weight for replicate 8	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU009	W2 BRR student longitudinal weight for replicate 9	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU010	W2 BRR student longitudinal weight for replicate 10	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU011	W2 BRR student longitudinal weight for replicate 11	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU012	W2 BRR student longitudinal weight for replicate 12	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU013	W2 BRR student longitudinal weight for replicate 13	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU014	W2 BRR student longitudinal weight for replicate 14	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU015	W2 BRR student longitudinal weight for replicate 15	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU016	W2 BRR student longitudinal weight for replicate 16	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU017	W2 BRR student longitudinal weight for replicate 17	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU018	W2 BRR student longitudinal weight for replicate 18	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU019	W2 BRR student longitudinal weight for replicate 19	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU020	W2 BRR student longitudinal weight for replicate 20	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU021	W2 BRR student longitudinal weight for replicate 21	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU022	W2 BRR student longitudinal weight for replicate 22	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU023	W2 BRR student longitudinal weight for replicate 23	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU024	W2 BRR student longitudinal weight for replicate 24	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU025	W2 BRR student longitudinal weight for replicate 25	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU026	W2 BRR student longitudinal weight for replicate 26	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU027	W2 BRR student longitudinal weight for replicate 27	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU028	W2 BRR student longitudinal weight for replicate 28	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU029	W2 BRR student longitudinal weight for replicate 29	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU030	W2 BRR student longitudinal weight for replicate 30	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU031	W2 BRR student longitudinal weight for replicate 31	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU032	W2 BRR student longitudinal weight for replicate 32	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU033	W2 BRR student longitudinal weight for replicate 33	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU034	W2 BRR student longitudinal weight for replicate 34	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU035	W2 BRR student longitudinal weight for replicate 35	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU036	W2 BRR student longitudinal weight for replicate 36	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU037	W2 BRR student longitudinal weight for replicate 37	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU038	W2 BRR student longitudinal weight for replicate 38	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU039	W2 BRR student longitudinal weight for replicate 39	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU040	W2 BRR student longitudinal weight for replicate 40	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU041	W2 BRR student longitudinal weight for replicate 41	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU042	W2 BRR student longitudinal weight for replicate 42	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU043	W2 BRR student longitudinal weight for replicate 43	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU044	W2 BRR student longitudinal weight for replicate 44	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1STU045	W2 BRR student longitudinal weight for replicate 45	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU046	W2 BRR student longitudinal weight for replicate 46	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU047	W2 BRR student longitudinal weight for replicate 47	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU048	W2 BRR student longitudinal weight for replicate 48	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU049	W2 BRR student longitudinal weight for replicate 49	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU050	W2 BRR student longitudinal weight for replicate 50	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU051	W2 BRR student longitudinal weight for replicate 51	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU052	W2 BRR student longitudinal weight for replicate 52	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU053	W2 BRR student longitudinal weight for replicate 53	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU054	W2 BRR student longitudinal weight for replicate 54	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU055	W2 BRR student longitudinal weight for replicate 55	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU056	W2 BRR student longitudinal weight for replicate 56	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU057	W2 BRR student longitudinal weight for replicate 57	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU058	W2 BRR student longitudinal weight for replicate 58	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU059	W2 BRR student longitudinal weight for replicate 59	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU060	W2 BRR student longitudinal weight for replicate 60	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU061	W2 BRR student longitudinal weight for replicate 61	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU062	W2 BRR student longitudinal weight for replicate 62	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU063	W2 BRR student longitudinal weight for replicate 63	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU064	W2 BRR student longitudinal weight for replicate 64	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU065	W2 BRR student longitudinal weight for replicate 65	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU066	W2 BRR student longitudinal weight for replicate 66	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU067	W2 BRR student longitudinal weight for replicate 67	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU068	W2 BRR student longitudinal weight for replicate 68	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU069	W2 BRR student longitudinal weight for replicate 69	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU070	W2 BRR student longitudinal weight for replicate 70	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU071	W2 BRR student longitudinal weight for replicate 71	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU072	W2 BRR student longitudinal weight for replicate 72	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU073	W2 BRR student longitudinal weight for replicate 73	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU074	W2 BRR student longitudinal weight for replicate 74	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU075	W2 BRR student longitudinal weight for replicate 75	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU076	W2 BRR student longitudinal weight for replicate 76	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU077	W2 BRR student longitudinal weight for replicate 77	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU078	W2 BRR student longitudinal weight for replicate 78	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU079	W2 BRR student longitudinal weight for replicate 79	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU080	W2 BRR student longitudinal weight for replicate 80	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU081	W2 BRR student longitudinal weight for replicate 81	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU082	W2 BRR student longitudinal weight for replicate 82	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU083	W2 BRR student longitudinal weight for replicate 83	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU084	W2 BRR student longitudinal weight for replicate 84	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU085	W2 BRR student longitudinal weight for replicate 85	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU086	W2 BRR student longitudinal weight for replicate 86	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU087	W2 BRR student longitudinal weight for replicate 87	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1STU088	W2 BRR student longitudinal weight for replicate 88	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU089	W2 BRR student longitudinal weight for replicate 89	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU090	W2 BRR student longitudinal weight for replicate 90	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU091	W2 BRR student longitudinal weight for replicate 91	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU092	W2 BRR student longitudinal weight for replicate 92	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU093	W2 BRR student longitudinal weight for replicate 93	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU094	W2 BRR student longitudinal weight for replicate 94	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU095	W2 BRR student longitudinal weight for replicate 95	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU096	W2 BRR student longitudinal weight for replicate 96	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU097	W2 BRR student longitudinal weight for replicate 97	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU098	W2 BRR student longitudinal weight for replicate 98	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU099	W2 BRR student longitudinal weight for replicate 99	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU100	W2 BRR student longitudinal weight for replicate 100	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU101	W2 BRR student longitudinal weight for replicate 101	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU102	W2 BRR student longitudinal weight for replicate 102	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU103	W2 BRR student longitudinal weight for replicate 103	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU104	W2 BRR student longitudinal weight for replicate 104	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU105	W2 BRR student longitudinal weight for replicate 105	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU106	W2 BRR student longitudinal weight for replicate 106	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU107	W2 BRR student longitudinal weight for replicate 107	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU108	W2 BRR student longitudinal weight for replicate 108	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU109	W2 BRR student longitudinal weight for replicate 109	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU110	W2 BRR student longitudinal weight for replicate 110	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU111	W2 BRR student longitudinal weight for replicate 111	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU112	W2 BRR student longitudinal weight for replicate 112	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU113	W2 BRR student longitudinal weight for replicate 113	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU114	W2 BRR student longitudinal weight for replicate 114	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU115	W2 BRR student longitudinal weight for replicate 115	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1STU116	W2 BRR student longitudinal weight for replicate 116	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU117	W2 BRR student longitudinal weight for replicate 117	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU118	W2 BRR student longitudinal weight for replicate 118	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU119	W2 BRR student longitudinal weight for replicate 119	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU120	W2 BRR student longitudinal weight for replicate 120	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU121	W2 BRR student longitudinal weight for replicate 121	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU122	W2 BRR student longitudinal weight for replicate 122	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU123	W2 BRR student longitudinal weight for replicate 123	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU124	W2 BRR student longitudinal weight for replicate 124	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU125	W2 BRR student longitudinal weight for replicate 125	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU126	W2 BRR student longitudinal weight for replicate 126	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU127	W2 BRR student longitudinal weight for replicate 127	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU128	W2 BRR student longitudinal weight for replicate 128	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU129	W2 BRR student longitudinal weight for replicate 129	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU130	W2 BRR student longitudinal weight for replicate 130	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU131	W2 BRR student longitudinal weight for replicate 131	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU132	W2 BRR student longitudinal weight for replicate 132	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU133	W2 BRR student longitudinal weight for replicate 133	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU134	W2 BRR student longitudinal weight for replicate 134	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU135	W2 BRR student longitudinal weight for replicate 135	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU136	W2 BRR student longitudinal weight for replicate 136	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU137	W2 BRR student longitudinal weight for replicate 137	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1STU138	W2 BRR student longitudinal weight for replicate 138	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU139	W2 BRR student longitudinal weight for replicate 139	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU140	W2 BRR student longitudinal weight for replicate 140	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU141	W2 BRR student longitudinal weight for replicate 141	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU142	W2 BRR student longitudinal weight for replicate 142	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU143	W2 BRR student longitudinal weight for replicate 143	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU144	W2 BRR student longitudinal weight for replicate 144	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU145	W2 BRR student longitudinal weight for replicate 145	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU146	W2 BRR student longitudinal weight for replicate 146	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU147	W2 BRR student longitudinal weight for replicate 147	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU148	W2 BRR student longitudinal weight for replicate 148	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU149	W2 BRR student longitudinal weight for replicate 149	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU150	W2 BRR student longitudinal weight for replicate 150	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU151	W2 BRR student longitudinal weight for replicate 151	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU152	W2 BRR student longitudinal weight for replicate 152	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU153	W2 BRR student longitudinal weight for replicate 153	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU154	W2 BRR student longitudinal weight for replicate 154	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU155	W2 BRR student longitudinal weight for replicate 155	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU156	W2 BRR student longitudinal weight for replicate 156	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU157	W2 BRR student longitudinal weight for replicate 157	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU158	W2 BRR student longitudinal weight for replicate 158	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU159	W2 BRR student longitudinal weight for replicate 159	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1STU160	W2 BRR student longitudinal weight for replicate 160	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU161	W2 BRR student longitudinal weight for replicate 161	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU162	W2 BRR student longitudinal weight for replicate 162	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU163	W2 BRR student longitudinal weight for replicate 163	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU164	W2 BRR student longitudinal weight for replicate 164	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU165	W2 BRR student longitudinal weight for replicate 165	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU166	W2 BRR student longitudinal weight for replicate 166	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU167	W2 BRR student longitudinal weight for replicate 167	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU168	W2 BRR student longitudinal weight for replicate 168	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU169	W2 BRR student longitudinal weight for replicate 169	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU170	W2 BRR student longitudinal weight for replicate 170	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU171	W2 BRR student longitudinal weight for replicate 171	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU172	W2 BRR student longitudinal weight for replicate 172	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU173	W2 BRR student longitudinal weight for replicate 173	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU174	W2 BRR student longitudinal weight for replicate 174	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU175	W2 BRR student longitudinal weight for replicate 175	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU176	W2 BRR student longitudinal weight for replicate 176	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU177	W2 BRR student longitudinal weight for replicate 177	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU178	W2 BRR student longitudinal weight for replicate 178	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU179	W2 BRR student longitudinal weight for replicate 179	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU180	W2 BRR student longitudinal weight for replicate 180	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU181	W2 BRR student longitudinal weight for replicate 181	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1STU182	W2 BRR student longitudinal weight for replicate 182	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU183	W2 BRR student longitudinal weight for replicate 183	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU184	W2 BRR student longitudinal weight for replicate 184	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU185	W2 BRR student longitudinal weight for replicate 185	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU186	W2 BRR student longitudinal weight for replicate 186	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU187	W2 BRR student longitudinal weight for replicate 187	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU188	W2 BRR student longitudinal weight for replicate 188	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU189	W2 BRR student longitudinal weight for replicate 189	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU190	W2 BRR student longitudinal weight for replicate 190	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU191	W2 BRR student longitudinal weight for replicate 191	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU192	W2 BRR student longitudinal weight for replicate 192	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU193	W2 BRR student longitudinal weight for replicate 193	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU194	W2 BRR student longitudinal weight for replicate 194	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU195	W2 BRR student longitudinal weight for replicate 195	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU196	W2 BRR student longitudinal weight for replicate 196	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU197	W2 BRR student longitudinal weight for replicate 197	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU198	W2 BRR student longitudinal weight for replicate 198	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU199	W2 BRR student longitudinal weight for replicate 199	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1STU200	W2 BRR student longitudinal weight for replicate 200	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT001	W2 BRR student household analytic weight for replicate 1	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT002	W2 BRR student household analytic weight for replicate 2	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT003	W2 BRR student household analytic weight for replicate 3	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2PARENT004	W2 BRR student household analytic weight for replicate 4	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT005	W2 BRR student household analytic weight for replicate 5	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT006	W2 BRR student household analytic weight for replicate 6	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT007	W2 BRR student household analytic weight for replicate 7	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT008	W2 BRR student household analytic weight for replicate 8	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT009	W2 BRR student household analytic weight for replicate 9	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT010	W2 BRR student household analytic weight for replicate 10	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT011	W2 BRR student household analytic weight for replicate 11	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT012	W2 BRR student household analytic weight for replicate 12	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT013	W2 BRR student household analytic weight for replicate 13	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT014	W2 BRR student household analytic weight for replicate 14	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT015	W2 BRR student household analytic weight for replicate 15	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT016	W2 BRR student household analytic weight for replicate 16	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT017	W2 BRR student household analytic weight for replicate 17	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT018	W2 BRR student household analytic weight for replicate 18	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT019	W2 BRR student household analytic weight for replicate 19	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT020	W2 BRR student household analytic weight for replicate 20	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT021	W2 BRR student household analytic weight for replicate 21	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT022	W2 BRR student household analytic weight for replicate 22	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT023	W2 BRR student household analytic weight for replicate 23	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT024	W2 BRR student household analytic weight for replicate 24	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT025	W2 BRR student household analytic weight for replicate 25	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2PARENT026	W2 BRR student household analytic weight for replicate 26	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT027	W2 BRR student household analytic weight for replicate 27	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT028	W2 BRR student household analytic weight for replicate 28	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT029	W2 BRR student household analytic weight for replicate 29	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT030	W2 BRR student household analytic weight for replicate 30	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT031	W2 BRR student household analytic weight for replicate 31	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT032	W2 BRR student household analytic weight for replicate 32	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT033	W2 BRR student household analytic weight for replicate 33	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT034	W2 BRR student household analytic weight for replicate 34	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT035	W2 BRR student household analytic weight for replicate 35	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT036	W2 BRR student household analytic weight for replicate 36	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT037	W2 BRR student household analytic weight for replicate 37	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT038	W2 BRR student household analytic weight for replicate 38	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT039	W2 BRR student household analytic weight for replicate 39	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT040	W2 BRR student household analytic weight for replicate 40	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT041	W2 BRR student household analytic weight for replicate 41	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT042	W2 BRR student household analytic weight for replicate 42	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT043	W2 BRR student household analytic weight for replicate 43	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT044	W2 BRR student household analytic weight for replicate 44	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT045	W2 BRR student household analytic weight for replicate 45	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT046	W2 BRR student household analytic weight for replicate 46	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT047	W2 BRR student household analytic weight for replicate 47	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2PARENT048	W2 BRR student household analytic weight for replicate 48	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT049	W2 BRR student household analytic weight for replicate 49	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT050	W2 BRR student household analytic weight for replicate 50	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT051	W2 BRR student household analytic weight for replicate 51	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT052	W2 BRR student household analytic weight for replicate 52	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT053	W2 BRR student household analytic weight for replicate 53	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT054	W2 BRR student household analytic weight for replicate 54	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT055	W2 BRR student household analytic weight for replicate 55	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT056	W2 BRR student household analytic weight for replicate 56	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT057	W2 BRR student household analytic weight for replicate 57	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT058	W2 BRR student household analytic weight for replicate 58	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT059	W2 BRR student household analytic weight for replicate 59	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT060	W2 BRR student household analytic weight for replicate 60	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT061	W2 BRR student household analytic weight for replicate 61	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT062	W2 BRR student household analytic weight for replicate 62	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT063	W2 BRR student household analytic weight for replicate 63	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT064	W2 BRR student household analytic weight for replicate 64	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT065	W2 BRR student household analytic weight for replicate 65	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT066	W2 BRR student household analytic weight for replicate 66	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT067	W2 BRR student household analytic weight for replicate 67	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT068	W2 BRR student household analytic weight for replicate 68	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT069	W2 BRR student household analytic weight for replicate 69	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2PARENT070	W2 BRR student household analytic weight for replicate 70	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT071	W2 BRR student household analytic weight for replicate 71	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT072	W2 BRR student household analytic weight for replicate 72	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT073	W2 BRR student household analytic weight for replicate 73	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT074	W2 BRR student household analytic weight for replicate 74	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT075	W2 BRR student household analytic weight for replicate 75	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT076	W2 BRR student household analytic weight for replicate 76	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT077	W2 BRR student household analytic weight for replicate 77	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT078	W2 BRR student household analytic weight for replicate 78	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT079	W2 BRR student household analytic weight for replicate 79	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT080	W2 BRR student household analytic weight for replicate 80	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT081	W2 BRR student household analytic weight for replicate 81	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT082	W2 BRR student household analytic weight for replicate 82	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT083	W2 BRR student household analytic weight for replicate 83	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT084	W2 BRR student household analytic weight for replicate 84	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT085	W2 BRR student household analytic weight for replicate 85	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT086	W2 BRR student household analytic weight for replicate 86	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT087	W2 BRR student household analytic weight for replicate 87	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT088	W2 BRR student household analytic weight for replicate 88	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT089	W2 BRR student household analytic weight for replicate 89	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT090	W2 BRR student household analytic weight for replicate 90	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT091	W2 BRR student household analytic weight for replicate 91	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2PARENT092	W2 BRR student household analytic weight for replicate 92	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT093	W2 BRR student household analytic weight for replicate 93	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT094	W2 BRR student household analytic weight for replicate 94	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT095	W2 BRR student household analytic weight for replicate 95	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT096	W2 BRR student household analytic weight for replicate 96	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT097	W2 BRR student household analytic weight for replicate 97	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT098	W2 BRR student household analytic weight for replicate 98	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT099	W2 BRR student household analytic weight for replicate 99	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT100	W2 BRR student household analytic weight for replicate 100	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT101	W2 BRR student household analytic weight for replicate 101	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT102	W2 BRR student household analytic weight for replicate 102	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT103	W2 BRR student household analytic weight for replicate 103	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT104	W2 BRR student household analytic weight for replicate 104	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT105	W2 BRR student household analytic weight for replicate 105	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT106	W2 BRR student household analytic weight for replicate 106	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT107	W2 BRR student household analytic weight for replicate 107	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT108	W2 BRR student household analytic weight for replicate 108	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT109	W2 BRR student household analytic weight for replicate 109	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT110	W2 BRR student household analytic weight for replicate 110	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT111	W2 BRR student household analytic weight for replicate 111	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT112	W2 BRR student household analytic weight for replicate 112	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT113	W2 BRR student household analytic weight for replicate 113	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2PARENT114	W2 BRR student household analytic weight for replicate 114	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT115	W2 BRR student household analytic weight for replicate 115	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT116	W2 BRR student household analytic weight for replicate 116	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT117	W2 BRR student household analytic weight for replicate 117	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT118	W2 BRR student household analytic weight for replicate 118	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT119	W2 BRR student household analytic weight for replicate 119	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT120	W2 BRR student household analytic weight for replicate 120	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT121	W2 BRR student household analytic weight for replicate 121	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT122	W2 BRR student household analytic weight for replicate 122	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT123	W2 BRR student household analytic weight for replicate 123	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT124	W2 BRR student household analytic weight for replicate 124	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT125	W2 BRR student household analytic weight for replicate 125	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT126	W2 BRR student household analytic weight for replicate 126	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT127	W2 BRR student household analytic weight for replicate 127	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT128	W2 BRR student household analytic weight for replicate 128	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT129	W2 BRR student household analytic weight for replicate 129	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT130	W2 BRR student household analytic weight for replicate 130	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT131	W2 BRR student household analytic weight for replicate 131	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT132	W2 BRR student household analytic weight for replicate 132	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT133	W2 BRR student household analytic weight for replicate 133	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT134	W2 BRR student household analytic weight for replicate 134	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT135	W2 BRR student household analytic weight for replicate 135	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2PARENT136	W2 BRR student household analytic weight for replicate 136	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT137	W2 BRR student household analytic weight for replicate 137	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT138	W2 BRR student household analytic weight for replicate 138	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT139	W2 BRR student household analytic weight for replicate 139	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT140	W2 BRR student household analytic weight for replicate 140	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT141	W2 BRR student household analytic weight for replicate 141	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT142	W2 BRR student household analytic weight for replicate 142	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT143	W2 BRR student household analytic weight for replicate 143	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT144	W2 BRR student household analytic weight for replicate 144	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT145	W2 BRR student household analytic weight for replicate 145	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT146	W2 BRR student household analytic weight for replicate 146	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT147	W2 BRR student household analytic weight for replicate 147	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT148	W2 BRR student household analytic weight for replicate 148	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT149	W2 BRR student household analytic weight for replicate 149	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT150	W2 BRR student household analytic weight for replicate 150	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT151	W2 BRR student household analytic weight for replicate 151	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT152	W2 BRR student household analytic weight for replicate 152	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT153	W2 BRR student household analytic weight for replicate 153	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT154	W2 BRR student household analytic weight for replicate 154	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT155	W2 BRR student household analytic weight for replicate 155	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT156	W2 BRR student household analytic weight for replicate 156	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT157	W2 BRR student household analytic weight for replicate 157	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2PARENT158	W2 BRR student household analytic weight for replicate 158	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT159	W2 BRR student household analytic weight for replicate 159	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT160	W2 BRR student household analytic weight for replicate 160	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT161	W2 BRR student household analytic weight for replicate 161	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT162	W2 BRR student household analytic weight for replicate 162	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT163	W2 BRR student household analytic weight for replicate 163	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT164	W2 BRR student household analytic weight for replicate 164	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT165	W2 BRR student household analytic weight for replicate 165	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT166	W2 BRR student household analytic weight for replicate 166	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT167	W2 BRR student household analytic weight for replicate 167	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT168	W2 BRR student household analytic weight for replicate 168	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT169	W2 BRR student household analytic weight for replicate 169	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT170	W2 BRR student household analytic weight for replicate 170	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT171	W2 BRR student household analytic weight for replicate 171	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT172	W2 BRR student household analytic weight for replicate 172	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT173	W2 BRR student household analytic weight for replicate 173	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT174	W2 BRR student household analytic weight for replicate 174	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT175	W2 BRR student household analytic weight for replicate 175	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT176	W2 BRR student household analytic weight for replicate 176	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT177	W2 BRR student household analytic weight for replicate 177	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT178	W2 BRR student household analytic weight for replicate 178	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT179	W2 BRR student household analytic weight for replicate 179	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2PARENT180	W2 BRR student household analytic weight for replicate 180	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT181	W2 BRR student household analytic weight for replicate 181	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT182	W2 BRR student household analytic weight for replicate 182	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT183	W2 BRR student household analytic weight for replicate 183	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT184	W2 BRR student household analytic weight for replicate 184	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT185	W2 BRR student household analytic weight for replicate 185	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT186	W2 BRR student household analytic weight for replicate 186	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT187	W2 BRR student household analytic weight for replicate 187	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT188	W2 BRR student household analytic weight for replicate 188	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT189	W2 BRR student household analytic weight for replicate 189	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT190	W2 BRR student household analytic weight for replicate 190	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT191	W2 BRR student household analytic weight for replicate 191	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT192	W2 BRR student household analytic weight for replicate 192	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT193	W2 BRR student household analytic weight for replicate 193	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT194	W2 BRR student household analytic weight for replicate 194	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT195	W2 BRR student household analytic weight for replicate 195	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT196	W2 BRR student household analytic weight for replicate 196	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT197	W2 BRR student household analytic weight for replicate 197	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT198	W2 BRR student household analytic weight for replicate 198	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT199	W2 BRR student household analytic weight for replicate 199	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2PARENT200	W2 BRR student household analytic weight for replicate 200	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR001	W2 BRR student household longitudinal weight for replicate 1	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR002	W2 BRR student household longitudinal weight for replicate 2	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR003	W2 BRR student household longitudinal weight for replicate 3	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR004	W2 BRR student household longitudinal weight for replicate 4	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR005	W2 BRR student household longitudinal weight for replicate 5	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR006	W2 BRR student household longitudinal weight for replicate 6	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR007	W2 BRR student household longitudinal weight for replicate 7	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR008	W2 BRR student household longitudinal weight for replicate 8	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR009	W2 BRR student household longitudinal weight for replicate 9	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR010	W2 BRR student household longitudinal weight for replicate 10	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR011	W2 BRR student household longitudinal weight for replicate 11	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR012	W2 BRR student household longitudinal weight for replicate 12	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR013	W2 BRR student household longitudinal weight for replicate 13	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR014	W2 BRR student household longitudinal weight for replicate 14	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR015	W2 BRR student household longitudinal weight for replicate 15	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR016	W2 BRR student household longitudinal weight for replicate 16	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR017	W2 BRR student household longitudinal weight for replicate 17	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR018	W2 BRR student household longitudinal weight for replicate 18	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR019	W2 BRR student household longitudinal weight for replicate 19	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR020	W2 BRR student household longitudinal weight for replicate 20	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR021	W2 BRR student household longitudinal weight for replicate 21	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR022	W2 BRR student household longitudinal weight for replicate 22	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR023	W2 BRR student household longitudinal weight for replicate 23	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR024	W2 BRR student household longitudinal weight for replicate 24	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR025	W2 BRR student household longitudinal weight for replicate 25	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR026	W2 BRR student household longitudinal weight for replicate 26	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR027	W2 BRR student household longitudinal weight for replicate 27	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR028	W2 BRR student household longitudinal weight for replicate 28	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR029	W2 BRR student household longitudinal weight for replicate 29	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR030	W2 BRR student household longitudinal weight for replicate 30	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR031	W2 BRR student household longitudinal weight for replicate 31	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR032	W2 BRR student household longitudinal weight for replicate 32	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR033	W2 BRR student household longitudinal weight for replicate 33	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR034	W2 BRR student household longitudinal weight for replicate 34	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR035	W2 BRR student household longitudinal weight for replicate 35	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR036	W2 BRR student household longitudinal weight for replicate 36	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR037	W2 BRR student household longitudinal weight for replicate 37	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR038	W2 BRR student household longitudinal weight for replicate 38	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR039	W2 BRR student household longitudinal weight for replicate 39	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR040	W2 BRR student household longitudinal weight for replicate 40	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR041	W2 BRR student household longitudinal weight for replicate 41	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR042	W2 BRR student household longitudinal weight for replicate 42	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR043	W2 BRR student household longitudinal weight for replicate 43	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR044	W2 BRR student household longitudinal weight for replicate 44	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR045	W2 BRR student household longitudinal weight for replicate 45	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR046	W2 BRR student household longitudinal weight for replicate 46	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR047	W2 BRR student household longitudinal weight for replicate 47	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR048	W2 BRR student household longitudinal weight for replicate 48	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR049	W2 BRR student household longitudinal weight for replicate 49	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR050	W2 BRR student household longitudinal weight for replicate 50	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR051	W2 BRR student household longitudinal weight for replicate 51	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR052	W2 BRR student household longitudinal weight for replicate 52	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR053	W2 BRR student household longitudinal weight for replicate 53	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR054	W2 BRR student household longitudinal weight for replicate 54	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR055	W2 BRR student household longitudinal weight for replicate 55	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR056	W2 BRR student household longitudinal weight for replicate 56	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR057	W2 BRR student household longitudinal weight for replicate 57	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR058	W2 BRR student household longitudinal weight for replicate 58	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR059	W2 BRR student household longitudinal weight for replicate 59	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR060	W2 BRR student household longitudinal weight for replicate 60	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR061	W2 BRR student household longitudinal weight for replicate 61	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR062	W2 BRR student household longitudinal weight for replicate 62	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR063	W2 BRR student household longitudinal weight for replicate 63	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR064	W2 BRR student household longitudinal weight for replicate 64	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR065	W2 BRR student household longitudinal weight for replicate 65	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR066	W2 BRR student household longitudinal weight for replicate 66	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR067	W2 BRR student household longitudinal weight for replicate 67	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR068	W2 BRR student household longitudinal weight for replicate 68	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR069	W2 BRR student household longitudinal weight for replicate 69	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR070	W2 BRR student household longitudinal weight for replicate 70	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR071	W2 BRR student household longitudinal weight for replicate 71	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR072	W2 BRR student household longitudinal weight for replicate 72	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR073	W2 BRR student household longitudinal weight for replicate 73	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR074	W2 BRR student household longitudinal weight for replicate 74	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR075	W2 BRR student household longitudinal weight for replicate 75	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR076	W2 BRR student household longitudinal weight for replicate 76	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR077	W2 BRR student household longitudinal weight for replicate 77	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR078	W2 BRR student household longitudinal weight for replicate 78	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR079	W2 BRR student household longitudinal weight for replicate 79	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR080	W2 BRR student household longitudinal weight for replicate 80	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR081	W2 BRR student household longitudinal weight for replicate 81	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR082	W2 BRR student household longitudinal weight for replicate 82	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR083	W2 BRR student household longitudinal weight for replicate 83	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR084	W2 BRR student household longitudinal weight for replicate 84	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR085	W2 BRR student household longitudinal weight for replicate 85	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR086	W2 BRR student household longitudinal weight for replicate 86	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR087	W2 BRR student household longitudinal weight for replicate 87	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR088	W2 BRR student household longitudinal weight for replicate 88	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR089	W2 BRR student household longitudinal weight for replicate 89	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR090	W2 BRR student household longitudinal weight for replicate 90	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR091	W2 BRR student household longitudinal weight for replicate 91	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR092	W2 BRR student household longitudinal weight for replicate 92	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR093	W2 BRR student household longitudinal weight for replicate 93	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR094	W2 BRR student household longitudinal weight for replicate 94	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR095	W2 BRR student household longitudinal weight for replicate 95	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR096	W2 BRR student household longitudinal weight for replicate 96	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR097	W2 BRR student household longitudinal weight for replicate 97	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR098	W2 BRR student household longitudinal weight for replicate 98	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR099	W2 BRR student household longitudinal weight for replicate 99	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR100	W2 BRR student household longitudinal weight for replicate 100	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR101	W2 BRR student household longitudinal weight for replicate 101	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR102	W2 BRR student household longitudinal weight for replicate 102	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR103	W2 BRR student household longitudinal weight for replicate 103	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR104	W2 BRR student household longitudinal weight for replicate 104	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR105	W2 BRR student household longitudinal weight for replicate 105	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR106	W2 BRR student household longitudinal weight for replicate 106	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR107	W2 BRR student household longitudinal weight for replicate 107	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR108	W2 BRR student household longitudinal weight for replicate 108	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR109	W2 BRR student household longitudinal weight for replicate 109	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR110	W2 BRR student household longitudinal weight for replicate 110	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR111	W2 BRR student household longitudinal weight for replicate 111	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR112	W2 BRR student household longitudinal weight for replicate 112	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR113	W2 BRR student household longitudinal weight for replicate 113	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR114	W2 BRR student household longitudinal weight for replicate 114	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR115	W2 BRR student household longitudinal weight for replicate 115	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR116	W2 BRR student household longitudinal weight for replicate 116	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR117	W2 BRR student household longitudinal weight for replicate 117	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR118	W2 BRR student household longitudinal weight for replicate 118	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR119	W2 BRR student household longitudinal weight for replicate 119	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR120	W2 BRR student household longitudinal weight for replicate 120	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR121	W2 BRR student household longitudinal weight for replicate 121	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR122	W2 BRR student household longitudinal weight for replicate 122	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR123	W2 BRR student household longitudinal weight for replicate 123	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR124	W2 BRR student household longitudinal weight for replicate 124	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR125	W2 BRR student household longitudinal weight for replicate 125	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR126	W2 BRR student household longitudinal weight for replicate 126	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR127	W2 BRR student household longitudinal weight for replicate 127	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR128	W2 BRR student household longitudinal weight for replicate 128	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR129	W2 BRR student household longitudinal weight for replicate 129	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR130	W2 BRR student household longitudinal weight for replicate 130	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR131	W2 BRR student household longitudinal weight for replicate 131	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR132	W2 BRR student household longitudinal weight for replicate 132	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR133	W2 BRR student household longitudinal weight for replicate 133	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR134	W2 BRR student household longitudinal weight for replicate 134	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR135	W2 BRR student household longitudinal weight for replicate 135	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR136	W2 BRR student household longitudinal weight for replicate 136	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR137	W2 BRR student household longitudinal weight for replicate 137	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR138	W2 BRR student household longitudinal weight for replicate 138	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR139	W2 BRR student household longitudinal weight for replicate 139	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR140	W2 BRR student household longitudinal weight for replicate 140	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR141	W2 BRR student household longitudinal weight for replicate 141	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR142	W2 BRR student household longitudinal weight for replicate 142	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR143	W2 BRR student household longitudinal weight for replicate 143	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR144	W2 BRR student household longitudinal weight for replicate 144	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR145	W2 BRR student household longitudinal weight for replicate 145	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR146	W2 BRR student household longitudinal weight for replicate 146	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR147	W2 BRR student household longitudinal weight for replicate 147	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR148	W2 BRR student household longitudinal weight for replicate 148	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR149	W2 BRR student household longitudinal weight for replicate 149	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR150	W2 BRR student household longitudinal weight for replicate 150	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR151	W2 BRR student household longitudinal weight for replicate 151	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR152	W2 BRR student household longitudinal weight for replicate 152	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR153	W2 BRR student household longitudinal weight for replicate 153	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR154	W2 BRR student household longitudinal weight for replicate 154	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR155	W2 BRR student household longitudinal weight for replicate 155	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR156	W2 BRR student household longitudinal weight for replicate 156	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR157	W2 BRR student household longitudinal weight for replicate 157	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR158	W2 BRR student household longitudinal weight for replicate 158	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR159	W2 BRR student household longitudinal weight for replicate 159	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR160	W2 BRR student household longitudinal weight for replicate 160	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR161	W2 BRR student household longitudinal weight for replicate 161	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR162	W2 BRR student household longitudinal weight for replicate 162	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR163	W2 BRR student household longitudinal weight for replicate 163	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR164	W2 BRR student household longitudinal weight for replicate 164	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR165	W2 BRR student household longitudinal weight for replicate 165	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR166	W2 BRR student household longitudinal weight for replicate 166	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR167	W2 BRR student household longitudinal weight for replicate 167	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR168	W2 BRR student household longitudinal weight for replicate 168	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR169	W2 BRR student household longitudinal weight for replicate 169	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR170	W2 BRR student household longitudinal weight for replicate 170	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR171	W2 BRR student household longitudinal weight for replicate 171	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR172	W2 BRR student household longitudinal weight for replicate 172	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR173	W2 BRR student household longitudinal weight for replicate 173	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR174	W2 BRR student household longitudinal weight for replicate 174	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR175	W2 BRR student household longitudinal weight for replicate 175	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR176	W2 BRR student household longitudinal weight for replicate 176	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR177	W2 BRR student household longitudinal weight for replicate 177	F1 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR178	W2 BRR student household longitudinal weight for replicate 178	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR179	W2 BRR student household longitudinal weight for replicate 179	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR180	W2 BRR student household longitudinal weight for replicate 180	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR181	W2 BRR student household longitudinal weight for replicate 181	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR182	W2 BRR student household longitudinal weight for replicate 182	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR183	W2 BRR student household longitudinal weight for replicate 183	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR184	W2 BRR student household longitudinal weight for replicate 184	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR185	W2 BRR student household longitudinal weight for replicate 185	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR186	W2 BRR student household longitudinal weight for replicate 186	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR187	W2 BRR student household longitudinal weight for replicate 187	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR188	W2 BRR student household longitudinal weight for replicate 188	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR189	W2 BRR student household longitudinal weight for replicate 189	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR190	W2 BRR student household longitudinal weight for replicate 190	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR191	W2 BRR student household longitudinal weight for replicate 191	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR192	W2 BRR student household longitudinal weight for replicate 192	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR193	W2 BRR student household longitudinal weight for replicate 193	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR194	W2 BRR student household longitudinal weight for replicate 194	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR195	W2 BRR student household longitudinal weight for replicate 195	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR196	W2 BRR student household longitudinal weight for replicate 196	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR197	W2 BRR student household longitudinal weight for replicate 197	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR198	W2 BRR student household longitudinal weight for replicate 198	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W2W1PAR199	W2 BRR student household longitudinal weight for replicate 199	F1 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W2W1PAR200	W2 BRR student household longitudinal weight for replicate 200	F1 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT001	W3 W3STUDENT BRR Weight for Replicate 1	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT002	W3 W3STUDENT BRR Weight for Replicate 2	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT003	W3 W3STUDENT BRR Weight for Replicate 3	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT004	W3 W3STUDENT BRR Weight for Replicate 4	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT005	W3 W3STUDENT BRR Weight for Replicate 5	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT006	W3 W3STUDENT BRR Weight for Replicate 6	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT007	W3 W3STUDENT BRR Weight for Replicate 7	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT008	W3 W3STUDENT BRR Weight for Replicate 8	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT009	W3 W3STUDENT BRR Weight for Replicate 9	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT010	W3 W3STUDENT BRR Weight for Replicate 10	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT011	W3 W3STUDENT BRR Weight for Replicate 11	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT012	W3 W3STUDENT BRR Weight for Replicate 12	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT013	W3 W3STUDENT BRR Weight for Replicate 13	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT014	W3 W3STUDENT BRR Weight for Replicate 14	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT015	W3 W3STUDENT BRR Weight for Replicate 15	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT016	W3 W3STUDENT BRR Weight for Replicate 16	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT017	W3 W3STUDENT BRR Weight for Replicate 17	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT018	W3 W3STUDENT BRR Weight for Replicate 18	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT019	W3 W3STUDENT BRR Weight for Replicate 19	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT020	W3 W3STUDENT BRR Weight for Replicate 20	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT021	W3 W3STUDENT BRR Weight for Replicate 21	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENT022	W3 W3STUDENT BRR Weight for Replicate 22	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT023	W3 W3STUDENT BRR Weight for Replicate 23	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT024	W3 W3STUDENT BRR Weight for Replicate 24	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT025	W3 W3STUDENT BRR Weight for Replicate 25	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT026	W3 W3STUDENT BRR Weight for Replicate 26	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT027	W3 W3STUDENT BRR Weight for Replicate 27	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT028	W3 W3STUDENT BRR Weight for Replicate 28	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT029	W3 W3STUDENT BRR Weight for Replicate 29	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT030	W3 W3STUDENT BRR Weight for Replicate 30	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT031	W3 W3STUDENT BRR Weight for Replicate 31	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT032	W3 W3STUDENT BRR Weight for Replicate 32	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT033	W3 W3STUDENT BRR Weight for Replicate 33	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT034	W3 W3STUDENT BRR Weight for Replicate 34	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT035	W3 W3STUDENT BRR Weight for Replicate 35	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT036	W3 W3STUDENT BRR Weight for Replicate 36	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT037	W3 W3STUDENT BRR Weight for Replicate 37	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT038	W3 W3STUDENT BRR Weight for Replicate 38	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT039	W3 W3STUDENT BRR Weight for Replicate 39	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT040	W3 W3STUDENT BRR Weight for Replicate 40	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT041	W3 W3STUDENT BRR Weight for Replicate 41	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT042	W3 W3STUDENT BRR Weight for Replicate 42	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT043	W3 W3STUDENT BRR Weight for Replicate 43	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENT044	W3 W3STUDENT BRR Weight for Replicate 44	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT045	W3 W3STUDENT BRR Weight for Replicate 45	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT046	W3 W3STUDENT BRR Weight for Replicate 46	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT047	W3 W3STUDENT BRR Weight for Replicate 47	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT048	W3 W3STUDENT BRR Weight for Replicate 48	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT049	W3 W3STUDENT BRR Weight for Replicate 49	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT050	W3 W3STUDENT BRR Weight for Replicate 50	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT051	W3 W3STUDENT BRR Weight for Replicate 51	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT052	W3 W3STUDENT BRR Weight for Replicate 52	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT053	W3 W3STUDENT BRR Weight for Replicate 53	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT054	W3 W3STUDENT BRR Weight for Replicate 54	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT055	W3 W3STUDENT BRR Weight for Replicate 55	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT056	W3 W3STUDENT BRR Weight for Replicate 56	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT057	W3 W3STUDENT BRR Weight for Replicate 57	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT058	W3 W3STUDENT BRR Weight for Replicate 58	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT059	W3 W3STUDENT BRR Weight for Replicate 59	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT060	W3 W3STUDENT BRR Weight for Replicate 60	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT061	W3 W3STUDENT BRR Weight for Replicate 61	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT062	W3 W3STUDENT BRR Weight for Replicate 62	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT063	W3 W3STUDENT BRR Weight for Replicate 63	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT064	W3 W3STUDENT BRR Weight for Replicate 64	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT065	W3 W3STUDENT BRR Weight for Replicate 65	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENT066	W3 W3STUDENT BRR Weight for Replicate 66	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT067	W3 W3STUDENT BRR Weight for Replicate 67	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT068	W3 W3STUDENT BRR Weight for Replicate 68	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT069	W3 W3STUDENT BRR Weight for Replicate 69	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT070	W3 W3STUDENT BRR Weight for Replicate 70	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT071	W3 W3STUDENT BRR Weight for Replicate 71	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT072	W3 W3STUDENT BRR Weight for Replicate 72	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT073	W3 W3STUDENT BRR Weight for Replicate 73	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT074	W3 W3STUDENT BRR Weight for Replicate 74	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT075	W3 W3STUDENT BRR Weight for Replicate 75	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT076	W3 W3STUDENT BRR Weight for Replicate 76	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT077	W3 W3STUDENT BRR Weight for Replicate 77	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT078	W3 W3STUDENT BRR Weight for Replicate 78	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT079	W3 W3STUDENT BRR Weight for Replicate 79	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT080	W3 W3STUDENT BRR Weight for Replicate 80	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT081	W3 W3STUDENT BRR Weight for Replicate 81	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT082	W3 W3STUDENT BRR Weight for Replicate 82	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT083	W3 W3STUDENT BRR Weight for Replicate 83	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT084	W3 W3STUDENT BRR Weight for Replicate 84	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT085	W3 W3STUDENT BRR Weight for Replicate 85	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT086	W3 W3STUDENT BRR Weight for Replicate 86	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT087	W3 W3STUDENT BRR Weight for Replicate 87	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENT088	W3 W3STUDENT BRR Weight for Replicate 88	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT089	W3 W3STUDENT BRR Weight for Replicate 89	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT090	W3 W3STUDENT BRR Weight for Replicate 90	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT091	W3 W3STUDENT BRR Weight for Replicate 91	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT092	W3 W3STUDENT BRR Weight for Replicate 92	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT093	W3 W3STUDENT BRR Weight for Replicate 93	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT094	W3 W3STUDENT BRR Weight for Replicate 94	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT095	W3 W3STUDENT BRR Weight for Replicate 95	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT096	W3 W3STUDENT BRR Weight for Replicate 96	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT097	W3 W3STUDENT BRR Weight for Replicate 97	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT098	W3 W3STUDENT BRR Weight for Replicate 98	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT099	W3 W3STUDENT BRR Weight for Replicate 99	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT100	W3 W3STUDENT BRR Weight for Replicate 100	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT101	W3 W3STUDENT BRR Weight for Replicate 101	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT102	W3 W3STUDENT BRR Weight for Replicate 102	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT103	W3 W3STUDENT BRR Weight for Replicate 103	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT104	W3 W3STUDENT BRR Weight for Replicate 104	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT105	W3 W3STUDENT BRR Weight for Replicate 105	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT106	W3 W3STUDENT BRR Weight for Replicate 106	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT107	W3 W3STUDENT BRR Weight for Replicate 107	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT108	W3 W3STUDENT BRR Weight for Replicate 108	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT109	W3 W3STUDENT BRR Weight for Replicate 109	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENT110	W3 W3STUDENT BRR Weight for Replicate 110	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT111	W3 W3STUDENT BRR Weight for Replicate 111	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT112	W3 W3STUDENT BRR Weight for Replicate 112	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT113	W3 W3STUDENT BRR Weight for Replicate 113	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT114	W3 W3STUDENT BRR Weight for Replicate 114	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT115	W3 W3STUDENT BRR Weight for Replicate 115	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT116	W3 W3STUDENT BRR Weight for Replicate 116	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT117	W3 W3STUDENT BRR Weight for Replicate 117	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT118	W3 W3STUDENT BRR Weight for Replicate 118	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT119	W3 W3STUDENT BRR Weight for Replicate 119	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT120	W3 W3STUDENT BRR Weight for Replicate 120	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT121	W3 W3STUDENT BRR Weight for Replicate 121	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT122	W3 W3STUDENT BRR Weight for Replicate 122	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT123	W3 W3STUDENT BRR Weight for Replicate 123	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT124	W3 W3STUDENT BRR Weight for Replicate 124	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT125	W3 W3STUDENT BRR Weight for Replicate 125	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT126	W3 W3STUDENT BRR Weight for Replicate 126	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT127	W3 W3STUDENT BRR Weight for Replicate 127	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT128	W3 W3STUDENT BRR Weight for Replicate 128	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT129	W3 W3STUDENT BRR Weight for Replicate 129	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT130	W3 W3STUDENT BRR Weight for Replicate 130	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT131	W3 W3STUDENT BRR Weight for Replicate 131	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENT132	W3 W3STUDENT BRR Weight for Replicate 132	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT133	W3 W3STUDENT BRR Weight for Replicate 133	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT134	W3 W3STUDENT BRR Weight for Replicate 134	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT135	W3 W3STUDENT BRR Weight for Replicate 135	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT136	W3 W3STUDENT BRR Weight for Replicate 136	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT137	W3 W3STUDENT BRR Weight for Replicate 137	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT138	W3 W3STUDENT BRR Weight for Replicate 138	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT139	W3 W3STUDENT BRR Weight for Replicate 139	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT140	W3 W3STUDENT BRR Weight for Replicate 140	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT141	W3 W3STUDENT BRR Weight for Replicate 141	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT142	W3 W3STUDENT BRR Weight for Replicate 142	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT143	W3 W3STUDENT BRR Weight for Replicate 143	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT144	W3 W3STUDENT BRR Weight for Replicate 144	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT145	W3 W3STUDENT BRR Weight for Replicate 145	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT146	W3 W3STUDENT BRR Weight for Replicate 146	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT147	W3 W3STUDENT BRR Weight for Replicate 147	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT148	W3 W3STUDENT BRR Weight for Replicate 148	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT149	W3 W3STUDENT BRR Weight for Replicate 149	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT150	W3 W3STUDENT BRR Weight for Replicate 150	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT151	W3 W3STUDENT BRR Weight for Replicate 151	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT152	W3 W3STUDENT BRR Weight for Replicate 152	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT153	W3 W3STUDENT BRR Weight for Replicate 153	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENT154	W3 W3STUDENT BRR Weight for Replicate 154	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT155	W3 W3STUDENT BRR Weight for Replicate 155	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT156	W3 W3STUDENT BRR Weight for Replicate 156	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT157	W3 W3STUDENT BRR Weight for Replicate 157	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT158	W3 W3STUDENT BRR Weight for Replicate 158	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT159	W3 W3STUDENT BRR Weight for Replicate 159	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT160	W3 W3STUDENT BRR Weight for Replicate 160	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT161	W3 W3STUDENT BRR Weight for Replicate 161	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT162	W3 W3STUDENT BRR Weight for Replicate 162	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT163	W3 W3STUDENT BRR Weight for Replicate 163	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT164	W3 W3STUDENT BRR Weight for Replicate 164	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT165	W3 W3STUDENT BRR Weight for Replicate 165	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT166	W3 W3STUDENT BRR Weight for Replicate 166	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT167	W3 W3STUDENT BRR Weight for Replicate 167	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT168	W3 W3STUDENT BRR Weight for Replicate 168	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT169	W3 W3STUDENT BRR Weight for Replicate 169	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT170	W3 W3STUDENT BRR Weight for Replicate 170	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT171	W3 W3STUDENT BRR Weight for Replicate 171	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT172	W3 W3STUDENT BRR Weight for Replicate 172	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT173	W3 W3STUDENT BRR Weight for Replicate 173	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT174	W3 W3STUDENT BRR Weight for Replicate 174	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT175	W3 W3STUDENT BRR Weight for Replicate 175	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENT176	W3 W3STUDENT BRR Weight for Replicate 176	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT177	W3 W3STUDENT BRR Weight for Replicate 177	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT178	W3 W3STUDENT BRR Weight for Replicate 178	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT179	W3 W3STUDENT BRR Weight for Replicate 179	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT180	W3 W3STUDENT BRR Weight for Replicate 180	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT181	W3 W3STUDENT BRR Weight for Replicate 181	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT182	W3 W3STUDENT BRR Weight for Replicate 182	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT183	W3 W3STUDENT BRR Weight for Replicate 183	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT184	W3 W3STUDENT BRR Weight for Replicate 184	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT185	W3 W3STUDENT BRR Weight for Replicate 185	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT186	W3 W3STUDENT BRR Weight for Replicate 186	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT187	W3 W3STUDENT BRR Weight for Replicate 187	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT188	W3 W3STUDENT BRR Weight for Replicate 188	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT189	W3 W3STUDENT BRR Weight for Replicate 189	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT190	W3 W3STUDENT BRR Weight for Replicate 190	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT191	W3 W3STUDENT BRR Weight for Replicate 191	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT192	W3 W3STUDENT BRR Weight for Replicate 192	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT193	W3 W3STUDENT BRR Weight for Replicate 193	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT194	W3 W3STUDENT BRR Weight for Replicate 194	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT195	W3 W3STUDENT BRR Weight for Replicate 195	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT196	W3 W3STUDENT BRR Weight for Replicate 196	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT197	W3 W3STUDENT BRR Weight for Replicate 197	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENT198	W3 W3STUDENT BRR Weight for Replicate 198	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT199	W3 W3STUDENT BRR Weight for Replicate 199	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3STUDENT200	W3 W3STUDENT BRR Weight for Replicate 200	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU001	W3 W3W1STU BRR Weight for Replicate 1	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU002	W3 W3W1STU BRR Weight for Replicate 2	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU003	W3 W3W1STU BRR Weight for Replicate 3	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU004	W3 W3W1STU BRR Weight for Replicate 4	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU005	W3 W3W1STU BRR Weight for Replicate 5	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU006	W3 W3W1STU BRR Weight for Replicate 6	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU007	W3 W3W1STU BRR Weight for Replicate 7	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU008	W3 W3W1STU BRR Weight for Replicate 8	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU009	W3 W3W1STU BRR Weight for Replicate 9	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU010	W3 W3W1STU BRR Weight for Replicate 10	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU011	W3 W3W1STU BRR Weight for Replicate 11	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU012	W3 W3W1STU BRR Weight for Replicate 12	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU013	W3 W3W1STU BRR Weight for Replicate 13	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU014	W3 W3W1STU BRR Weight for Replicate 14	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU015	W3 W3W1STU BRR Weight for Replicate 15	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU016	W3 W3W1STU BRR Weight for Replicate 16	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU017	W3 W3W1STU BRR Weight for Replicate 17	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU018	W3 W3W1STU BRR Weight for Replicate 18	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU019	W3 W3W1STU BRR Weight for Replicate 19	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STU020	W3 W3W1STU BRR Weight for Replicate 20	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU021	W3 W3W1STU BRR Weight for Replicate 21	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU022	W3 W3W1STU BRR Weight for Replicate 22	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU023	W3 W3W1STU BRR Weight for Replicate 23	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU024	W3 W3W1STU BRR Weight for Replicate 24	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU025	W3 W3W1STU BRR Weight for Replicate 25	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU026	W3 W3W1STU BRR Weight for Replicate 26	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU027	W3 W3W1STU BRR Weight for Replicate 27	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU028	W3 W3W1STU BRR Weight for Replicate 28	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU029	W3 W3W1STU BRR Weight for Replicate 29	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU030	W3 W3W1STU BRR Weight for Replicate 30	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU031	W3 W3W1STU BRR Weight for Replicate 31	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU032	W3 W3W1STU BRR Weight for Replicate 32	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU033	W3 W3W1STU BRR Weight for Replicate 33	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU034	W3 W3W1STU BRR Weight for Replicate 34	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU035	W3 W3W1STU BRR Weight for Replicate 35	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU036	W3 W3W1STU BRR Weight for Replicate 36	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU037	W3 W3W1STU BRR Weight for Replicate 37	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU038	W3 W3W1STU BRR Weight for Replicate 38	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU039	W3 W3W1STU BRR Weight for Replicate 39	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU040	W3 W3W1STU BRR Weight for Replicate 40	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU041	W3 W3W1STU BRR Weight for Replicate 41	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STU042	W3 W3W1STU BRR Weight for Replicate 42	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU043	W3 W3W1STU BRR Weight for Replicate 43	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU044	W3 W3W1STU BRR Weight for Replicate 44	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU045	W3 W3W1STU BRR Weight for Replicate 45	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU046	W3 W3W1STU BRR Weight for Replicate 46	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU047	W3 W3W1STU BRR Weight for Replicate 47	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU048	W3 W3W1STU BRR Weight for Replicate 48	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU049	W3 W3W1STU BRR Weight for Replicate 49	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU050	W3 W3W1STU BRR Weight for Replicate 50	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU051	W3 W3W1STU BRR Weight for Replicate 51	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU052	W3 W3W1STU BRR Weight for Replicate 52	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU053	W3 W3W1STU BRR Weight for Replicate 53	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU054	W3 W3W1STU BRR Weight for Replicate 54	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU055	W3 W3W1STU BRR Weight for Replicate 55	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU056	W3 W3W1STU BRR Weight for Replicate 56	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU057	W3 W3W1STU BRR Weight for Replicate 57	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU058	W3 W3W1STU BRR Weight for Replicate 58	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU059	W3 W3W1STU BRR Weight for Replicate 59	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU060	W3 W3W1STU BRR Weight for Replicate 60	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU061	W3 W3W1STU BRR Weight for Replicate 61	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU062	W3 W3W1STU BRR Weight for Replicate 62	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU063	W3 W3W1STU BRR Weight for Replicate 63	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STU064	W3 W3W1STU BRR Weight for Replicate 64	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU065	W3 W3W1STU BRR Weight for Replicate 65	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU066	W3 W3W1STU BRR Weight for Replicate 66	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU067	W3 W3W1STU BRR Weight for Replicate 67	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU068	W3 W3W1STU BRR Weight for Replicate 68	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU069	W3 W3W1STU BRR Weight for Replicate 69	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU070	W3 W3W1STU BRR Weight for Replicate 70	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU071	W3 W3W1STU BRR Weight for Replicate 71	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU072	W3 W3W1STU BRR Weight for Replicate 72	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU073	W3 W3W1STU BRR Weight for Replicate 73	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU074	W3 W3W1STU BRR Weight for Replicate 74	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU075	W3 W3W1STU BRR Weight for Replicate 75	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU076	W3 W3W1STU BRR Weight for Replicate 76	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU077	W3 W3W1STU BRR Weight for Replicate 77	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU078	W3 W3W1STU BRR Weight for Replicate 78	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU079	W3 W3W1STU BRR Weight for Replicate 79	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU080	W3 W3W1STU BRR Weight for Replicate 80	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU081	W3 W3W1STU BRR Weight for Replicate 81	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU082	W3 W3W1STU BRR Weight for Replicate 82	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU083	W3 W3W1STU BRR Weight for Replicate 83	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU084	W3 W3W1STU BRR Weight for Replicate 84	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU085	W3 W3W1STU BRR Weight for Replicate 85	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STU086	W3 W3W1STU BRR Weight for Replicate 86	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU087	W3 W3W1STU BRR Weight for Replicate 87	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU088	W3 W3W1STU BRR Weight for Replicate 88	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU089	W3 W3W1STU BRR Weight for Replicate 89	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU090	W3 W3W1STU BRR Weight for Replicate 90	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU091	W3 W3W1STU BRR Weight for Replicate 91	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU092	W3 W3W1STU BRR Weight for Replicate 92	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU093	W3 W3W1STU BRR Weight for Replicate 93	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU094	W3 W3W1STU BRR Weight for Replicate 94	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU095	W3 W3W1STU BRR Weight for Replicate 95	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU096	W3 W3W1STU BRR Weight for Replicate 96	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU097	W3 W3W1STU BRR Weight for Replicate 97	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU098	W3 W3W1STU BRR Weight for Replicate 98	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU099	W3 W3W1STU BRR Weight for Replicate 99	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU100	W3 W3W1STU BRR Weight for Replicate 100	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU101	W3 W3W1STU BRR Weight for Replicate 101	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU102	W3 W3W1STU BRR Weight for Replicate 102	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU103	W3 W3W1STU BRR Weight for Replicate 103	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU104	W3 W3W1STU BRR Weight for Replicate 104	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU105	W3 W3W1STU BRR Weight for Replicate 105	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU106	W3 W3W1STU BRR Weight for Replicate 106	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU107	W3 W3W1STU BRR Weight for Replicate 107	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STU108	W3 W3W1STU BRR Weight for Replicate 108	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU109	W3 W3W1STU BRR Weight for Replicate 109	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU110	W3 W3W1STU BRR Weight for Replicate 110	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU111	W3 W3W1STU BRR Weight for Replicate 111	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU112	W3 W3W1STU BRR Weight for Replicate 112	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU113	W3 W3W1STU BRR Weight for Replicate 113	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU114	W3 W3W1STU BRR Weight for Replicate 114	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU115	W3 W3W1STU BRR Weight for Replicate 115	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU116	W3 W3W1STU BRR Weight for Replicate 116	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU117	W3 W3W1STU BRR Weight for Replicate 117	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU118	W3 W3W1STU BRR Weight for Replicate 118	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU119	W3 W3W1STU BRR Weight for Replicate 119	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU120	W3 W3W1STU BRR Weight for Replicate 120	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU121	W3 W3W1STU BRR Weight for Replicate 121	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU122	W3 W3W1STU BRR Weight for Replicate 122	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU123	W3 W3W1STU BRR Weight for Replicate 123	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU124	W3 W3W1STU BRR Weight for Replicate 124	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU125	W3 W3W1STU BRR Weight for Replicate 125	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU126	W3 W3W1STU BRR Weight for Replicate 126	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU127	W3 W3W1STU BRR Weight for Replicate 127	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU128	W3 W3W1STU BRR Weight for Replicate 128	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU129	W3 W3W1STU BRR Weight for Replicate 129	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STU130	W3 W3W1STU BRR Weight for Replicate 130	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU131	W3 W3W1STU BRR Weight for Replicate 131	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU132	W3 W3W1STU BRR Weight for Replicate 132	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU133	W3 W3W1STU BRR Weight for Replicate 133	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU134	W3 W3W1STU BRR Weight for Replicate 134	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU135	W3 W3W1STU BRR Weight for Replicate 135	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU136	W3 W3W1STU BRR Weight for Replicate 136	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU137	W3 W3W1STU BRR Weight for Replicate 137	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU138	W3 W3W1STU BRR Weight for Replicate 138	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU139	W3 W3W1STU BRR Weight for Replicate 139	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU140	W3 W3W1STU BRR Weight for Replicate 140	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU141	W3 W3W1STU BRR Weight for Replicate 141	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU142	W3 W3W1STU BRR Weight for Replicate 142	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU143	W3 W3W1STU BRR Weight for Replicate 143	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU144	W3 W3W1STU BRR Weight for Replicate 144	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU145	W3 W3W1STU BRR Weight for Replicate 145	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU146	W3 W3W1STU BRR Weight for Replicate 146	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU147	W3 W3W1STU BRR Weight for Replicate 147	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU148	W3 W3W1STU BRR Weight for Replicate 148	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU149	W3 W3W1STU BRR Weight for Replicate 149	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU150	W3 W3W1STU BRR Weight for Replicate 150	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU151	W3 W3W1STU BRR Weight for Replicate 151	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STU152	W3 W3W1STU BRR Weight for Replicate 152	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU153	W3 W3W1STU BRR Weight for Replicate 153	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU154	W3 W3W1STU BRR Weight for Replicate 154	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU155	W3 W3W1STU BRR Weight for Replicate 155	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU156	W3 W3W1STU BRR Weight for Replicate 156	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU157	W3 W3W1STU BRR Weight for Replicate 157	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU158	W3 W3W1STU BRR Weight for Replicate 158	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU159	W3 W3W1STU BRR Weight for Replicate 159	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU160	W3 W3W1STU BRR Weight for Replicate 160	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU161	W3 W3W1STU BRR Weight for Replicate 161	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU162	W3 W3W1STU BRR Weight for Replicate 162	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU163	W3 W3W1STU BRR Weight for Replicate 163	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU164	W3 W3W1STU BRR Weight for Replicate 164	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU165	W3 W3W1STU BRR Weight for Replicate 165	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU166	W3 W3W1STU BRR Weight for Replicate 166	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU167	W3 W3W1STU BRR Weight for Replicate 167	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU168	W3 W3W1STU BRR Weight for Replicate 168	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU169	W3 W3W1STU BRR Weight for Replicate 169	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU170	W3 W3W1STU BRR Weight for Replicate 170	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU171	W3 W3W1STU BRR Weight for Replicate 171	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU172	W3 W3W1STU BRR Weight for Replicate 172	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU173	W3 W3W1STU BRR Weight for Replicate 173	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STU174	W3 W3W1STU BRR Weight for Replicate 174	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU175	W3 W3W1STU BRR Weight for Replicate 175	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU176	W3 W3W1STU BRR Weight for Replicate 176	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU177	W3 W3W1STU BRR Weight for Replicate 177	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU178	W3 W3W1STU BRR Weight for Replicate 178	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU179	W3 W3W1STU BRR Weight for Replicate 179	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU180	W3 W3W1STU BRR Weight for Replicate 180	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU181	W3 W3W1STU BRR Weight for Replicate 181	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU182	W3 W3W1STU BRR Weight for Replicate 182	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU183	W3 W3W1STU BRR Weight for Replicate 183	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU184	W3 W3W1STU BRR Weight for Replicate 184	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU185	W3 W3W1STU BRR Weight for Replicate 185	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU186	W3 W3W1STU BRR Weight for Replicate 186	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU187	W3 W3W1STU BRR Weight for Replicate 187	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU188	W3 W3W1STU BRR Weight for Replicate 188	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU189	W3 W3W1STU BRR Weight for Replicate 189	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU190	W3 W3W1STU BRR Weight for Replicate 190	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU191	W3 W3W1STU BRR Weight for Replicate 191	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU192	W3 W3W1STU BRR Weight for Replicate 192	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU193	W3 W3W1STU BRR Weight for Replicate 193	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU194	W3 W3W1STU BRR Weight for Replicate 194	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU195	W3 W3W1STU BRR Weight for Replicate 195	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STU196	W3 W3W1STU BRR Weight for Replicate 196	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU197	W3 W3W1STU BRR Weight for Replicate 197	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU198	W3 W3W1STU BRR Weight for Replicate 198	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU199	W3 W3W1STU BRR Weight for Replicate 199	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1STU200	W3 W3W1STU BRR Weight for Replicate 200	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU001	W3 W3W1W2STU BRR Weight for Replicate 1	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU002	W3 W3W1W2STU BRR Weight for Replicate 2	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU003	W3 W3W1W2STU BRR Weight for Replicate 3	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU004	W3 W3W1W2STU BRR Weight for Replicate 4	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU005	W3 W3W1W2STU BRR Weight for Replicate 5	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU006	W3 W3W1W2STU BRR Weight for Replicate 6	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU007	W3 W3W1W2STU BRR Weight for Replicate 7	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU008	W3 W3W1W2STU BRR Weight for Replicate 8	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU009	W3 W3W1W2STU BRR Weight for Replicate 9	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU010	W3 W3W1W2STU BRR Weight for Replicate 10	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU011	W3 W3W1W2STU BRR Weight for Replicate 11	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU012	W3 W3W1W2STU BRR Weight for Replicate 12	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU013	W3 W3W1W2STU BRR Weight for Replicate 13	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU014	W3 W3W1W2STU BRR Weight for Replicate 14	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU015	W3 W3W1W2STU BRR Weight for Replicate 15	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU016	W3 W3W1W2STU BRR Weight for Replicate 16	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU017	W3 W3W1W2STU BRR Weight for Replicate 17	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STU018	W3 W3W1W2STU BRR Weight for Replicate 18	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU019	W3 W3W1W2STU BRR Weight for Replicate 19	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU020	W3 W3W1W2STU BRR Weight for Replicate 20	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU021	W3 W3W1W2STU BRR Weight for Replicate 21	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU022	W3 W3W1W2STU BRR Weight for Replicate 22	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU023	W3 W3W1W2STU BRR Weight for Replicate 23	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU024	W3 W3W1W2STU BRR Weight for Replicate 24	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU025	W3 W3W1W2STU BRR Weight for Replicate 25	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU026	W3 W3W1W2STU BRR Weight for Replicate 26	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU027	W3 W3W1W2STU BRR Weight for Replicate 27	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU028	W3 W3W1W2STU BRR Weight for Replicate 28	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU029	W3 W3W1W2STU BRR Weight for Replicate 29	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU030	W3 W3W1W2STU BRR Weight for Replicate 30	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU031	W3 W3W1W2STU BRR Weight for Replicate 31	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU032	W3 W3W1W2STU BRR Weight for Replicate 32	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU033	W3 W3W1W2STU BRR Weight for Replicate 33	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU034	W3 W3W1W2STU BRR Weight for Replicate 34	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU035	W3 W3W1W2STU BRR Weight for Replicate 35	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU036	W3 W3W1W2STU BRR Weight for Replicate 36	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU037	W3 W3W1W2STU BRR Weight for Replicate 37	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU038	W3 W3W1W2STU BRR Weight for Replicate 38	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU039	W3 W3W1W2STU BRR Weight for Replicate 39	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STU040	W3 W3W1W2STU BRR Weight for Replicate 40	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU041	W3 W3W1W2STU BRR Weight for Replicate 41	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU042	W3 W3W1W2STU BRR Weight for Replicate 42	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU043	W3 W3W1W2STU BRR Weight for Replicate 43	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU044	W3 W3W1W2STU BRR Weight for Replicate 44	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU045	W3 W3W1W2STU BRR Weight for Replicate 45	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU046	W3 W3W1W2STU BRR Weight for Replicate 46	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU047	W3 W3W1W2STU BRR Weight for Replicate 47	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU048	W3 W3W1W2STU BRR Weight for Replicate 48	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU049	W3 W3W1W2STU BRR Weight for Replicate 49	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU050	W3 W3W1W2STU BRR Weight for Replicate 50	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU051	W3 W3W1W2STU BRR Weight for Replicate 51	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU052	W3 W3W1W2STU BRR Weight for Replicate 52	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU053	W3 W3W1W2STU BRR Weight for Replicate 53	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU054	W3 W3W1W2STU BRR Weight for Replicate 54	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU055	W3 W3W1W2STU BRR Weight for Replicate 55	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU056	W3 W3W1W2STU BRR Weight for Replicate 56	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU057	W3 W3W1W2STU BRR Weight for Replicate 57	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU058	W3 W3W1W2STU BRR Weight for Replicate 58	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU059	W3 W3W1W2STU BRR Weight for Replicate 59	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU060	W3 W3W1W2STU BRR Weight for Replicate 60	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU061	W3 W3W1W2STU BRR Weight for Replicate 61	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STU062	W3 W3W1W2STU BRR Weight for Replicate 62	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU063	W3 W3W1W2STU BRR Weight for Replicate 63	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU064	W3 W3W1W2STU BRR Weight for Replicate 64	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU065	W3 W3W1W2STU BRR Weight for Replicate 65	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU066	W3 W3W1W2STU BRR Weight for Replicate 66	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU067	W3 W3W1W2STU BRR Weight for Replicate 67	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU068	W3 W3W1W2STU BRR Weight for Replicate 68	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU069	W3 W3W1W2STU BRR Weight for Replicate 69	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU070	W3 W3W1W2STU BRR Weight for Replicate 70	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU071	W3 W3W1W2STU BRR Weight for Replicate 71	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU072	W3 W3W1W2STU BRR Weight for Replicate 72	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU073	W3 W3W1W2STU BRR Weight for Replicate 73	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU074	W3 W3W1W2STU BRR Weight for Replicate 74	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU075	W3 W3W1W2STU BRR Weight for Replicate 75	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU076	W3 W3W1W2STU BRR Weight for Replicate 76	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU077	W3 W3W1W2STU BRR Weight for Replicate 77	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU078	W3 W3W1W2STU BRR Weight for Replicate 78	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU079	W3 W3W1W2STU BRR Weight for Replicate 79	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU080	W3 W3W1W2STU BRR Weight for Replicate 80	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU081	W3 W3W1W2STU BRR Weight for Replicate 81	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU082	W3 W3W1W2STU BRR Weight for Replicate 82	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU083	W3 W3W1W2STU BRR Weight for Replicate 83	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STU084	W3 W3W1W2STU BRR Weight for Replicate 84	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU085	W3 W3W1W2STU BRR Weight for Replicate 85	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU086	W3 W3W1W2STU BRR Weight for Replicate 86	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU087	W3 W3W1W2STU BRR Weight for Replicate 87	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU088	W3 W3W1W2STU BRR Weight for Replicate 88	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU089	W3 W3W1W2STU BRR Weight for Replicate 89	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU090	W3 W3W1W2STU BRR Weight for Replicate 90	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU091	W3 W3W1W2STU BRR Weight for Replicate 91	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU092	W3 W3W1W2STU BRR Weight for Replicate 92	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU093	W3 W3W1W2STU BRR Weight for Replicate 93	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU094	W3 W3W1W2STU BRR Weight for Replicate 94	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU095	W3 W3W1W2STU BRR Weight for Replicate 95	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU096	W3 W3W1W2STU BRR Weight for Replicate 96	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU097	W3 W3W1W2STU BRR Weight for Replicate 97	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU098	W3 W3W1W2STU BRR Weight for Replicate 98	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU099	W3 W3W1W2STU BRR Weight for Replicate 99	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU100	W3 W3W1W2STU BRR Weight for Replicate 100	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU101	W3 W3W1W2STU BRR Weight for Replicate 101	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU102	W3 W3W1W2STU BRR Weight for Replicate 102	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU103	W3 W3W1W2STU BRR Weight for Replicate 103	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU104	W3 W3W1W2STU BRR Weight for Replicate 104	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU105	W3 W3W1W2STU BRR Weight for Replicate 105	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STU106	W3 W3W1W2STU BRR Weight for Replicate 106	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU107	W3 W3W1W2STU BRR Weight for Replicate 107	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU108	W3 W3W1W2STU BRR Weight for Replicate 108	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU109	W3 W3W1W2STU BRR Weight for Replicate 109	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU110	W3 W3W1W2STU BRR Weight for Replicate 110	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU111	W3 W3W1W2STU BRR Weight for Replicate 111	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU112	W3 W3W1W2STU BRR Weight for Replicate 112	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU113	W3 W3W1W2STU BRR Weight for Replicate 113	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU114	W3 W3W1W2STU BRR Weight for Replicate 114	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU115	W3 W3W1W2STU BRR Weight for Replicate 115	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU116	W3 W3W1W2STU BRR Weight for Replicate 116	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU117	W3 W3W1W2STU BRR Weight for Replicate 117	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU118	W3 W3W1W2STU BRR Weight for Replicate 118	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU119	W3 W3W1W2STU BRR Weight for Replicate 119	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU120	W3 W3W1W2STU BRR Weight for Replicate 120	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU121	W3 W3W1W2STU BRR Weight for Replicate 121	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU122	W3 W3W1W2STU BRR Weight for Replicate 122	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU123	W3 W3W1W2STU BRR Weight for Replicate 123	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU124	W3 W3W1W2STU BRR Weight for Replicate 124	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU125	W3 W3W1W2STU BRR Weight for Replicate 125	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU126	W3 W3W1W2STU BRR Weight for Replicate 126	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU127	W3 W3W1W2STU BRR Weight for Replicate 127	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STU128	W3 W3W1W2STU BRR Weight for Replicate 128	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU129	W3 W3W1W2STU BRR Weight for Replicate 129	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU130	W3 W3W1W2STU BRR Weight for Replicate 130	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU131	W3 W3W1W2STU BRR Weight for Replicate 131	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU132	W3 W3W1W2STU BRR Weight for Replicate 132	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU133	W3 W3W1W2STU BRR Weight for Replicate 133	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU134	W3 W3W1W2STU BRR Weight for Replicate 134	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU135	W3 W3W1W2STU BRR Weight for Replicate 135	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU136	W3 W3W1W2STU BRR Weight for Replicate 136	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU137	W3 W3W1W2STU BRR Weight for Replicate 137	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU138	W3 W3W1W2STU BRR Weight for Replicate 138	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU139	W3 W3W1W2STU BRR Weight for Replicate 139	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU140	W3 W3W1W2STU BRR Weight for Replicate 140	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU141	W3 W3W1W2STU BRR Weight for Replicate 141	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU142	W3 W3W1W2STU BRR Weight for Replicate 142	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU143	W3 W3W1W2STU BRR Weight for Replicate 143	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU144	W3 W3W1W2STU BRR Weight for Replicate 144	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU145	W3 W3W1W2STU BRR Weight for Replicate 145	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU146	W3 W3W1W2STU BRR Weight for Replicate 146	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU147	W3 W3W1W2STU BRR Weight for Replicate 147	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU148	W3 W3W1W2STU BRR Weight for Replicate 148	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU149	W3 W3W1W2STU BRR Weight for Replicate 149	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STU150	W3 W3W1W2STU BRR Weight for Replicate 150	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU151	W3 W3W1W2STU BRR Weight for Replicate 151	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU152	W3 W3W1W2STU BRR Weight for Replicate 152	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU153	W3 W3W1W2STU BRR Weight for Replicate 153	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU154	W3 W3W1W2STU BRR Weight for Replicate 154	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU155	W3 W3W1W2STU BRR Weight for Replicate 155	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU156	W3 W3W1W2STU BRR Weight for Replicate 156	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU157	W3 W3W1W2STU BRR Weight for Replicate 157	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU158	W3 W3W1W2STU BRR Weight for Replicate 158	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU159	W3 W3W1W2STU BRR Weight for Replicate 159	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU160	W3 W3W1W2STU BRR Weight for Replicate 160	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU161	W3 W3W1W2STU BRR Weight for Replicate 161	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU162	W3 W3W1W2STU BRR Weight for Replicate 162	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU163	W3 W3W1W2STU BRR Weight for Replicate 163	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU164	W3 W3W1W2STU BRR Weight for Replicate 164	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU165	W3 W3W1W2STU BRR Weight for Replicate 165	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU166	W3 W3W1W2STU BRR Weight for Replicate 166	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU167	W3 W3W1W2STU BRR Weight for Replicate 167	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU168	W3 W3W1W2STU BRR Weight for Replicate 168	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU169	W3 W3W1W2STU BRR Weight for Replicate 169	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU170	W3 W3W1W2STU BRR Weight for Replicate 170	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU171	W3 W3W1W2STU BRR Weight for Replicate 171	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STU172	W3 W3W1W2STU BRR Weight for Replicate 172	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU173	W3 W3W1W2STU BRR Weight for Replicate 173	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU174	W3 W3W1W2STU BRR Weight for Replicate 174	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU175	W3 W3W1W2STU BRR Weight for Replicate 175	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU176	W3 W3W1W2STU BRR Weight for Replicate 176	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU177	W3 W3W1W2STU BRR Weight for Replicate 177	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU178	W3 W3W1W2STU BRR Weight for Replicate 178	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU179	W3 W3W1W2STU BRR Weight for Replicate 179	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU180	W3 W3W1W2STU BRR Weight for Replicate 180	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU181	W3 W3W1W2STU BRR Weight for Replicate 181	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU182	W3 W3W1W2STU BRR Weight for Replicate 182	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU183	W3 W3W1W2STU BRR Weight for Replicate 183	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU184	W3 W3W1W2STU BRR Weight for Replicate 184	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU185	W3 W3W1W2STU BRR Weight for Replicate 185	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU186	W3 W3W1W2STU BRR Weight for Replicate 186	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU187	W3 W3W1W2STU BRR Weight for Replicate 187	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU188	W3 W3W1W2STU BRR Weight for Replicate 188	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU189	W3 W3W1W2STU BRR Weight for Replicate 189	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU190	W3 W3W1W2STU BRR Weight for Replicate 190	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU191	W3 W3W1W2STU BRR Weight for Replicate 191	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU192	W3 W3W1W2STU BRR Weight for Replicate 192	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU193	W3 W3W1W2STU BRR Weight for Replicate 193	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STU194	W3 W3W1W2STU BRR Weight for Replicate 194	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU195	W3 W3W1W2STU BRR Weight for Replicate 195	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU196	W3 W3W1W2STU BRR Weight for Replicate 196	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU197	W3 W3W1W2STU BRR Weight for Replicate 197	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU198	W3 W3W1W2STU BRR Weight for Replicate 198	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU199	W3 W3W1W2STU BRR Weight for Replicate 199	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STU200	W3 W3W1W2STU BRR Weight for Replicate 200	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU001	W3 W3W2STU BRR Weight for Replicate 1	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU002	W3 W3W2STU BRR Weight for Replicate 2	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU003	W3 W3W2STU BRR Weight for Replicate 3	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU004	W3 W3W2STU BRR Weight for Replicate 4	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU005	W3 W3W2STU BRR Weight for Replicate 5	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU006	W3 W3W2STU BRR Weight for Replicate 6	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU007	W3 W3W2STU BRR Weight for Replicate 7	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU008	W3 W3W2STU BRR Weight for Replicate 8	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU009	W3 W3W2STU BRR Weight for Replicate 9	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU010	W3 W3W2STU BRR Weight for Replicate 10	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU011	W3 W3W2STU BRR Weight for Replicate 11	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU012	W3 W3W2STU BRR Weight for Replicate 12	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU013	W3 W3W2STU BRR Weight for Replicate 13	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU014	W3 W3W2STU BRR Weight for Replicate 14	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU015	W3 W3W2STU BRR Weight for Replicate 15	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STU016	W3 W3W2STU BRR Weight for Replicate 16	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU017	W3 W3W2STU BRR Weight for Replicate 17	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU018	W3 W3W2STU BRR Weight for Replicate 18	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU019	W3 W3W2STU BRR Weight for Replicate 19	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU020	W3 W3W2STU BRR Weight for Replicate 20	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU021	W3 W3W2STU BRR Weight for Replicate 21	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU022	W3 W3W2STU BRR Weight for Replicate 22	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU023	W3 W3W2STU BRR Weight for Replicate 23	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU024	W3 W3W2STU BRR Weight for Replicate 24	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU025	W3 W3W2STU BRR Weight for Replicate 25	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU026	W3 W3W2STU BRR Weight for Replicate 26	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU027	W3 W3W2STU BRR Weight for Replicate 27	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU028	W3 W3W2STU BRR Weight for Replicate 28	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU029	W3 W3W2STU BRR Weight for Replicate 29	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU030	W3 W3W2STU BRR Weight for Replicate 30	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU031	W3 W3W2STU BRR Weight for Replicate 31	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU032	W3 W3W2STU BRR Weight for Replicate 32	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU033	W3 W3W2STU BRR Weight for Replicate 33	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU034	W3 W3W2STU BRR Weight for Replicate 34	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU035	W3 W3W2STU BRR Weight for Replicate 35	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU036	W3 W3W2STU BRR Weight for Replicate 36	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU037	W3 W3W2STU BRR Weight for Replicate 37	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STU038	W3 W3W2STU BRR Weight for Replicate 38	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU039	W3 W3W2STU BRR Weight for Replicate 39	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU040	W3 W3W2STU BRR Weight for Replicate 40	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU041	W3 W3W2STU BRR Weight for Replicate 41	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU042	W3 W3W2STU BRR Weight for Replicate 42	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU043	W3 W3W2STU BRR Weight for Replicate 43	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU044	W3 W3W2STU BRR Weight for Replicate 44	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU045	W3 W3W2STU BRR Weight for Replicate 45	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU046	W3 W3W2STU BRR Weight for Replicate 46	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU047	W3 W3W2STU BRR Weight for Replicate 47	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU048	W3 W3W2STU BRR Weight for Replicate 48	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU049	W3 W3W2STU BRR Weight for Replicate 49	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU050	W3 W3W2STU BRR Weight for Replicate 50	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU051	W3 W3W2STU BRR Weight for Replicate 51	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU052	W3 W3W2STU BRR Weight for Replicate 52	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU053	W3 W3W2STU BRR Weight for Replicate 53	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU054	W3 W3W2STU BRR Weight for Replicate 54	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU055	W3 W3W2STU BRR Weight for Replicate 55	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU056	W3 W3W2STU BRR Weight for Replicate 56	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU057	W3 W3W2STU BRR Weight for Replicate 57	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU058	W3 W3W2STU BRR Weight for Replicate 58	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU059	W3 W3W2STU BRR Weight for Replicate 59	U13 Student Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STU060	W3 W3W2STU BRR Weight for Replicate 60	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU061	W3 W3W2STU BRR Weight for Replicate 61	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU062	W3 W3W2STU BRR Weight for Replicate 62	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU063	W3 W3W2STU BRR Weight for Replicate 63	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU064	W3 W3W2STU BRR Weight for Replicate 64	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU065	W3 W3W2STU BRR Weight for Replicate 65	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU066	W3 W3W2STU BRR Weight for Replicate 66	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU067	W3 W3W2STU BRR Weight for Replicate 67	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU068	W3 W3W2STU BRR Weight for Replicate 68	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU069	W3 W3W2STU BRR Weight for Replicate 69	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU070	W3 W3W2STU BRR Weight for Replicate 70	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU071	W3 W3W2STU BRR Weight for Replicate 71	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU072	W3 W3W2STU BRR Weight for Replicate 72	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU073	W3 W3W2STU BRR Weight for Replicate 73	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU074	W3 W3W2STU BRR Weight for Replicate 74	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU075	W3 W3W2STU BRR Weight for Replicate 75	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU076	W3 W3W2STU BRR Weight for Replicate 76	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU077	W3 W3W2STU BRR Weight for Replicate 77	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU078	W3 W3W2STU BRR Weight for Replicate 78	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU079	W3 W3W2STU BRR Weight for Replicate 79	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU080	W3 W3W2STU BRR Weight for Replicate 80	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU081	W3 W3W2STU BRR Weight for Replicate 81	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STU082	W3 W3W2STU BRR Weight for Replicate 82	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU083	W3 W3W2STU BRR Weight for Replicate 83	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU084	W3 W3W2STU BRR Weight for Replicate 84	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU085	W3 W3W2STU BRR Weight for Replicate 85	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU086	W3 W3W2STU BRR Weight for Replicate 86	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU087	W3 W3W2STU BRR Weight for Replicate 87	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU088	W3 W3W2STU BRR Weight for Replicate 88	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU089	W3 W3W2STU BRR Weight for Replicate 89	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU090	W3 W3W2STU BRR Weight for Replicate 90	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU091	W3 W3W2STU BRR Weight for Replicate 91	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU092	W3 W3W2STU BRR Weight for Replicate 92	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU093	W3 W3W2STU BRR Weight for Replicate 93	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU094	W3 W3W2STU BRR Weight for Replicate 94	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU095	W3 W3W2STU BRR Weight for Replicate 95	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU096	W3 W3W2STU BRR Weight for Replicate 96	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU097	W3 W3W2STU BRR Weight for Replicate 97	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU098	W3 W3W2STU BRR Weight for Replicate 98	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU099	W3 W3W2STU BRR Weight for Replicate 99	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU100	W3 W3W2STU BRR Weight for Replicate 100	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU101	W3 W3W2STU BRR Weight for Replicate 101	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU102	W3 W3W2STU BRR Weight for Replicate 102	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU103	W3 W3W2STU BRR Weight for Replicate 103	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STU104	W3 W3W2STU BRR Weight for Replicate 104	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU105	W3 W3W2STU BRR Weight for Replicate 105	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU106	W3 W3W2STU BRR Weight for Replicate 106	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU107	W3 W3W2STU BRR Weight for Replicate 107	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU108	W3 W3W2STU BRR Weight for Replicate 108	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU109	W3 W3W2STU BRR Weight for Replicate 109	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU110	W3 W3W2STU BRR Weight for Replicate 110	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU111	W3 W3W2STU BRR Weight for Replicate 111	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU112	W3 W3W2STU BRR Weight for Replicate 112	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU113	W3 W3W2STU BRR Weight for Replicate 113	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU114	W3 W3W2STU BRR Weight for Replicate 114	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU115	W3 W3W2STU BRR Weight for Replicate 115	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU116	W3 W3W2STU BRR Weight for Replicate 116	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU117	W3 W3W2STU BRR Weight for Replicate 117	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU118	W3 W3W2STU BRR Weight for Replicate 118	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU119	W3 W3W2STU BRR Weight for Replicate 119	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU120	W3 W3W2STU BRR Weight for Replicate 120	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU121	W3 W3W2STU BRR Weight for Replicate 121	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU122	W3 W3W2STU BRR Weight for Replicate 122	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU123	W3 W3W2STU BRR Weight for Replicate 123	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU124	W3 W3W2STU BRR Weight for Replicate 124	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU125	W3 W3W2STU BRR Weight for Replicate 125	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STU126	W3 W3W2STU BRR Weight for Replicate 126	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU127	W3 W3W2STU BRR Weight for Replicate 127	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU128	W3 W3W2STU BRR Weight for Replicate 128	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU129	W3 W3W2STU BRR Weight for Replicate 129	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU130	W3 W3W2STU BRR Weight for Replicate 130	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU131	W3 W3W2STU BRR Weight for Replicate 131	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU132	W3 W3W2STU BRR Weight for Replicate 132	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU133	W3 W3W2STU BRR Weight for Replicate 133	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU134	W3 W3W2STU BRR Weight for Replicate 134	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU135	W3 W3W2STU BRR Weight for Replicate 135	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU136	W3 W3W2STU BRR Weight for Replicate 136	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU137	W3 W3W2STU BRR Weight for Replicate 137	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU138	W3 W3W2STU BRR Weight for Replicate 138	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU139	W3 W3W2STU BRR Weight for Replicate 139	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU140	W3 W3W2STU BRR Weight for Replicate 140	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU141	W3 W3W2STU BRR Weight for Replicate 141	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU142	W3 W3W2STU BRR Weight for Replicate 142	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU143	W3 W3W2STU BRR Weight for Replicate 143	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU144	W3 W3W2STU BRR Weight for Replicate 144	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU145	W3 W3W2STU BRR Weight for Replicate 145	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU146	W3 W3W2STU BRR Weight for Replicate 146	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU147	W3 W3W2STU BRR Weight for Replicate 147	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STU148	W3 W3W2STU BRR Weight for Replicate 148	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU149	W3 W3W2STU BRR Weight for Replicate 149	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU150	W3 W3W2STU BRR Weight for Replicate 150	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU151	W3 W3W2STU BRR Weight for Replicate 151	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU152	W3 W3W2STU BRR Weight for Replicate 152	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU153	W3 W3W2STU BRR Weight for Replicate 153	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU154	W3 W3W2STU BRR Weight for Replicate 154	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU155	W3 W3W2STU BRR Weight for Replicate 155	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU156	W3 W3W2STU BRR Weight for Replicate 156	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU157	W3 W3W2STU BRR Weight for Replicate 157	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU158	W3 W3W2STU BRR Weight for Replicate 158	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU159	W3 W3W2STU BRR Weight for Replicate 159	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU160	W3 W3W2STU BRR Weight for Replicate 160	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU161	W3 W3W2STU BRR Weight for Replicate 161	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU162	W3 W3W2STU BRR Weight for Replicate 162	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU163	W3 W3W2STU BRR Weight for Replicate 163	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU164	W3 W3W2STU BRR Weight for Replicate 164	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU165	W3 W3W2STU BRR Weight for Replicate 165	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU166	W3 W3W2STU BRR Weight for Replicate 166	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU167	W3 W3W2STU BRR Weight for Replicate 167	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU168	W3 W3W2STU BRR Weight for Replicate 168	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU169	W3 W3W2STU BRR Weight for Replicate 169	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STU170	W3 W3W2STU BRR Weight for Replicate 170	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU171	W3 W3W2STU BRR Weight for Replicate 171	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU172	W3 W3W2STU BRR Weight for Replicate 172	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU173	W3 W3W2STU BRR Weight for Replicate 173	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU174	W3 W3W2STU BRR Weight for Replicate 174	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU175	W3 W3W2STU BRR Weight for Replicate 175	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU176	W3 W3W2STU BRR Weight for Replicate 176	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU177	W3 W3W2STU BRR Weight for Replicate 177	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU178	W3 W3W2STU BRR Weight for Replicate 178	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU179	W3 W3W2STU BRR Weight for Replicate 179	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU180	W3 W3W2STU BRR Weight for Replicate 180	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU181	W3 W3W2STU BRR Weight for Replicate 181	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU182	W3 W3W2STU BRR Weight for Replicate 182	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU183	W3 W3W2STU BRR Weight for Replicate 183	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU184	W3 W3W2STU BRR Weight for Replicate 184	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU185	W3 W3W2STU BRR Weight for Replicate 185	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU186	W3 W3W2STU BRR Weight for Replicate 186	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU187	W3 W3W2STU BRR Weight for Replicate 187	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU188	W3 W3W2STU BRR Weight for Replicate 188	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU189	W3 W3W2STU BRR Weight for Replicate 189	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU190	W3 W3W2STU BRR Weight for Replicate 190	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU191	W3 W3W2STU BRR Weight for Replicate 191	U13 Student Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STU192	W3 W3W2STU BRR Weight for Replicate 192	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU193	W3 W3W2STU BRR Weight for Replicate 193	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU194	W3 W3W2STU BRR Weight for Replicate 194	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU195	W3 W3W2STU BRR Weight for Replicate 195	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU196	W3 W3W2STU BRR Weight for Replicate 196	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU197	W3 W3W2STU BRR Weight for Replicate 197	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU198	W3 W3W2STU BRR Weight for Replicate 198	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU199	W3 W3W2STU BRR Weight for Replicate 199	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3W2STU200	W3 W3W2STU BRR Weight for Replicate 200	U13 Student Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS001	W3 W3HSTRANS BRR Weight for Replicate 1	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS002	W3 W3HSTRANS BRR Weight for Replicate 2	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS003	W3 W3HSTRANS BRR Weight for Replicate 3	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS004	W3 W3HSTRANS BRR Weight for Replicate 4	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS005	W3 W3HSTRANS BRR Weight for Replicate 5	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS006	W3 W3HSTRANS BRR Weight for Replicate 6	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS007	W3 W3HSTRANS BRR Weight for Replicate 7	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS008	W3 W3HSTRANS BRR Weight for Replicate 8	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS009	W3 W3HSTRANS BRR Weight for Replicate 9	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS010	W3 W3HSTRANS BRR Weight for Replicate 10	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS011	W3 W3HSTRANS BRR Weight for Replicate 11	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS012	W3 W3HSTRANS BRR Weight for Replicate 12	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS013	W3 W3HSTRANS BRR Weight for Replicate 13	HS Transcript Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3HSTRANS014	W3 W3HSTRANS BRR Weight for Replicate 14	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS015	W3 W3HSTRANS BRR Weight for Replicate 15	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS016	W3 W3HSTRANS BRR Weight for Replicate 16	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS017	W3 W3HSTRANS BRR Weight for Replicate 17	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS018	W3 W3HSTRANS BRR Weight for Replicate 18	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS019	W3 W3HSTRANS BRR Weight for Replicate 19	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS020	W3 W3HSTRANS BRR Weight for Replicate 20	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS021	W3 W3HSTRANS BRR Weight for Replicate 21	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS022	W3 W3HSTRANS BRR Weight for Replicate 22	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS023	W3 W3HSTRANS BRR Weight for Replicate 23	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS024	W3 W3HSTRANS BRR Weight for Replicate 24	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS025	W3 W3HSTRANS BRR Weight for Replicate 25	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS026	W3 W3HSTRANS BRR Weight for Replicate 26	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS027	W3 W3HSTRANS BRR Weight for Replicate 27	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS028	W3 W3HSTRANS BRR Weight for Replicate 28	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS029	W3 W3HSTRANS BRR Weight for Replicate 29	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS030	W3 W3HSTRANS BRR Weight for Replicate 30	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS031	W3 W3HSTRANS BRR Weight for Replicate 31	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS032	W3 W3HSTRANS BRR Weight for Replicate 32	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS033	W3 W3HSTRANS BRR Weight for Replicate 33	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS034	W3 W3HSTRANS BRR Weight for Replicate 34	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS035	W3 W3HSTRANS BRR Weight for Replicate 35	HS Transcript Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3HSTRANS036	W3 W3HSTRANS BRR Weight for Replicate 36	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS037	W3 W3HSTRANS BRR Weight for Replicate 37	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS038	W3 W3HSTRANS BRR Weight for Replicate 38	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS039	W3 W3HSTRANS BRR Weight for Replicate 39	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS040	W3 W3HSTRANS BRR Weight for Replicate 40	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS041	W3 W3HSTRANS BRR Weight for Replicate 41	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS042	W3 W3HSTRANS BRR Weight for Replicate 42	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS043	W3 W3HSTRANS BRR Weight for Replicate 43	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS044	W3 W3HSTRANS BRR Weight for Replicate 44	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS045	W3 W3HSTRANS BRR Weight for Replicate 45	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS046	W3 W3HSTRANS BRR Weight for Replicate 46	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS047	W3 W3HSTRANS BRR Weight for Replicate 47	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS048	W3 W3HSTRANS BRR Weight for Replicate 48	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS049	W3 W3HSTRANS BRR Weight for Replicate 49	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS050	W3 W3HSTRANS BRR Weight for Replicate 50	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS051	W3 W3HSTRANS BRR Weight for Replicate 51	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS052	W3 W3HSTRANS BRR Weight for Replicate 52	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS053	W3 W3HSTRANS BRR Weight for Replicate 53	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS054	W3 W3HSTRANS BRR Weight for Replicate 54	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS055	W3 W3HSTRANS BRR Weight for Replicate 55	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS056	W3 W3HSTRANS BRR Weight for Replicate 56	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS057	W3 W3HSTRANS BRR Weight for Replicate 57	HS Transcript Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3HSTRANS058	W3 W3HSTRANS BRR Weight for Replicate 58	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS059	W3 W3HSTRANS BRR Weight for Replicate 59	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS060	W3 W3HSTRANS BRR Weight for Replicate 60	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS061	W3 W3HSTRANS BRR Weight for Replicate 61	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS062	W3 W3HSTRANS BRR Weight for Replicate 62	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS063	W3 W3HSTRANS BRR Weight for Replicate 63	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS064	W3 W3HSTRANS BRR Weight for Replicate 64	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS065	W3 W3HSTRANS BRR Weight for Replicate 65	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS066	W3 W3HSTRANS BRR Weight for Replicate 66	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS067	W3 W3HSTRANS BRR Weight for Replicate 67	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS068	W3 W3HSTRANS BRR Weight for Replicate 68	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS069	W3 W3HSTRANS BRR Weight for Replicate 69	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS070	W3 W3HSTRANS BRR Weight for Replicate 70	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS071	W3 W3HSTRANS BRR Weight for Replicate 71	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS072	W3 W3HSTRANS BRR Weight for Replicate 72	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS073	W3 W3HSTRANS BRR Weight for Replicate 73	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS074	W3 W3HSTRANS BRR Weight for Replicate 74	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS075	W3 W3HSTRANS BRR Weight for Replicate 75	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS076	W3 W3HSTRANS BRR Weight for Replicate 76	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS077	W3 W3HSTRANS BRR Weight for Replicate 77	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS078	W3 W3HSTRANS BRR Weight for Replicate 78	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS079	W3 W3HSTRANS BRR Weight for Replicate 79	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3HSTRANS080	W3 W3HSTRANS BRR Weight for Replicate 80	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS081	W3 W3HSTRANS BRR Weight for Replicate 81	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS082	W3 W3HSTRANS BRR Weight for Replicate 82	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS083	W3 W3HSTRANS BRR Weight for Replicate 83	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS084	W3 W3HSTRANS BRR Weight for Replicate 84	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS085	W3 W3HSTRANS BRR Weight for Replicate 85	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS086	W3 W3HSTRANS BRR Weight for Replicate 86	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS087	W3 W3HSTRANS BRR Weight for Replicate 87	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS088	W3 W3HSTRANS BRR Weight for Replicate 88	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS089	W3 W3HSTRANS BRR Weight for Replicate 89	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS090	W3 W3HSTRANS BRR Weight for Replicate 90	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS091	W3 W3HSTRANS BRR Weight for Replicate 91	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS092	W3 W3HSTRANS BRR Weight for Replicate 92	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS093	W3 W3HSTRANS BRR Weight for Replicate 93	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS094	W3 W3HSTRANS BRR Weight for Replicate 94	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS095	W3 W3HSTRANS BRR Weight for Replicate 95	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS096	W3 W3HSTRANS BRR Weight for Replicate 96	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS097	W3 W3HSTRANS BRR Weight for Replicate 97	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS098	W3 W3HSTRANS BRR Weight for Replicate 98	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS099	W3 W3HSTRANS BRR Weight for Replicate 99	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS100	W3 W3HSTRANS BRR Weight for Replicate 100	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS101	W3 W3HSTRANS BRR Weight for Replicate 101	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3HSTRANS102	W3 W3HSTRANS BRR Weight for Replicate 102	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS103	W3 W3HSTRANS BRR Weight for Replicate 103	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS104	W3 W3HSTRANS BRR Weight for Replicate 104	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS105	W3 W3HSTRANS BRR Weight for Replicate 105	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS106	W3 W3HSTRANS BRR Weight for Replicate 106	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS107	W3 W3HSTRANS BRR Weight for Replicate 107	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS108	W3 W3HSTRANS BRR Weight for Replicate 108	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS109	W3 W3HSTRANS BRR Weight for Replicate 109	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS110	W3 W3HSTRANS BRR Weight for Replicate 110	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS111	W3 W3HSTRANS BRR Weight for Replicate 111	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS112	W3 W3HSTRANS BRR Weight for Replicate 112	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS113	W3 W3HSTRANS BRR Weight for Replicate 113	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS114	W3 W3HSTRANS BRR Weight for Replicate 114	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS115	W3 W3HSTRANS BRR Weight for Replicate 115	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS116	W3 W3HSTRANS BRR Weight for Replicate 116	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS117	W3 W3HSTRANS BRR Weight for Replicate 117	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS118	W3 W3HSTRANS BRR Weight for Replicate 118	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS119	W3 W3HSTRANS BRR Weight for Replicate 119	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS120	W3 W3HSTRANS BRR Weight for Replicate 120	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS121	W3 W3HSTRANS BRR Weight for Replicate 121	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS122	W3 W3HSTRANS BRR Weight for Replicate 122	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS123	W3 W3HSTRANS BRR Weight for Replicate 123	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3HSTRANS124	W3 W3HSTRANS BRR Weight for Replicate 124	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS125	W3 W3HSTRANS BRR Weight for Replicate 125	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS126	W3 W3HSTRANS BRR Weight for Replicate 126	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS127	W3 W3HSTRANS BRR Weight for Replicate 127	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS128	W3 W3HSTRANS BRR Weight for Replicate 128	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS129	W3 W3HSTRANS BRR Weight for Replicate 129	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS130	W3 W3HSTRANS BRR Weight for Replicate 130	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS131	W3 W3HSTRANS BRR Weight for Replicate 131	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS132	W3 W3HSTRANS BRR Weight for Replicate 132	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS133	W3 W3HSTRANS BRR Weight for Replicate 133	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS134	W3 W3HSTRANS BRR Weight for Replicate 134	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS135	W3 W3HSTRANS BRR Weight for Replicate 135	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS136	W3 W3HSTRANS BRR Weight for Replicate 136	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS137	W3 W3HSTRANS BRR Weight for Replicate 137	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS138	W3 W3HSTRANS BRR Weight for Replicate 138	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS139	W3 W3HSTRANS BRR Weight for Replicate 139	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS140	W3 W3HSTRANS BRR Weight for Replicate 140	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS141	W3 W3HSTRANS BRR Weight for Replicate 141	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS142	W3 W3HSTRANS BRR Weight for Replicate 142	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS143	W3 W3HSTRANS BRR Weight for Replicate 143	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS144	W3 W3HSTRANS BRR Weight for Replicate 144	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS145	W3 W3HSTRANS BRR Weight for Replicate 145	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3HSTRANS146	W3 W3HSTRANS BRR Weight for Replicate 146	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS147	W3 W3HSTRANS BRR Weight for Replicate 147	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS148	W3 W3HSTRANS BRR Weight for Replicate 148	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS149	W3 W3HSTRANS BRR Weight for Replicate 149	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS150	W3 W3HSTRANS BRR Weight for Replicate 150	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS151	W3 W3HSTRANS BRR Weight for Replicate 151	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS152	W3 W3HSTRANS BRR Weight for Replicate 152	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS153	W3 W3HSTRANS BRR Weight for Replicate 153	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS154	W3 W3HSTRANS BRR Weight for Replicate 154	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS155	W3 W3HSTRANS BRR Weight for Replicate 155	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS156	W3 W3HSTRANS BRR Weight for Replicate 156	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS157	W3 W3HSTRANS BRR Weight for Replicate 157	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS158	W3 W3HSTRANS BRR Weight for Replicate 158	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS159	W3 W3HSTRANS BRR Weight for Replicate 159	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS160	W3 W3HSTRANS BRR Weight for Replicate 160	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS161	W3 W3HSTRANS BRR Weight for Replicate 161	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS162	W3 W3HSTRANS BRR Weight for Replicate 162	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS163	W3 W3HSTRANS BRR Weight for Replicate 163	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS164	W3 W3HSTRANS BRR Weight for Replicate 164	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS165	W3 W3HSTRANS BRR Weight for Replicate 165	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS166	W3 W3HSTRANS BRR Weight for Replicate 166	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS167	W3 W3HSTRANS BRR Weight for Replicate 167	HS Transcript Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3HSTRANS168	W3 W3HSTRANS BRR Weight for Replicate 168	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS169	W3 W3HSTRANS BRR Weight for Replicate 169	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS170	W3 W3HSTRANS BRR Weight for Replicate 170	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS171	W3 W3HSTRANS BRR Weight for Replicate 171	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS172	W3 W3HSTRANS BRR Weight for Replicate 172	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS173	W3 W3HSTRANS BRR Weight for Replicate 173	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS174	W3 W3HSTRANS BRR Weight for Replicate 174	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS175	W3 W3HSTRANS BRR Weight for Replicate 175	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS176	W3 W3HSTRANS BRR Weight for Replicate 176	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS177	W3 W3HSTRANS BRR Weight for Replicate 177	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS178	W3 W3HSTRANS BRR Weight for Replicate 178	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS179	W3 W3HSTRANS BRR Weight for Replicate 179	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS180	W3 W3HSTRANS BRR Weight for Replicate 180	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS181	W3 W3HSTRANS BRR Weight for Replicate 181	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS182	W3 W3HSTRANS BRR Weight for Replicate 182	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS183	W3 W3HSTRANS BRR Weight for Replicate 183	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS184	W3 W3HSTRANS BRR Weight for Replicate 184	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS185	W3 W3HSTRANS BRR Weight for Replicate 185	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS186	W3 W3HSTRANS BRR Weight for Replicate 186	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS187	W3 W3HSTRANS BRR Weight for Replicate 187	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS188	W3 W3HSTRANS BRR Weight for Replicate 188	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS189	W3 W3HSTRANS BRR Weight for Replicate 189	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3HSTRANS190	W3 W3HSTRANS BRR Weight for Replicate 190	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS191	W3 W3HSTRANS BRR Weight for Replicate 191	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS192	W3 W3HSTRANS BRR Weight for Replicate 192	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS193	W3 W3HSTRANS BRR Weight for Replicate 193	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS194	W3 W3HSTRANS BRR Weight for Replicate 194	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS195	W3 W3HSTRANS BRR Weight for Replicate 195	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS196	W3 W3HSTRANS BRR Weight for Replicate 196	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS197	W3 W3HSTRANS BRR Weight for Replicate 197	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS198	W3 W3HSTRANS BRR Weight for Replicate 198	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS199	W3 W3HSTRANS BRR Weight for Replicate 199	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3HSTRANS200	W3 W3HSTRANS BRR Weight for Replicate 200	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR001	W3 W3STUDENTTR BRR Weight for Replicate 1	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR002	W3 W3STUDENTTR BRR Weight for Replicate 2	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR003	W3 W3STUDENTTR BRR Weight for Replicate 3	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR004	W3 W3STUDENTTR BRR Weight for Replicate 4	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR005	W3 W3STUDENTTR BRR Weight for Replicate 5	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR006	W3 W3STUDENTTR BRR Weight for Replicate 6	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR007	W3 W3STUDENTTR BRR Weight for Replicate 7	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR008	W3 W3STUDENTTR BRR Weight for Replicate 8	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR009	W3 W3STUDENTTR BRR Weight for Replicate 9	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR010	W3 W3STUDENTTR BRR Weight for Replicate 10	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR011	W3 W3STUDENTTR BRR Weight for Replicate 11	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENTTR012	W3 W3STUDENTTR BRR Weight for Replicate 12	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR013	W3 W3STUDENTTR BRR Weight for Replicate 13	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR014	W3 W3STUDENTTR BRR Weight for Replicate 14	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR015	W3 W3STUDENTTR BRR Weight for Replicate 15	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR016	W3 W3STUDENTTR BRR Weight for Replicate 16	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR017	W3 W3STUDENTTR BRR Weight for Replicate 17	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR018	W3 W3STUDENTTR BRR Weight for Replicate 18	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR019	W3 W3STUDENTTR BRR Weight for Replicate 19	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR020	W3 W3STUDENTTR BRR Weight for Replicate 20	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR021	W3 W3STUDENTTR BRR Weight for Replicate 21	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR022	W3 W3STUDENTTR BRR Weight for Replicate 22	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR023	W3 W3STUDENTTR BRR Weight for Replicate 23	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR024	W3 W3STUDENTTR BRR Weight for Replicate 24	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR025	W3 W3STUDENTTR BRR Weight for Replicate 25	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR026	W3 W3STUDENTTR BRR Weight for Replicate 26	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR027	W3 W3STUDENTTR BRR Weight for Replicate 27	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR028	W3 W3STUDENTTR BRR Weight for Replicate 28	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR029	W3 W3STUDENTTR BRR Weight for Replicate 29	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR030	W3 W3STUDENTTR BRR Weight for Replicate 30	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR031	W3 W3STUDENTTR BRR Weight for Replicate 31	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR032	W3 W3STUDENTTR BRR Weight for Replicate 32	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR033	W3 W3STUDENTTR BRR Weight for Replicate 33	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENTTR034	W3 W3STUDENTTR BRR Weight for Replicate 34	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR035	W3 W3STUDENTTR BRR Weight for Replicate 35	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR036	W3 W3STUDENTTR BRR Weight for Replicate 36	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR037	W3 W3STUDENTTR BRR Weight for Replicate 37	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR038	W3 W3STUDENTTR BRR Weight for Replicate 38	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR039	W3 W3STUDENTTR BRR Weight for Replicate 39	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR040	W3 W3STUDENTTR BRR Weight for Replicate 40	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR041	W3 W3STUDENTTR BRR Weight for Replicate 41	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR042	W3 W3STUDENTTR BRR Weight for Replicate 42	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR043	W3 W3STUDENTTR BRR Weight for Replicate 43	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR044	W3 W3STUDENTTR BRR Weight for Replicate 44	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR045	W3 W3STUDENTTR BRR Weight for Replicate 45	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR046	W3 W3STUDENTTR BRR Weight for Replicate 46	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR047	W3 W3STUDENTTR BRR Weight for Replicate 47	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR048	W3 W3STUDENTTR BRR Weight for Replicate 48	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR049	W3 W3STUDENTTR BRR Weight for Replicate 49	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR050	W3 W3STUDENTTR BRR Weight for Replicate 50	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR051	W3 W3STUDENTTR BRR Weight for Replicate 51	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR052	W3 W3STUDENTTR BRR Weight for Replicate 52	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR053	W3 W3STUDENTTR BRR Weight for Replicate 53	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR054	W3 W3STUDENTTR BRR Weight for Replicate 54	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR055	W3 W3STUDENTTR BRR Weight for Replicate 55	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENTTR056	W3 W3STUDENTTR BRR Weight for Replicate 56	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR057	W3 W3STUDENTTR BRR Weight for Replicate 57	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR058	W3 W3STUDENTTR BRR Weight for Replicate 58	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR059	W3 W3STUDENTTR BRR Weight for Replicate 59	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR060	W3 W3STUDENTTR BRR Weight for Replicate 60	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR061	W3 W3STUDENTTR BRR Weight for Replicate 61	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR062	W3 W3STUDENTTR BRR Weight for Replicate 62	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR063	W3 W3STUDENTTR BRR Weight for Replicate 63	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR064	W3 W3STUDENTTR BRR Weight for Replicate 64	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR065	W3 W3STUDENTTR BRR Weight for Replicate 65	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR066	W3 W3STUDENTTR BRR Weight for Replicate 66	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR067	W3 W3STUDENTTR BRR Weight for Replicate 67	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR068	W3 W3STUDENTTR BRR Weight for Replicate 68	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR069	W3 W3STUDENTTR BRR Weight for Replicate 69	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR070	W3 W3STUDENTTR BRR Weight for Replicate 70	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR071	W3 W3STUDENTTR BRR Weight for Replicate 71	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR072	W3 W3STUDENTTR BRR Weight for Replicate 72	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR073	W3 W3STUDENTTR BRR Weight for Replicate 73	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR074	W3 W3STUDENTTR BRR Weight for Replicate 74	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR075	W3 W3STUDENTTR BRR Weight for Replicate 75	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR076	W3 W3STUDENTTR BRR Weight for Replicate 76	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR077	W3 W3STUDENTTR BRR Weight for Replicate 77	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENTTR078	W3 W3STUDENTTR BRR Weight for Replicate 78	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR079	W3 W3STUDENTTR BRR Weight for Replicate 79	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR080	W3 W3STUDENTTR BRR Weight for Replicate 80	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR081	W3 W3STUDENTTR BRR Weight for Replicate 81	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR082	W3 W3STUDENTTR BRR Weight for Replicate 82	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR083	W3 W3STUDENTTR BRR Weight for Replicate 83	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR084	W3 W3STUDENTTR BRR Weight for Replicate 84	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR085	W3 W3STUDENTTR BRR Weight for Replicate 85	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR086	W3 W3STUDENTTR BRR Weight for Replicate 86	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR087	W3 W3STUDENTTR BRR Weight for Replicate 87	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR088	W3 W3STUDENTTR BRR Weight for Replicate 88	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR089	W3 W3STUDENTTR BRR Weight for Replicate 89	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR090	W3 W3STUDENTTR BRR Weight for Replicate 90	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR091	W3 W3STUDENTTR BRR Weight for Replicate 91	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR092	W3 W3STUDENTTR BRR Weight for Replicate 92	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR093	W3 W3STUDENTTR BRR Weight for Replicate 93	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR094	W3 W3STUDENTTR BRR Weight for Replicate 94	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR095	W3 W3STUDENTTR BRR Weight for Replicate 95	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR096	W3 W3STUDENTTR BRR Weight for Replicate 96	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR097	W3 W3STUDENTTR BRR Weight for Replicate 97	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR098	W3 W3STUDENTTR BRR Weight for Replicate 98	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR099	W3 W3STUDENTTR BRR Weight for Replicate 99	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENTTR100	W3 W3STUDENTTR BRR Weight for Replicate 100	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR101	W3 W3STUDENTTR BRR Weight for Replicate 101	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR102	W3 W3STUDENTTR BRR Weight for Replicate 102	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR103	W3 W3STUDENTTR BRR Weight for Replicate 103	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR104	W3 W3STUDENTTR BRR Weight for Replicate 104	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR105	W3 W3STUDENTTR BRR Weight for Replicate 105	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR106	W3 W3STUDENTTR BRR Weight for Replicate 106	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR107	W3 W3STUDENTTR BRR Weight for Replicate 107	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR108	W3 W3STUDENTTR BRR Weight for Replicate 108	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR109	W3 W3STUDENTTR BRR Weight for Replicate 109	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR110	W3 W3STUDENTTR BRR Weight for Replicate 110	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR111	W3 W3STUDENTTR BRR Weight for Replicate 111	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR112	W3 W3STUDENTTR BRR Weight for Replicate 112	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR113	W3 W3STUDENTTR BRR Weight for Replicate 113	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR114	W3 W3STUDENTTR BRR Weight for Replicate 114	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR115	W3 W3STUDENTTR BRR Weight for Replicate 115	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR116	W3 W3STUDENTTR BRR Weight for Replicate 116	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR117	W3 W3STUDENTTR BRR Weight for Replicate 117	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR118	W3 W3STUDENTTR BRR Weight for Replicate 118	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR119	W3 W3STUDENTTR BRR Weight for Replicate 119	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR120	W3 W3STUDENTTR BRR Weight for Replicate 120	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR121	W3 W3STUDENTTR BRR Weight for Replicate 121	HS Transcript Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENTTR122	W3 W3STUDENTTR BRR Weight for Replicate 122	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR123	W3 W3STUDENTTR BRR Weight for Replicate 123	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR124	W3 W3STUDENTTR BRR Weight for Replicate 124	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR125	W3 W3STUDENTTR BRR Weight for Replicate 125	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR126	W3 W3STUDENTTR BRR Weight for Replicate 126	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR127	W3 W3STUDENTTR BRR Weight for Replicate 127	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR128	W3 W3STUDENTTR BRR Weight for Replicate 128	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR129	W3 W3STUDENTTR BRR Weight for Replicate 129	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR130	W3 W3STUDENTTR BRR Weight for Replicate 130	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR131	W3 W3STUDENTTR BRR Weight for Replicate 131	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR132	W3 W3STUDENTTR BRR Weight for Replicate 132	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR133	W3 W3STUDENTTR BRR Weight for Replicate 133	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR134	W3 W3STUDENTTR BRR Weight for Replicate 134	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR135	W3 W3STUDENTTR BRR Weight for Replicate 135	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR136	W3 W3STUDENTTR BRR Weight for Replicate 136	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR137	W3 W3STUDENTTR BRR Weight for Replicate 137	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR138	W3 W3STUDENTTR BRR Weight for Replicate 138	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR139	W3 W3STUDENTTR BRR Weight for Replicate 139	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR140	W3 W3STUDENTTR BRR Weight for Replicate 140	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR141	W3 W3STUDENTTR BRR Weight for Replicate 141	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR142	W3 W3STUDENTTR BRR Weight for Replicate 142	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR143	W3 W3STUDENTTR BRR Weight for Replicate 143	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENTTR144	W3 W3STUDENTTR BRR Weight for Replicate 144	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR145	W3 W3STUDENTTR BRR Weight for Replicate 145	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR146	W3 W3STUDENTTR BRR Weight for Replicate 146	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR147	W3 W3STUDENTTR BRR Weight for Replicate 147	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR148	W3 W3STUDENTTR BRR Weight for Replicate 148	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR149	W3 W3STUDENTTR BRR Weight for Replicate 149	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR150	W3 W3STUDENTTR BRR Weight for Replicate 150	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR151	W3 W3STUDENTTR BRR Weight for Replicate 151	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR152	W3 W3STUDENTTR BRR Weight for Replicate 152	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR153	W3 W3STUDENTTR BRR Weight for Replicate 153	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR154	W3 W3STUDENTTR BRR Weight for Replicate 154	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR155	W3 W3STUDENTTR BRR Weight for Replicate 155	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR156	W3 W3STUDENTTR BRR Weight for Replicate 156	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR157	W3 W3STUDENTTR BRR Weight for Replicate 157	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR158	W3 W3STUDENTTR BRR Weight for Replicate 158	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR159	W3 W3STUDENTTR BRR Weight for Replicate 159	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR160	W3 W3STUDENTTR BRR Weight for Replicate 160	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR161	W3 W3STUDENTTR BRR Weight for Replicate 161	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR162	W3 W3STUDENTTR BRR Weight for Replicate 162	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR163	W3 W3STUDENTTR BRR Weight for Replicate 163	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR164	W3 W3STUDENTTR BRR Weight for Replicate 164	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR165	W3 W3STUDENTTR BRR Weight for Replicate 165	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENTTR166	W3 W3STUDENTTR BRR Weight for Replicate 166	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR167	W3 W3STUDENTTR BRR Weight for Replicate 167	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR168	W3 W3STUDENTTR BRR Weight for Replicate 168	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR169	W3 W3STUDENTTR BRR Weight for Replicate 169	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR170	W3 W3STUDENTTR BRR Weight for Replicate 170	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR171	W3 W3STUDENTTR BRR Weight for Replicate 171	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR172	W3 W3STUDENTTR BRR Weight for Replicate 172	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR173	W3 W3STUDENTTR BRR Weight for Replicate 173	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR174	W3 W3STUDENTTR BRR Weight for Replicate 174	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR175	W3 W3STUDENTTR BRR Weight for Replicate 175	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR176	W3 W3STUDENTTR BRR Weight for Replicate 176	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR177	W3 W3STUDENTTR BRR Weight for Replicate 177	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR178	W3 W3STUDENTTR BRR Weight for Replicate 178	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR179	W3 W3STUDENTTR BRR Weight for Replicate 179	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR180	W3 W3STUDENTTR BRR Weight for Replicate 180	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR181	W3 W3STUDENTTR BRR Weight for Replicate 181	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR182	W3 W3STUDENTTR BRR Weight for Replicate 182	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR183	W3 W3STUDENTTR BRR Weight for Replicate 183	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR184	W3 W3STUDENTTR BRR Weight for Replicate 184	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR185	W3 W3STUDENTTR BRR Weight for Replicate 185	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR186	W3 W3STUDENTTR BRR Weight for Replicate 186	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR187	W3 W3STUDENTTR BRR Weight for Replicate 187	HS Transcript Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3STUDENTTR188	W3 W3STUDENTTR BRR Weight for Replicate 188	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR189	W3 W3STUDENTTR BRR Weight for Replicate 189	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR190	W3 W3STUDENTTR BRR Weight for Replicate 190	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR191	W3 W3STUDENTTR BRR Weight for Replicate 191	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR192	W3 W3STUDENTTR BRR Weight for Replicate 192	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR193	W3 W3STUDENTTR BRR Weight for Replicate 193	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR194	W3 W3STUDENTTR BRR Weight for Replicate 194	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR195	W3 W3STUDENTTR BRR Weight for Replicate 195	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR196	W3 W3STUDENTTR BRR Weight for Replicate 196	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR197	W3 W3STUDENTTR BRR Weight for Replicate 197	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR198	W3 W3STUDENTTR BRR Weight for Replicate 198	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR199	W3 W3STUDENTTR BRR Weight for Replicate 199	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3STUDENTTR200	W3 W3STUDENTTR BRR Weight for Replicate 200	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR001	W3 W3W1STUTR BRR Weight for Replicate 1	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR002	W3 W3W1STUTR BRR Weight for Replicate 2	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR003	W3 W3W1STUTR BRR Weight for Replicate 3	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR004	W3 W3W1STUTR BRR Weight for Replicate 4	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR005	W3 W3W1STUTR BRR Weight for Replicate 5	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR006	W3 W3W1STUTR BRR Weight for Replicate 6	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR007	W3 W3W1STUTR BRR Weight for Replicate 7	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR008	W3 W3W1STUTR BRR Weight for Replicate 8	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR009	W3 W3W1STUTR BRR Weight for Replicate 9	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STUTR010	W3 W3W1STUTR BRR Weight for Replicate 10	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR011	W3 W3W1STUTR BRR Weight for Replicate 11	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR012	W3 W3W1STUTR BRR Weight for Replicate 12	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR013	W3 W3W1STUTR BRR Weight for Replicate 13	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR014	W3 W3W1STUTR BRR Weight for Replicate 14	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR015	W3 W3W1STUTR BRR Weight for Replicate 15	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR016	W3 W3W1STUTR BRR Weight for Replicate 16	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR017	W3 W3W1STUTR BRR Weight for Replicate 17	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR018	W3 W3W1STUTR BRR Weight for Replicate 18	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR019	W3 W3W1STUTR BRR Weight for Replicate 19	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR020	W3 W3W1STUTR BRR Weight for Replicate 20	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR021	W3 W3W1STUTR BRR Weight for Replicate 21	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR022	W3 W3W1STUTR BRR Weight for Replicate 22	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR023	W3 W3W1STUTR BRR Weight for Replicate 23	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR024	W3 W3W1STUTR BRR Weight for Replicate 24	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR025	W3 W3W1STUTR BRR Weight for Replicate 25	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR026	W3 W3W1STUTR BRR Weight for Replicate 26	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR027	W3 W3W1STUTR BRR Weight for Replicate 27	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR028	W3 W3W1STUTR BRR Weight for Replicate 28	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR029	W3 W3W1STUTR BRR Weight for Replicate 29	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR030	W3 W3W1STUTR BRR Weight for Replicate 30	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR031	W3 W3W1STUTR BRR Weight for Replicate 31	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STUTR032	W3 W3W1STUTR BRR Weight for Replicate 32	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR033	W3 W3W1STUTR BRR Weight for Replicate 33	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR034	W3 W3W1STUTR BRR Weight for Replicate 34	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR035	W3 W3W1STUTR BRR Weight for Replicate 35	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR036	W3 W3W1STUTR BRR Weight for Replicate 36	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR037	W3 W3W1STUTR BRR Weight for Replicate 37	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR038	W3 W3W1STUTR BRR Weight for Replicate 38	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR039	W3 W3W1STUTR BRR Weight for Replicate 39	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR040	W3 W3W1STUTR BRR Weight for Replicate 40	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR041	W3 W3W1STUTR BRR Weight for Replicate 41	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR042	W3 W3W1STUTR BRR Weight for Replicate 42	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR043	W3 W3W1STUTR BRR Weight for Replicate 43	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR044	W3 W3W1STUTR BRR Weight for Replicate 44	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR045	W3 W3W1STUTR BRR Weight for Replicate 45	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR046	W3 W3W1STUTR BRR Weight for Replicate 46	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR047	W3 W3W1STUTR BRR Weight for Replicate 47	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR048	W3 W3W1STUTR BRR Weight for Replicate 48	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR049	W3 W3W1STUTR BRR Weight for Replicate 49	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR050	W3 W3W1STUTR BRR Weight for Replicate 50	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR051	W3 W3W1STUTR BRR Weight for Replicate 51	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR052	W3 W3W1STUTR BRR Weight for Replicate 52	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR053	W3 W3W1STUTR BRR Weight for Replicate 53	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STUTR054	W3 W3W1STUTR BRR Weight for Replicate 54	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR055	W3 W3W1STUTR BRR Weight for Replicate 55	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR056	W3 W3W1STUTR BRR Weight for Replicate 56	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR057	W3 W3W1STUTR BRR Weight for Replicate 57	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR058	W3 W3W1STUTR BRR Weight for Replicate 58	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR059	W3 W3W1STUTR BRR Weight for Replicate 59	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR060	W3 W3W1STUTR BRR Weight for Replicate 60	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR061	W3 W3W1STUTR BRR Weight for Replicate 61	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR062	W3 W3W1STUTR BRR Weight for Replicate 62	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR063	W3 W3W1STUTR BRR Weight for Replicate 63	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR064	W3 W3W1STUTR BRR Weight for Replicate 64	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR065	W3 W3W1STUTR BRR Weight for Replicate 65	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR066	W3 W3W1STUTR BRR Weight for Replicate 66	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR067	W3 W3W1STUTR BRR Weight for Replicate 67	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR068	W3 W3W1STUTR BRR Weight for Replicate 68	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR069	W3 W3W1STUTR BRR Weight for Replicate 69	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR070	W3 W3W1STUTR BRR Weight for Replicate 70	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR071	W3 W3W1STUTR BRR Weight for Replicate 71	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR072	W3 W3W1STUTR BRR Weight for Replicate 72	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR073	W3 W3W1STUTR BRR Weight for Replicate 73	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR074	W3 W3W1STUTR BRR Weight for Replicate 74	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR075	W3 W3W1STUTR BRR Weight for Replicate 75	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STUTR076	W3 W3W1STUTR BRR Weight for Replicate 76	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR077	W3 W3W1STUTR BRR Weight for Replicate 77	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR078	W3 W3W1STUTR BRR Weight for Replicate 78	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR079	W3 W3W1STUTR BRR Weight for Replicate 79	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR080	W3 W3W1STUTR BRR Weight for Replicate 80	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR081	W3 W3W1STUTR BRR Weight for Replicate 81	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR082	W3 W3W1STUTR BRR Weight for Replicate 82	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR083	W3 W3W1STUTR BRR Weight for Replicate 83	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR084	W3 W3W1STUTR BRR Weight for Replicate 84	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR085	W3 W3W1STUTR BRR Weight for Replicate 85	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR086	W3 W3W1STUTR BRR Weight for Replicate 86	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR087	W3 W3W1STUTR BRR Weight for Replicate 87	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR088	W3 W3W1STUTR BRR Weight for Replicate 88	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR089	W3 W3W1STUTR BRR Weight for Replicate 89	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR090	W3 W3W1STUTR BRR Weight for Replicate 90	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR091	W3 W3W1STUTR BRR Weight for Replicate 91	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR092	W3 W3W1STUTR BRR Weight for Replicate 92	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR093	W3 W3W1STUTR BRR Weight for Replicate 93	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR094	W3 W3W1STUTR BRR Weight for Replicate 94	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR095	W3 W3W1STUTR BRR Weight for Replicate 95	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR096	W3 W3W1STUTR BRR Weight for Replicate 96	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR097	W3 W3W1STUTR BRR Weight for Replicate 97	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STUTR098	W3 W3W1STUTR BRR Weight for Replicate 98	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR099	W3 W3W1STUTR BRR Weight for Replicate 99	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR100	W3 W3W1STUTR BRR Weight for Replicate 100	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR101	W3 W3W1STUTR BRR Weight for Replicate 101	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR102	W3 W3W1STUTR BRR Weight for Replicate 102	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR103	W3 W3W1STUTR BRR Weight for Replicate 103	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR104	W3 W3W1STUTR BRR Weight for Replicate 104	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR105	W3 W3W1STUTR BRR Weight for Replicate 105	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR106	W3 W3W1STUTR BRR Weight for Replicate 106	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR107	W3 W3W1STUTR BRR Weight for Replicate 107	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR108	W3 W3W1STUTR BRR Weight for Replicate 108	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR109	W3 W3W1STUTR BRR Weight for Replicate 109	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR110	W3 W3W1STUTR BRR Weight for Replicate 110	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR111	W3 W3W1STUTR BRR Weight for Replicate 111	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR112	W3 W3W1STUTR BRR Weight for Replicate 112	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR113	W3 W3W1STUTR BRR Weight for Replicate 113	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR114	W3 W3W1STUTR BRR Weight for Replicate 114	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR115	W3 W3W1STUTR BRR Weight for Replicate 115	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR116	W3 W3W1STUTR BRR Weight for Replicate 116	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR117	W3 W3W1STUTR BRR Weight for Replicate 117	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR118	W3 W3W1STUTR BRR Weight for Replicate 118	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR119	W3 W3W1STUTR BRR Weight for Replicate 119	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STUTR120	W3 W3W1STUTR BRR Weight for Replicate 120	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR121	W3 W3W1STUTR BRR Weight for Replicate 121	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR122	W3 W3W1STUTR BRR Weight for Replicate 122	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR123	W3 W3W1STUTR BRR Weight for Replicate 123	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR124	W3 W3W1STUTR BRR Weight for Replicate 124	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR125	W3 W3W1STUTR BRR Weight for Replicate 125	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR126	W3 W3W1STUTR BRR Weight for Replicate 126	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR127	W3 W3W1STUTR BRR Weight for Replicate 127	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR128	W3 W3W1STUTR BRR Weight for Replicate 128	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR129	W3 W3W1STUTR BRR Weight for Replicate 129	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR130	W3 W3W1STUTR BRR Weight for Replicate 130	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR131	W3 W3W1STUTR BRR Weight for Replicate 131	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR132	W3 W3W1STUTR BRR Weight for Replicate 132	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR133	W3 W3W1STUTR BRR Weight for Replicate 133	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR134	W3 W3W1STUTR BRR Weight for Replicate 134	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR135	W3 W3W1STUTR BRR Weight for Replicate 135	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR136	W3 W3W1STUTR BRR Weight for Replicate 136	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR137	W3 W3W1STUTR BRR Weight for Replicate 137	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR138	W3 W3W1STUTR BRR Weight for Replicate 138	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR139	W3 W3W1STUTR BRR Weight for Replicate 139	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR140	W3 W3W1STUTR BRR Weight for Replicate 140	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR141	W3 W3W1STUTR BRR Weight for Replicate 141	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STUTR142	W3 W3W1STUTR BRR Weight for Replicate 142	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR143	W3 W3W1STUTR BRR Weight for Replicate 143	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR144	W3 W3W1STUTR BRR Weight for Replicate 144	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR145	W3 W3W1STUTR BRR Weight for Replicate 145	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR146	W3 W3W1STUTR BRR Weight for Replicate 146	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR147	W3 W3W1STUTR BRR Weight for Replicate 147	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR148	W3 W3W1STUTR BRR Weight for Replicate 148	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR149	W3 W3W1STUTR BRR Weight for Replicate 149	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR150	W3 W3W1STUTR BRR Weight for Replicate 150	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR151	W3 W3W1STUTR BRR Weight for Replicate 151	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR152	W3 W3W1STUTR BRR Weight for Replicate 152	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR153	W3 W3W1STUTR BRR Weight for Replicate 153	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR154	W3 W3W1STUTR BRR Weight for Replicate 154	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR155	W3 W3W1STUTR BRR Weight for Replicate 155	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR156	W3 W3W1STUTR BRR Weight for Replicate 156	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR157	W3 W3W1STUTR BRR Weight for Replicate 157	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR158	W3 W3W1STUTR BRR Weight for Replicate 158	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR159	W3 W3W1STUTR BRR Weight for Replicate 159	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR160	W3 W3W1STUTR BRR Weight for Replicate 160	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR161	W3 W3W1STUTR BRR Weight for Replicate 161	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR162	W3 W3W1STUTR BRR Weight for Replicate 162	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR163	W3 W3W1STUTR BRR Weight for Replicate 163	HS Transcript Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STUTR164	W3 W3W1STUTR BRR Weight for Replicate 164	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR165	W3 W3W1STUTR BRR Weight for Replicate 165	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR166	W3 W3W1STUTR BRR Weight for Replicate 166	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR167	W3 W3W1STUTR BRR Weight for Replicate 167	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR168	W3 W3W1STUTR BRR Weight for Replicate 168	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR169	W3 W3W1STUTR BRR Weight for Replicate 169	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR170	W3 W3W1STUTR BRR Weight for Replicate 170	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR171	W3 W3W1STUTR BRR Weight for Replicate 171	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR172	W3 W3W1STUTR BRR Weight for Replicate 172	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR173	W3 W3W1STUTR BRR Weight for Replicate 173	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR174	W3 W3W1STUTR BRR Weight for Replicate 174	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR175	W3 W3W1STUTR BRR Weight for Replicate 175	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR176	W3 W3W1STUTR BRR Weight for Replicate 176	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR177	W3 W3W1STUTR BRR Weight for Replicate 177	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR178	W3 W3W1STUTR BRR Weight for Replicate 178	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR179	W3 W3W1STUTR BRR Weight for Replicate 179	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR180	W3 W3W1STUTR BRR Weight for Replicate 180	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR181	W3 W3W1STUTR BRR Weight for Replicate 181	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR182	W3 W3W1STUTR BRR Weight for Replicate 182	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR183	W3 W3W1STUTR BRR Weight for Replicate 183	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR184	W3 W3W1STUTR BRR Weight for Replicate 184	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR185	W3 W3W1STUTR BRR Weight for Replicate 185	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1STUTR186	W3 W3W1STUTR BRR Weight for Replicate 186	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR187	W3 W3W1STUTR BRR Weight for Replicate 187	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR188	W3 W3W1STUTR BRR Weight for Replicate 188	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR189	W3 W3W1STUTR BRR Weight for Replicate 189	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR190	W3 W3W1STUTR BRR Weight for Replicate 190	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR191	W3 W3W1STUTR BRR Weight for Replicate 191	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR192	W3 W3W1STUTR BRR Weight for Replicate 192	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR193	W3 W3W1STUTR BRR Weight for Replicate 193	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR194	W3 W3W1STUTR BRR Weight for Replicate 194	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR195	W3 W3W1STUTR BRR Weight for Replicate 195	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR196	W3 W3W1STUTR BRR Weight for Replicate 196	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR197	W3 W3W1STUTR BRR Weight for Replicate 197	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR198	W3 W3W1STUTR BRR Weight for Replicate 198	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR199	W3 W3W1STUTR BRR Weight for Replicate 199	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1STUTR200	W3 W3W1STUTR BRR Weight for Replicate 200	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR001	W3 W3W1W2STUTR BRR Weight for Replicate 1	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR002	W3 W3W1W2STUTR BRR Weight for Replicate 2	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR003	W3 W3W1W2STUTR BRR Weight for Replicate 3	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR004	W3 W3W1W2STUTR BRR Weight for Replicate 4	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR005	W3 W3W1W2STUTR BRR Weight for Replicate 5	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR006	W3 W3W1W2STUTR BRR Weight for Replicate 6	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR007	W3 W3W1W2STUTR BRR Weight for Replicate 7	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STUTR008	W3 W3W1W2STUTR BRR Weight for Replicate 8	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR009	W3 W3W1W2STUTR BRR Weight for Replicate 9	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR010	W3 W3W1W2STUTR BRR Weight for Replicate 10	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR011	W3 W3W1W2STUTR BRR Weight for Replicate 11	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR012	W3 W3W1W2STUTR BRR Weight for Replicate 12	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR013	W3 W3W1W2STUTR BRR Weight for Replicate 13	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR014	W3 W3W1W2STUTR BRR Weight for Replicate 14	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR015	W3 W3W1W2STUTR BRR Weight for Replicate 15	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR016	W3 W3W1W2STUTR BRR Weight for Replicate 16	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR017	W3 W3W1W2STUTR BRR Weight for Replicate 17	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR018	W3 W3W1W2STUTR BRR Weight for Replicate 18	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR019	W3 W3W1W2STUTR BRR Weight for Replicate 19	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR020	W3 W3W1W2STUTR BRR Weight for Replicate 20	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR021	W3 W3W1W2STUTR BRR Weight for Replicate 21	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR022	W3 W3W1W2STUTR BRR Weight for Replicate 22	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR023	W3 W3W1W2STUTR BRR Weight for Replicate 23	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR024	W3 W3W1W2STUTR BRR Weight for Replicate 24	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR025	W3 W3W1W2STUTR BRR Weight for Replicate 25	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR026	W3 W3W1W2STUTR BRR Weight for Replicate 26	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR027	W3 W3W1W2STUTR BRR Weight for Replicate 27	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR028	W3 W3W1W2STUTR BRR Weight for Replicate 28	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR029	W3 W3W1W2STUTR BRR Weight for Replicate 29	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STUTR030	W3 W3W1W2STUTR BRR Weight for Replicate 30	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR031	W3 W3W1W2STUTR BRR Weight for Replicate 31	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR032	W3 W3W1W2STUTR BRR Weight for Replicate 32	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR033	W3 W3W1W2STUTR BRR Weight for Replicate 33	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR034	W3 W3W1W2STUTR BRR Weight for Replicate 34	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR035	W3 W3W1W2STUTR BRR Weight for Replicate 35	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR036	W3 W3W1W2STUTR BRR Weight for Replicate 36	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR037	W3 W3W1W2STUTR BRR Weight for Replicate 37	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR038	W3 W3W1W2STUTR BRR Weight for Replicate 38	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR039	W3 W3W1W2STUTR BRR Weight for Replicate 39	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR040	W3 W3W1W2STUTR BRR Weight for Replicate 40	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR041	W3 W3W1W2STUTR BRR Weight for Replicate 41	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR042	W3 W3W1W2STUTR BRR Weight for Replicate 42	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR043	W3 W3W1W2STUTR BRR Weight for Replicate 43	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR044	W3 W3W1W2STUTR BRR Weight for Replicate 44	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR045	W3 W3W1W2STUTR BRR Weight for Replicate 45	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR046	W3 W3W1W2STUTR BRR Weight for Replicate 46	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR047	W3 W3W1W2STUTR BRR Weight for Replicate 47	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR048	W3 W3W1W2STUTR BRR Weight for Replicate 48	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR049	W3 W3W1W2STUTR BRR Weight for Replicate 49	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR050	W3 W3W1W2STUTR BRR Weight for Replicate 50	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR051	W3 W3W1W2STUTR BRR Weight for Replicate 51	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STUTR052	W3 W3W1W2STUTR BRR Weight for Replicate 52	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR053	W3 W3W1W2STUTR BRR Weight for Replicate 53	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR054	W3 W3W1W2STUTR BRR Weight for Replicate 54	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR055	W3 W3W1W2STUTR BRR Weight for Replicate 55	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR056	W3 W3W1W2STUTR BRR Weight for Replicate 56	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR057	W3 W3W1W2STUTR BRR Weight for Replicate 57	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR058	W3 W3W1W2STUTR BRR Weight for Replicate 58	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR059	W3 W3W1W2STUTR BRR Weight for Replicate 59	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR060	W3 W3W1W2STUTR BRR Weight for Replicate 60	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR061	W3 W3W1W2STUTR BRR Weight for Replicate 61	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR062	W3 W3W1W2STUTR BRR Weight for Replicate 62	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR063	W3 W3W1W2STUTR BRR Weight for Replicate 63	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR064	W3 W3W1W2STUTR BRR Weight for Replicate 64	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR065	W3 W3W1W2STUTR BRR Weight for Replicate 65	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR066	W3 W3W1W2STUTR BRR Weight for Replicate 66	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR067	W3 W3W1W2STUTR BRR Weight for Replicate 67	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR068	W3 W3W1W2STUTR BRR Weight for Replicate 68	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR069	W3 W3W1W2STUTR BRR Weight for Replicate 69	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR070	W3 W3W1W2STUTR BRR Weight for Replicate 70	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR071	W3 W3W1W2STUTR BRR Weight for Replicate 71	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR072	W3 W3W1W2STUTR BRR Weight for Replicate 72	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR073	W3 W3W1W2STUTR BRR Weight for Replicate 73	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STUTR074	W3 W3W1W2STUTR BRR Weight for Replicate 74	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR075	W3 W3W1W2STUTR BRR Weight for Replicate 75	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR076	W3 W3W1W2STUTR BRR Weight for Replicate 76	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR077	W3 W3W1W2STUTR BRR Weight for Replicate 77	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR078	W3 W3W1W2STUTR BRR Weight for Replicate 78	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR079	W3 W3W1W2STUTR BRR Weight for Replicate 79	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR080	W3 W3W1W2STUTR BRR Weight for Replicate 80	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR081	W3 W3W1W2STUTR BRR Weight for Replicate 81	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR082	W3 W3W1W2STUTR BRR Weight for Replicate 82	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR083	W3 W3W1W2STUTR BRR Weight for Replicate 83	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR084	W3 W3W1W2STUTR BRR Weight for Replicate 84	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR085	W3 W3W1W2STUTR BRR Weight for Replicate 85	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR086	W3 W3W1W2STUTR BRR Weight for Replicate 86	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR087	W3 W3W1W2STUTR BRR Weight for Replicate 87	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR088	W3 W3W1W2STUTR BRR Weight for Replicate 88	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR089	W3 W3W1W2STUTR BRR Weight for Replicate 89	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR090	W3 W3W1W2STUTR BRR Weight for Replicate 90	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR091	W3 W3W1W2STUTR BRR Weight for Replicate 91	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR092	W3 W3W1W2STUTR BRR Weight for Replicate 92	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR093	W3 W3W1W2STUTR BRR Weight for Replicate 93	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR094	W3 W3W1W2STUTR BRR Weight for Replicate 94	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR095	W3 W3W1W2STUTR BRR Weight for Replicate 95	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STUTR096	W3 W3W1W2STUTR BRR Weight for Replicate 96	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR097	W3 W3W1W2STUTR BRR Weight for Replicate 97	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR098	W3 W3W1W2STUTR BRR Weight for Replicate 98	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR099	W3 W3W1W2STUTR BRR Weight for Replicate 99	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR100	W3 W3W1W2STUTR BRR Weight for Replicate 100	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR101	W3 W3W1W2STUTR BRR Weight for Replicate 101	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR102	W3 W3W1W2STUTR BRR Weight for Replicate 102	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR103	W3 W3W1W2STUTR BRR Weight for Replicate 103	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR104	W3 W3W1W2STUTR BRR Weight for Replicate 104	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR105	W3 W3W1W2STUTR BRR Weight for Replicate 105	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR106	W3 W3W1W2STUTR BRR Weight for Replicate 106	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR107	W3 W3W1W2STUTR BRR Weight for Replicate 107	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR108	W3 W3W1W2STUTR BRR Weight for Replicate 108	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR109	W3 W3W1W2STUTR BRR Weight for Replicate 109	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR110	W3 W3W1W2STUTR BRR Weight for Replicate 110	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR111	W3 W3W1W2STUTR BRR Weight for Replicate 111	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR112	W3 W3W1W2STUTR BRR Weight for Replicate 112	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR113	W3 W3W1W2STUTR BRR Weight for Replicate 113	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR114	W3 W3W1W2STUTR BRR Weight for Replicate 114	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR115	W3 W3W1W2STUTR BRR Weight for Replicate 115	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR116	W3 W3W1W2STUTR BRR Weight for Replicate 116	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR117	W3 W3W1W2STUTR BRR Weight for Replicate 117	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STUTR118	W3 W3W1W2STUTR BRR Weight for Replicate 118	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR119	W3 W3W1W2STUTR BRR Weight for Replicate 119	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR120	W3 W3W1W2STUTR BRR Weight for Replicate 120	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR121	W3 W3W1W2STUTR BRR Weight for Replicate 121	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR122	W3 W3W1W2STUTR BRR Weight for Replicate 122	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR123	W3 W3W1W2STUTR BRR Weight for Replicate 123	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR124	W3 W3W1W2STUTR BRR Weight for Replicate 124	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR125	W3 W3W1W2STUTR BRR Weight for Replicate 125	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR126	W3 W3W1W2STUTR BRR Weight for Replicate 126	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR127	W3 W3W1W2STUTR BRR Weight for Replicate 127	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR128	W3 W3W1W2STUTR BRR Weight for Replicate 128	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR129	W3 W3W1W2STUTR BRR Weight for Replicate 129	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR130	W3 W3W1W2STUTR BRR Weight for Replicate 130	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR131	W3 W3W1W2STUTR BRR Weight for Replicate 131	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR132	W3 W3W1W2STUTR BRR Weight for Replicate 132	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR133	W3 W3W1W2STUTR BRR Weight for Replicate 133	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR134	W3 W3W1W2STUTR BRR Weight for Replicate 134	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR135	W3 W3W1W2STUTR BRR Weight for Replicate 135	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR136	W3 W3W1W2STUTR BRR Weight for Replicate 136	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR137	W3 W3W1W2STUTR BRR Weight for Replicate 137	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR138	W3 W3W1W2STUTR BRR Weight for Replicate 138	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR139	W3 W3W1W2STUTR BRR Weight for Replicate 139	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STUTR140	W3 W3W1W2STUTR BRR Weight for Replicate 140	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR141	W3 W3W1W2STUTR BRR Weight for Replicate 141	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR142	W3 W3W1W2STUTR BRR Weight for Replicate 142	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR143	W3 W3W1W2STUTR BRR Weight for Replicate 143	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR144	W3 W3W1W2STUTR BRR Weight for Replicate 144	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR145	W3 W3W1W2STUTR BRR Weight for Replicate 145	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR146	W3 W3W1W2STUTR BRR Weight for Replicate 146	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR147	W3 W3W1W2STUTR BRR Weight for Replicate 147	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR148	W3 W3W1W2STUTR BRR Weight for Replicate 148	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR149	W3 W3W1W2STUTR BRR Weight for Replicate 149	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR150	W3 W3W1W2STUTR BRR Weight for Replicate 150	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR151	W3 W3W1W2STUTR BRR Weight for Replicate 151	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR152	W3 W3W1W2STUTR BRR Weight for Replicate 152	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR153	W3 W3W1W2STUTR BRR Weight for Replicate 153	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR154	W3 W3W1W2STUTR BRR Weight for Replicate 154	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR155	W3 W3W1W2STUTR BRR Weight for Replicate 155	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR156	W3 W3W1W2STUTR BRR Weight for Replicate 156	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR157	W3 W3W1W2STUTR BRR Weight for Replicate 157	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR158	W3 W3W1W2STUTR BRR Weight for Replicate 158	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR159	W3 W3W1W2STUTR BRR Weight for Replicate 159	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR160	W3 W3W1W2STUTR BRR Weight for Replicate 160	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR161	W3 W3W1W2STUTR BRR Weight for Replicate 161	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STUTR162	W3 W3W1W2STUTR BRR Weight for Replicate 162	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR163	W3 W3W1W2STUTR BRR Weight for Replicate 163	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR164	W3 W3W1W2STUTR BRR Weight for Replicate 164	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR165	W3 W3W1W2STUTR BRR Weight for Replicate 165	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR166	W3 W3W1W2STUTR BRR Weight for Replicate 166	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR167	W3 W3W1W2STUTR BRR Weight for Replicate 167	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR168	W3 W3W1W2STUTR BRR Weight for Replicate 168	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR169	W3 W3W1W2STUTR BRR Weight for Replicate 169	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR170	W3 W3W1W2STUTR BRR Weight for Replicate 170	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR171	W3 W3W1W2STUTR BRR Weight for Replicate 171	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR172	W3 W3W1W2STUTR BRR Weight for Replicate 172	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR173	W3 W3W1W2STUTR BRR Weight for Replicate 173	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR174	W3 W3W1W2STUTR BRR Weight for Replicate 174	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR175	W3 W3W1W2STUTR BRR Weight for Replicate 175	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR176	W3 W3W1W2STUTR BRR Weight for Replicate 176	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR177	W3 W3W1W2STUTR BRR Weight for Replicate 177	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR178	W3 W3W1W2STUTR BRR Weight for Replicate 178	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR179	W3 W3W1W2STUTR BRR Weight for Replicate 179	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR180	W3 W3W1W2STUTR BRR Weight for Replicate 180	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR181	W3 W3W1W2STUTR BRR Weight for Replicate 181	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR182	W3 W3W1W2STUTR BRR Weight for Replicate 182	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR183	W3 W3W1W2STUTR BRR Weight for Replicate 183	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W1W2STUTR184	W3 W3W1W2STUTR BRR Weight for Replicate 184	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR185	W3 W3W1W2STUTR BRR Weight for Replicate 185	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR186	W3 W3W1W2STUTR BRR Weight for Replicate 186	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR187	W3 W3W1W2STUTR BRR Weight for Replicate 187	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR188	W3 W3W1W2STUTR BRR Weight for Replicate 188	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR189	W3 W3W1W2STUTR BRR Weight for Replicate 189	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR190	W3 W3W1W2STUTR BRR Weight for Replicate 190	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR191	W3 W3W1W2STUTR BRR Weight for Replicate 191	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR192	W3 W3W1W2STUTR BRR Weight for Replicate 192	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR193	W3 W3W1W2STUTR BRR Weight for Replicate 193	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR194	W3 W3W1W2STUTR BRR Weight for Replicate 194	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR195	W3 W3W1W2STUTR BRR Weight for Replicate 195	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR196	W3 W3W1W2STUTR BRR Weight for Replicate 196	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR197	W3 W3W1W2STUTR BRR Weight for Replicate 197	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR198	W3 W3W1W2STUTR BRR Weight for Replicate 198	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR199	W3 W3W1W2STUTR BRR Weight for Replicate 199	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W1W2STUTR200	W3 W3W1W2STUTR BRR Weight for Replicate 200	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR001	W3 W3W2STUTR BRR Weight for Replicate 1	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR002	W3 W3W2STUTR BRR Weight for Replicate 2	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR003	W3 W3W2STUTR BRR Weight for Replicate 3	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR004	W3 W3W2STUTR BRR Weight for Replicate 4	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR005	W3 W3W2STUTR BRR Weight for Replicate 5	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STUTR006	W3 W3W2STUTR BRR Weight for Replicate 6	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR007	W3 W3W2STUTR BRR Weight for Replicate 7	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR008	W3 W3W2STUTR BRR Weight for Replicate 8	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR009	W3 W3W2STUTR BRR Weight for Replicate 9	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR010	W3 W3W2STUTR BRR Weight for Replicate 10	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR011	W3 W3W2STUTR BRR Weight for Replicate 11	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR012	W3 W3W2STUTR BRR Weight for Replicate 12	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR013	W3 W3W2STUTR BRR Weight for Replicate 13	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR014	W3 W3W2STUTR BRR Weight for Replicate 14	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR015	W3 W3W2STUTR BRR Weight for Replicate 15	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR016	W3 W3W2STUTR BRR Weight for Replicate 16	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR017	W3 W3W2STUTR BRR Weight for Replicate 17	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR018	W3 W3W2STUTR BRR Weight for Replicate 18	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR019	W3 W3W2STUTR BRR Weight for Replicate 19	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR020	W3 W3W2STUTR BRR Weight for Replicate 20	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR021	W3 W3W2STUTR BRR Weight for Replicate 21	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR022	W3 W3W2STUTR BRR Weight for Replicate 22	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR023	W3 W3W2STUTR BRR Weight for Replicate 23	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR024	W3 W3W2STUTR BRR Weight for Replicate 24	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR025	W3 W3W2STUTR BRR Weight for Replicate 25	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR026	W3 W3W2STUTR BRR Weight for Replicate 26	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR027	W3 W3W2STUTR BRR Weight for Replicate 27	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STUTR028	W3 W3W2STUTR BRR Weight for Replicate 28	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR029	W3 W3W2STUTR BRR Weight for Replicate 29	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR030	W3 W3W2STUTR BRR Weight for Replicate 30	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR031	W3 W3W2STUTR BRR Weight for Replicate 31	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR032	W3 W3W2STUTR BRR Weight for Replicate 32	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR033	W3 W3W2STUTR BRR Weight for Replicate 33	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR034	W3 W3W2STUTR BRR Weight for Replicate 34	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR035	W3 W3W2STUTR BRR Weight for Replicate 35	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR036	W3 W3W2STUTR BRR Weight for Replicate 36	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR037	W3 W3W2STUTR BRR Weight for Replicate 37	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR038	W3 W3W2STUTR BRR Weight for Replicate 38	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR039	W3 W3W2STUTR BRR Weight for Replicate 39	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR040	W3 W3W2STUTR BRR Weight for Replicate 40	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR041	W3 W3W2STUTR BRR Weight for Replicate 41	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR042	W3 W3W2STUTR BRR Weight for Replicate 42	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR043	W3 W3W2STUTR BRR Weight for Replicate 43	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR044	W3 W3W2STUTR BRR Weight for Replicate 44	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR045	W3 W3W2STUTR BRR Weight for Replicate 45	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR046	W3 W3W2STUTR BRR Weight for Replicate 46	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR047	W3 W3W2STUTR BRR Weight for Replicate 47	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR048	W3 W3W2STUTR BRR Weight for Replicate 48	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR049	W3 W3W2STUTR BRR Weight for Replicate 49	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STUTR050	W3 W3W2STUTR BRR Weight for Replicate 50	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR051	W3 W3W2STUTR BRR Weight for Replicate 51	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR052	W3 W3W2STUTR BRR Weight for Replicate 52	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR053	W3 W3W2STUTR BRR Weight for Replicate 53	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR054	W3 W3W2STUTR BRR Weight for Replicate 54	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR055	W3 W3W2STUTR BRR Weight for Replicate 55	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR056	W3 W3W2STUTR BRR Weight for Replicate 56	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR057	W3 W3W2STUTR BRR Weight for Replicate 57	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR058	W3 W3W2STUTR BRR Weight for Replicate 58	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR059	W3 W3W2STUTR BRR Weight for Replicate 59	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR060	W3 W3W2STUTR BRR Weight for Replicate 60	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR061	W3 W3W2STUTR BRR Weight for Replicate 61	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR062	W3 W3W2STUTR BRR Weight for Replicate 62	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR063	W3 W3W2STUTR BRR Weight for Replicate 63	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR064	W3 W3W2STUTR BRR Weight for Replicate 64	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR065	W3 W3W2STUTR BRR Weight for Replicate 65	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR066	W3 W3W2STUTR BRR Weight for Replicate 66	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR067	W3 W3W2STUTR BRR Weight for Replicate 67	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR068	W3 W3W2STUTR BRR Weight for Replicate 68	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR069	W3 W3W2STUTR BRR Weight for Replicate 69	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR070	W3 W3W2STUTR BRR Weight for Replicate 70	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR071	W3 W3W2STUTR BRR Weight for Replicate 71	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STUTR072	W3 W3W2STUTR BRR Weight for Replicate 72	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR073	W3 W3W2STUTR BRR Weight for Replicate 73	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR074	W3 W3W2STUTR BRR Weight for Replicate 74	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR075	W3 W3W2STUTR BRR Weight for Replicate 75	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR076	W3 W3W2STUTR BRR Weight for Replicate 76	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR077	W3 W3W2STUTR BRR Weight for Replicate 77	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR078	W3 W3W2STUTR BRR Weight for Replicate 78	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR079	W3 W3W2STUTR BRR Weight for Replicate 79	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR080	W3 W3W2STUTR BRR Weight for Replicate 80	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR081	W3 W3W2STUTR BRR Weight for Replicate 81	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR082	W3 W3W2STUTR BRR Weight for Replicate 82	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR083	W3 W3W2STUTR BRR Weight for Replicate 83	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR084	W3 W3W2STUTR BRR Weight for Replicate 84	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR085	W3 W3W2STUTR BRR Weight for Replicate 85	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR086	W3 W3W2STUTR BRR Weight for Replicate 86	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR087	W3 W3W2STUTR BRR Weight for Replicate 87	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR088	W3 W3W2STUTR BRR Weight for Replicate 88	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR089	W3 W3W2STUTR BRR Weight for Replicate 89	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR090	W3 W3W2STUTR BRR Weight for Replicate 90	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR091	W3 W3W2STUTR BRR Weight for Replicate 91	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR092	W3 W3W2STUTR BRR Weight for Replicate 92	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR093	W3 W3W2STUTR BRR Weight for Replicate 93	HS Transcript Level BRR Weights	12	6	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STUTR094	W3 W3W2STUTR BRR Weight for Replicate 94	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR095	W3 W3W2STUTR BRR Weight for Replicate 95	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR096	W3 W3W2STUTR BRR Weight for Replicate 96	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR097	W3 W3W2STUTR BRR Weight for Replicate 97	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR098	W3 W3W2STUTR BRR Weight for Replicate 98	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR099	W3 W3W2STUTR BRR Weight for Replicate 99	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR100	W3 W3W2STUTR BRR Weight for Replicate 100	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR101	W3 W3W2STUTR BRR Weight for Replicate 101	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR102	W3 W3W2STUTR BRR Weight for Replicate 102	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR103	W3 W3W2STUTR BRR Weight for Replicate 103	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR104	W3 W3W2STUTR BRR Weight for Replicate 104	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR105	W3 W3W2STUTR BRR Weight for Replicate 105	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR106	W3 W3W2STUTR BRR Weight for Replicate 106	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR107	W3 W3W2STUTR BRR Weight for Replicate 107	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR108	W3 W3W2STUTR BRR Weight for Replicate 108	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR109	W3 W3W2STUTR BRR Weight for Replicate 109	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR110	W3 W3W2STUTR BRR Weight for Replicate 110	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR111	W3 W3W2STUTR BRR Weight for Replicate 111	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR112	W3 W3W2STUTR BRR Weight for Replicate 112	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR113	W3 W3W2STUTR BRR Weight for Replicate 113	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR114	W3 W3W2STUTR BRR Weight for Replicate 114	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR115	W3 W3W2STUTR BRR Weight for Replicate 115	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STUTR116	W3 W3W2STUTR BRR Weight for Replicate 116	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR117	W3 W3W2STUTR BRR Weight for Replicate 117	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR118	W3 W3W2STUTR BRR Weight for Replicate 118	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR119	W3 W3W2STUTR BRR Weight for Replicate 119	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR120	W3 W3W2STUTR BRR Weight for Replicate 120	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR121	W3 W3W2STUTR BRR Weight for Replicate 121	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR122	W3 W3W2STUTR BRR Weight for Replicate 122	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR123	W3 W3W2STUTR BRR Weight for Replicate 123	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR124	W3 W3W2STUTR BRR Weight for Replicate 124	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR125	W3 W3W2STUTR BRR Weight for Replicate 125	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR126	W3 W3W2STUTR BRR Weight for Replicate 126	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR127	W3 W3W2STUTR BRR Weight for Replicate 127	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR128	W3 W3W2STUTR BRR Weight for Replicate 128	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR129	W3 W3W2STUTR BRR Weight for Replicate 129	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR130	W3 W3W2STUTR BRR Weight for Replicate 130	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR131	W3 W3W2STUTR BRR Weight for Replicate 131	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR132	W3 W3W2STUTR BRR Weight for Replicate 132	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR133	W3 W3W2STUTR BRR Weight for Replicate 133	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR134	W3 W3W2STUTR BRR Weight for Replicate 134	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR135	W3 W3W2STUTR BRR Weight for Replicate 135	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR136	W3 W3W2STUTR BRR Weight for Replicate 136	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR137	W3 W3W2STUTR BRR Weight for Replicate 137	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STUTR138	W3 W3W2STUTR BRR Weight for Replicate 138	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR139	W3 W3W2STUTR BRR Weight for Replicate 139	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR140	W3 W3W2STUTR BRR Weight for Replicate 140	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR141	W3 W3W2STUTR BRR Weight for Replicate 141	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR142	W3 W3W2STUTR BRR Weight for Replicate 142	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR143	W3 W3W2STUTR BRR Weight for Replicate 143	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR144	W3 W3W2STUTR BRR Weight for Replicate 144	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR145	W3 W3W2STUTR BRR Weight for Replicate 145	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR146	W3 W3W2STUTR BRR Weight for Replicate 146	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR147	W3 W3W2STUTR BRR Weight for Replicate 147	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR148	W3 W3W2STUTR BRR Weight for Replicate 148	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR149	W3 W3W2STUTR BRR Weight for Replicate 149	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR150	W3 W3W2STUTR BRR Weight for Replicate 150	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR151	W3 W3W2STUTR BRR Weight for Replicate 151	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR152	W3 W3W2STUTR BRR Weight for Replicate 152	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR153	W3 W3W2STUTR BRR Weight for Replicate 153	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR154	W3 W3W2STUTR BRR Weight for Replicate 154	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR155	W3 W3W2STUTR BRR Weight for Replicate 155	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR156	W3 W3W2STUTR BRR Weight for Replicate 156	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR157	W3 W3W2STUTR BRR Weight for Replicate 157	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR158	W3 W3W2STUTR BRR Weight for Replicate 158	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR159	W3 W3W2STUTR BRR Weight for Replicate 159	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STUTR160	W3 W3W2STUTR BRR Weight for Replicate 160	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR161	W3 W3W2STUTR BRR Weight for Replicate 161	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR162	W3 W3W2STUTR BRR Weight for Replicate 162	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR163	W3 W3W2STUTR BRR Weight for Replicate 163	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR164	W3 W3W2STUTR BRR Weight for Replicate 164	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR165	W3 W3W2STUTR BRR Weight for Replicate 165	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR166	W3 W3W2STUTR BRR Weight for Replicate 166	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR167	W3 W3W2STUTR BRR Weight for Replicate 167	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR168	W3 W3W2STUTR BRR Weight for Replicate 168	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR169	W3 W3W2STUTR BRR Weight for Replicate 169	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR170	W3 W3W2STUTR BRR Weight for Replicate 170	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR171	W3 W3W2STUTR BRR Weight for Replicate 171	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR172	W3 W3W2STUTR BRR Weight for Replicate 172	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR173	W3 W3W2STUTR BRR Weight for Replicate 173	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR174	W3 W3W2STUTR BRR Weight for Replicate 174	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR175	W3 W3W2STUTR BRR Weight for Replicate 175	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR176	W3 W3W2STUTR BRR Weight for Replicate 176	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR177	W3 W3W2STUTR BRR Weight for Replicate 177	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR178	W3 W3W2STUTR BRR Weight for Replicate 178	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR179	W3 W3W2STUTR BRR Weight for Replicate 179	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR180	W3 W3W2STUTR BRR Weight for Replicate 180	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR181	W3 W3W2STUTR BRR Weight for Replicate 181	HS Transcript Level BRR Weights	12	6	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	W3W2STUTR182	W3 W3W2STUTR BRR Weight for Replicate 182	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR183	W3 W3W2STUTR BRR Weight for Replicate 183	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR184	W3 W3W2STUTR BRR Weight for Replicate 184	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR185	W3 W3W2STUTR BRR Weight for Replicate 185	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR186	W3 W3W2STUTR BRR Weight for Replicate 186	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR187	W3 W3W2STUTR BRR Weight for Replicate 187	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR188	W3 W3W2STUTR BRR Weight for Replicate 188	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR189	W3 W3W2STUTR BRR Weight for Replicate 189	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR190	W3 W3W2STUTR BRR Weight for Replicate 190	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR191	W3 W3W2STUTR BRR Weight for Replicate 191	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR192	W3 W3W2STUTR BRR Weight for Replicate 192	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR193	W3 W3W2STUTR BRR Weight for Replicate 193	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR194	W3 W3W2STUTR BRR Weight for Replicate 194	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR195	W3 W3W2STUTR BRR Weight for Replicate 195	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR196	W3 W3W2STUTR BRR Weight for Replicate 196	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR197	W3 W3W2STUTR BRR Weight for Replicate 197	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR198	W3 W3W2STUTR BRR Weight for Replicate 198	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR199	W3 W3W2STUTR BRR Weight for Replicate 199	HS Transcript Level BRR Weights	12	6	N	No
1	Student File	W3W2STUTR200	W3 W3W2STUTR BRR Weight for Replicate 200	HS Transcript Level BRR Weights	12	6	N	No
2	School File	SCH_ID	School ID	BY School Level Composites	4		A	No
2	School File	X1NCESID	X1 School identification number from CCD or PSS	BY School Level Composites	12		A	No
2	School File	W1SCHOOL	W1 Base year school analytic weight	BY School Level Composites	13	8	N	No
2	School File	STRAT_ID	Stratum	BY School Level Composites	3		N	No
2	School File	PSU	Primary sampling unit	BY School Level Composites	2		N	Yes
2	School File	X1CONTROL	X1 School control	BY School Level Composites	2		N	Yes
2	School File	X1LOCALE	X1 School locale (urbanicity)	BY School Level Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	X1REGION	X1 School geographic region	BY School Level Composites	2		N	Yes
2	School File	X1CENDIV	X1 School census geographic division	BY School Level Composites	2		N	Yes
2	School File	X1STATESAMPL	X1 State level public school sample membership	BY School Level Composites	2		N	Yes
2	School File	X1STATE	X1 State code for school	BY School Level Composites	2		N	Yes
2	School File	X1GRADESPAN	X1 Grade span of school-administrator questionnaire	BY School Level Composites	2		N	Yes
2	School File	X1FREELUNCH	X1 Grade 9 percent free lunch-categorical	BY School Level Composites	2		N	Yes
2	School File	X1REPEAT9TH	X1 Percent of 9th graders repeating 9th grade	BY School Level Composites	2		N	Yes
2	School File	X1SCHAMIND	X1 Percent of students in school that are American Indian	BY School Level Composites	2		N	Yes
2	School File	X1SCHASIAN	X1 Percent of students in school that are Asian	BY School Level Composites	2		N	Yes
2	School File	X1SCHBLACK	X1 Percent of students in school that are Black	BY School Level Composites	2		N	Yes
2	School File	X1SCHHISP	X1 Percent of students in school that are Hispanic/Latino/Latina	BY School Level Composites	2		N	Yes
2	School File	X1SCHWHITE	X1 Percent of students in school that are White	BY School Level Composites	2		N	Yes
2	School File	X1SCHOOLCLI	X1 Scale of administrator's assessment of school climate	BY School Level Composites	5	2	N	No
2	School File	X1COUPERTEA	X1 Scale of counselor's perceptions of teacher expectations	BY School Level Composites	5	2	N	No
2	School File	X1COUPERCOU	X1 Scale of counselor's perceptions of counselor expectations	BY School Level Composites	5	2	N	No
2	School File	X1COUPERPRI	X1 Scale of counselor's perceptions of principal's expectations	BY School Level Composites	5	2	N	No
2	School File	X1AQSTAT	X1 administrator questionnaire status	BY School Level Composites	2		N	Yes
2	School File	X1AQDATE	X1 administrator questionnaire date (YYYYMM)	BY School Level Composites	6		A	No
2	School File	X1AQDESIGNEE	X1 administrator questionnaire designee respondent (designee resp v. no designee)	BY School Level Composites	2		N	Yes
2	School File	X1CQSTAT	X1 counselor questionnaire status	BY School Level Composites	2		N	Yes
2	School File	X1CQDATE	X1 counselor questionnaire date (YYYYMM)	BY School Level Composites	6		A	No
2	School File	A1GRADEPREK	A1 A01A School includes pre-kindergarten	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADEK	A1 A01B School includes kindergarten	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE1	A1 A01C School includes 1st grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE2	A1 A01D School includes 2nd grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE3	A1 A01E School includes 3rd grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE4	A1 A01F School includes 4th grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE5	A1 A01G School includes 5th grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE6	A1 A01H School includes 6th grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE7	A1 A01I School includes 7th grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE8	A1 A01J School includes 8th grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE9	A1 A01K School includes 9th grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE10	A1 A01L School includes 10th grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE11	A1 A01M School includes 11th grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE12	A1 A01N School includes 12th grade	BY Administrator Instrument	2		N	Yes
2	School File	A1GRADE13	A1 A01O School includes grades above 12th	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1UNGRADED	A1 A01P School includes ungraded level(s)	BY Administrator Instrument	2		N	Yes
2	School File	A1SCHCONTROL	A1 A02 School control	BY Administrator Instrument	2		N	Yes
2	School File	A1RELIGIOUS	A1 A03 Whether school has a religious orientation or purpose	BY Administrator Instrument	2		N	Yes
2	School File	A1RELIGTYPE	A1 A04 School's religious orientation	BY Administrator Instrument	2		N	Yes
2	School File	A1SINGLESEX	A1 A05 Whether school is a single-sex school	BY Administrator Instrument	2		N	Yes
2	School File	A1SCHTYPE	A1 A06 School type	BY Administrator Instrument	2		N	Yes
2	School File	A1SCHSPFOCUS	A1 A07 Whether school's special focus is math or science	BY Administrator Instrument	2		N	Yes
2	School File	A1CHOICEPROG	A1 A08 School participates in public school choice program	BY Administrator Instrument	2		N	Yes
2	School File	A1CHOICEIN	A1 A09A School's students can enroll in another school within district	BY Administrator Instrument	2		N	Yes
2	School File	A1CHOICEOUT	A1 A09B School's students can enroll in a school in another district at no cost	BY Administrator Instrument	2		N	Yes
2	School File	A1CHOICESCH	A1 A09C Students from other districts can enroll in school at no tuition cost	BY Administrator Instrument	2		N	Yes
2	School File	A1CHOICEPRIV	A1 A09D School's students can enroll in private school using state/district fund	BY Administrator Instrument	2		N	Yes
2	School File	A1CHOICEOTHR	A1 A09E School participates in another public school choice program	BY Administrator Instrument	2		N	Yes
2	School File	A1YRROUND	A1 A10 Whether school is a year round school	BY Administrator Instrument	2		N	Yes
2	School File	A1CALENDAR	A1 A11 Academic calendar type	BY Administrator Instrument	2		N	Yes
2	School File	A1SCHEDULE	A1 A12 Course schedule type	BY Administrator Instrument	2		N	Yes
2	School File	A1TRADMINS	A1 A13 Length of traditional schedule courses	BY Administrator Instrument	2		N	No
2	School File	A1ACADBLOCK	A1 A14A Whether academic courses are block scheduled	BY Administrator Instrument	2		N	Yes
2	School File	A1VOCBLOCK	A1 A14B Whether vocational/technical courses are block scheduled	BY Administrator Instrument	2		N	Yes
2	School File	A1OTHRBLOCK	A1 A14C Whether other courses are block scheduled	BY Administrator Instrument	2		N	Yes
2	School File	A1ABLOCKMINS	A1 A15 Length of block-scheduled academic courses	BY Administrator Instrument	3		N	No
2	School File	A1VBLOCKMINS	A1 A16 Length of block-scheduled vocational/technical courses	BY Administrator Instrument	3		N	No
2	School File	A1OBLOCKMINS	A1 A17 Length of other block-scheduled courses	BY Administrator Instrument	3		N	No
2	School File	A1CLASSHRS	A1 A18 Average instruction hours per day	BY Administrator Instrument	5	2	N	No
2	School File	A1ADA	A1 A19 Average daily attendance percentage for high school students	BY Administrator Instrument	3		N	No
2	School File	A1NOTIFY	A1 A20 Whether parents are notified when students are absent without an excuse	BY Administrator Instrument	2		N	Yes
2	School File	A1TRANSFRALT	A1 A21 % of 08-09 students transferred out to an alternative program/school	BY Administrator Instrument	2		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1AYP	A1 A22 School is currently in need of improvement due to AYP requirements	BY Administrator Instrument	2		N	Yes
2	School File	A1AYPYR	A1 A23 Year of AYP improvement as of 09-10 school year	BY Administrator Instrument	2		N	Yes
2	School File	A1MADEAYP	A1 A24 Whether school made AYP at the end of the 2008-2009 school year	BY Administrator Instrument	2		N	Yes
2	School File	A1MTHSCIFAIR	A1 A25A Holds math or science fairs/workshops/competitions	BY Administrator Instrument	2		N	Yes
2	School File	A1MSSUMMER	A1 A25B Partners w/ college/university that offers math/science summer program	BY Administrator Instrument	2		N	Yes
2	School File	A1MSAFTERSCH	A1 A25C Sponsors a math or science after-school program	BY Administrator Instrument	2		N	Yes
2	School File	A1MSMENTOR	A1 A25D Pairs students with mentors in math or science	BY Administrator Instrument	2		N	Yes
2	School File	A1MSSPEAKER	A1 A25E Brings in guest speakers to talk about math or science	BY Administrator Instrument	2		N	Yes
2	School File	A1MSFLDTRIP	A1 A25F Takes students on math- or science-relevant field trips	BY Administrator Instrument	2		N	Yes
2	School File	A1MSPRGMS	A1 A25G Tells students about math/science contests/websites/blogs/other programs	BY Administrator Instrument	2		N	Yes
2	School File	A1MESA	A1 A25H Partners with MESA or a similar enrichment-model program	BY Administrator Instrument	2		N	Yes
2	School File	A1MSPDLEARN	A1 A25I Requires teacher prof development in how students learn math/science	BY Administrator Instrument	2		N	Yes
2	School File	A1MSPDINTRST	A1 A25J Requires teacher prof development in increasing interest in math/science	BY Administrator Instrument	2		N	Yes
2	School File	A1MSOTHER	A1 A25K Raises students math/science interest/achievement in another way	BY Administrator Instrument	2		N	Yes
2	School File	A1MSNONE	A1 A25L Doesn't do any of these to raise math/science interest/achievement	BY Administrator Instrument	2		N	Yes
2	School File	A1G9SUMMER	A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders	BY Administrator Instrument	2		N	Yes
2	School File	A1G9OVERAGE	A1 A26B Offers learning communities for over-age student lacking HS prerequisite	BY Administrator Instrument	2		N	Yes
2	School File	A1G9COMMUNTY	A1 A26C Offers 9th grade learning communities separate from rest of school	BY Administrator Instrument	2		N	Yes
2	School File	A1G9BLOCKSCH	A1 A26D Offers block scheduling to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
2	School File	A1G9DOUBLE	A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
2	School File	A1G9STUDY	A1 A26F Offers study skill seminar/class for struggling 9th graders	BY Administrator Instrument	2		N	Yes
2	School File	A1G9TEACHER	A1 A26G Offers assistance for teachers working with struggling 9th graders	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1G9TUTOR	A1 A26H Offers tutoring to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
2	School File	A1G9OTHRPROG	A1 A26I Offers another program to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
2	School File	A1G9NOPROG	A1 A26J School has no programs to assist struggling 9th graders	BY Administrator Instrument	2		N	Yes
2	School File	A1G9ABSENTEE	A1 A27A Grade 9 academic assistance recommended based on absentee record	BY Administrator Instrument	2		N	Yes
2	School File	A1G9GRADES	A1 A27B Grade 9 academic assistance recommended based on poor/failing grades	BY Administrator Instrument	2		N	Yes
2	School File	A1G9BEHIND	A1 A27C Grade 9 acad assistance recommended based on being behind on credits	BY Administrator Instrument	2		N	Yes
2	School File	A1G9BEHAVE	A1 A27D Grade 9 academic assistance recommended based on disciplinary problems	BY Administrator Instrument	2		N	Yes
2	School File	A1G9TCHREF	A1 A27E Grade 9 academic assistance recommended based on teacher referral	BY Administrator Instrument	2		N	Yes
2	School File	A1G9CNSLREF	A1 A27F Grade 9 academic assistance recommended based on counselor referral	BY Administrator Instrument	2		N	Yes
2	School File	A1G9PRNTREF	A1 A27G Grade 9 academic assistance recommended based on parental request	BY Administrator Instrument	2		N	Yes
2	School File	A1G9REQUEST	A1 A27H Grade 9 academic assistance recommended based on student request	BY Administrator Instrument	2		N	Yes
2	School File	A1G9OTHER	A1 A27I Grade 9 academic assistance recommendations based on something else	BY Administrator Instrument	2		N	Yes
2	School File	A1CAPACITY	A1 B01 Percent capacity to which school is filled	BY Administrator Instrument	3		N	No
2	School File	A1OFFERALT	A1 B02A Alternative program offered on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFERDOPRV	A1 B02B Dropout prevention program offered on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFERAP	A1 B02C College Board Advanced Placement (AP) courses offered on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFERNONE	A1 B02D None of these programs or courses are offered on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1FREELUNCH	A1 B03A % of student body receiving free or reduced-price lunch	BY Administrator Instrument	3		N	No
2	School File	A1ELL	A1 B03B % of student body who are English language learners	BY Administrator Instrument	3		N	No
2	School File	A1SPECIALED	A1 B03C % of student body receiving Special Education services for disabilities	BY Administrator Instrument	3		N	No
2	School File	A1ALTPROG	A1 B03D % of student body enrolled in an alternative program	BY Administrator Instrument	3		N	No
2	School File	A1DROPOUTPRV	A1 B03E % of student body enrolled in a dropout prevention program	BY Administrator Instrument	3		N	No
2	School File	A1AP	A1 B03F % of student body enrolled in Advanced Placement courses	BY Administrator Instrument	3		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1HISPSTU	A1 B04A % of student body of Hispanic/Latino/Latina origin	BY Administrator Instrument	3		N	No
2	School File	A1WHITESTU	A1 B04B % of student body that is White	BY Administrator Instrument	3		N	No
2	School File	A1BLACKSTU	A1 B04C % of student body that is Black or African American	BY Administrator Instrument	3		N	No
2	School File	A1ASIANPISTU	A1 B04D % of student body that is Asian or Pacific Islander	BY Administrator Instrument	3		N	No
2	School File	A1AMINDIANST	A1 B04E % of student body that is American Indian or Alaska Native	BY Administrator Instrument	3		N	No
2	School File	A1REPEATG9	A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade	BY Administrator Instrument	2		N	No
2	School File	A1RETURN09	A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009	BY Administrator Instrument	3		N	No
2	School File	A14YRDEGREE	A1 B07A % of 08-09 seniors who went to 4-year Bachelor's-granting institution	BY Administrator Instrument	3		N	No
2	School File	A12YRDEGREE	A1 B07B % of 08-09 seniors who went to Associates-granting/technical institution	BY Administrator Instrument	3		N	No
2	School File	A1WORK	A1 B07C % of 08-09 seniors who entered the workforce	BY Administrator Instrument	3		N	No
2	School File	A1MILITARY	A1 B07D % of 08-09 seniors who joined military	BY Administrator Instrument	3		N	No
2	School File	A1DIDOTHER	A1 B07E % of 08-09 seniors who did something else	BY Administrator Instrument	3		N	No
2	School File	A1FTTCHRS	A1 C01A Total number of full-time teachers	BY Administrator Instrument	3		N	No
2	School File	A1PTTCHRS	A1 C01B Total number of part-time teachers	BY Administrator Instrument	3		N	No
2	School File	A1FTMTCHRS	A1 C02A Number of full-time high school math teachers	BY Administrator Instrument	3		N	No
2	School File	A1PTMTCHRS	A1 C02B Number of part-time high school math teachers	BY Administrator Instrument	3		N	No
2	School File	A1FTSTCHRS	A1 C02C Number of full-time high school science teachers	BY Administrator Instrument	3		N	No
2	School File	A1PSCTCHRS	A1 C02D Number of part-time high school science teachers	BY Administrator Instrument	3		N	No
2	School File	A1FTOTHTCHRS	A1 C02E Number of full-time high school teachers of all other subject areas	BY Administrator Instrument	3		N	No
2	School File	A1PTOTHTCHRS	A1 C02F Number of part-time high school teachers of all other subject areas	BY Administrator Instrument	3		N	No
2	School File	A1CERTFTMTCH	A1 C03A Number of certified full-time high school math teachers	BY Administrator Instrument	2		N	No
2	School File	A1CERTPTMTCH	A1 C03B Number of certified part-time high school math teachers	BY Administrator Instrument	2		N	No
2	School File	A1CERTFTSTCH	A1 C03C Number of certified full-time high school science teachers	BY Administrator Instrument	2		N	No
2	School File	A1CERTPTSTCH	A1 C03D Number of certified part-time high school science teachers	BY Administrator Instrument	2		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1MSRECRUIT	A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009	BY Administrator Instrument	2		N	Yes
2	School File	A1FILLMTH	A1 C05 Ease of filling high school mathematics teaching vacancies	BY Administrator Instrument	2		N	Yes
2	School File	A1FILLSCI	A1 C06 Ease of filling high school science teaching vacancies	BY Administrator Instrument	2		N	Yes
2	School File	A1MINCENTIVE	A1 C07 School/district offers incentives to attract FT HS math teachers	BY Administrator Instrument	2		N	Yes
2	School File	A1SINCENTIVE	A1 C08 School/district offers incentives to attract FT HS science teachers	BY Administrator Instrument	2		N	Yes
2	School File	A1MTNORETURN	A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010	BY Administrator Instrument	2		N	No
2	School File	A1STNORETURN	A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010	BY Administrator Instrument	2		N	No
2	School File	A1ABSENTTCHR	A1 C11 % of high school's teachers absent on an average day	BY Administrator Instrument	2		N	No
2	School File	A1ONPREALG	A1 D01A School offers PreAlgebra on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONRMTH	A1 D01B School offers Review or Remedial Math on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONINTMTH1	A1 D01C School offers Integrated Math I on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONINTMTH2	A1 D01D School offers Integrated Math II or above on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONALGP1P2	A1 D01E School offers Algebra I, part 1 and part 2 on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONALG1	A1 D01F School offers Algebra I on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONALG2	A1 D01G School offers Algebra II on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONGEOM	A1 D01H School offers Geometry on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONTRIG	A1 D01I School offers Trigonometry on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONALG3	A1 D01J School offers Algebra III on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONANGEOM	A1 D01K School offers Analytic Geometry on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONCLC	A1 D01L School offers Calculus on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONCLCAPAB	A1 D01M School offers Calculus AP (AB) on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONCLCAPBC	A1 D01N School offers Calculus AP (BC) on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONCLCAPIB	A1 D01O School offers Calculus IB on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONCMPSCI	A1 D01P School offers Computer Science on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONCMPSCIA	A1 D01Q School offers Computer Science AP (A) on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONCMPSCIB	A1 D01R School offers Computer Science AP (AB) on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONSTATS	A1 D01S School offers Statistics or Probability on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONSTATSAP	A1 D01T School offers Statistics AP on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFPREALG	A1 D02A School offers PreAlgebra through some other means	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1OFFRMTH	A1 D02B School offers Review or Remedial Math through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFINTMTH1	A1 D02C School offers Integrated Math I through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFINTMTH2	A1 D02D School offers Integrated Math II or above through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFALGP1P2	A1 D02E School offers Algebra I, part 1 and part 2 through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFALG1	A1 D02F School offers Algebra I through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFALG2	A1 D02G School offers Algebra II through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFGEOM	A1 D02H School offers Geometry through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFTRIG	A1 D02J School offers Trigonometry through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFALG3	A1 D02K School offers Algebra III through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFANGEOM	A1 D02L School offers Analytic Geometry through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFCLC	A1 D02M School offers Calculus through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFCLCAPAB	A1 D02N School offers Calculus AP (AB) through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFCLCAPBC	A1 D02O School offers Calculus AP (BC) through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFCMPSCI	A1 D02Q School offers Computer Science through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFCLCAPIB	A1 D02P School offers Calculus IB through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFMPSCIA	A1 D02R School offers Computer Science AP (A) through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFCMPSCIB	A1 D02S School offers Computer Science AP (AB) through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFSTATS	A1 D02T School offers Statistics or Probability through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFSTATSAP	A1 D02U School offers Statistics AP through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1NOMTHO	A1 D02V School doesn't offer any of these math courses through other means	BY Administrator Instrument	2		N	Yes
2	School File	A1ONGENSCI	A1 D03A School offers General Science on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONPHYSCI	A1 D03B School offers Physical Science on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONERTHSCI	A1 D03C School offers Earth Science on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONENVSCI	A1 D03D School offers Environmental Science on-site	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1ONTECH	A1 D03E School offers Principles of Technology on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONBIO1	A1 D03F School offers Biology I on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONLIFESCI	A1 D03G School offers Life Science on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONCHEM1	A1 D03H School offers Chemistry I on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONPHYS1	A1 D03I School offers Physics I on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONINTGSCI1	A1 D03J School offers Integrated Science I on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONINTGSCI2	A1 D03K School offers Integrated Science II or above on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONANATOMY	A1 D03L School offers Anatomy or Physiology on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONENVAP	A1 D03M School offers Environmental Science AP on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONADVBIO	A1 D03N School offers Advanced Biology, Biology II, AP, or IB on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONADVCHEM	A1 D03O School offers Advanced Chemistry, Chemistry II, AP, or IB on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONADVPHYS	A1 D03P School offers Advanced Physics, Physics II, AP, or IB on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONOTHBIO	A1 D03Q School offers an Other biological science on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONOTHPSCI	A1 D03R School offers an Other physical science on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1ONOTHESCI	A1 D03S School offers an Other earth or environmental sciences on-site	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFGENSCI	A1 D04A School offers General Science through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFPHYSCI	A1 D04B School offers Physical Science through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFERTHSCI	A1 D04C School offers Earth Science through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFTECH	A1 D04D School offers Principles of Technology through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFBIO1	A1 D04E School offers Biology I through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFLSCI	A1 D04F School offers Life Science through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFCHEM1	A1 D04G School offers Chemistry I through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFPHYS1	A1 D04H School offers Physics I through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFINTSCI1	A1 D04I School offers Integrated Science I through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFINTSCI2	A1 D04J School offers Integrated Science II or above through some other means	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1OFFENVSCI	A1 D04K School offers Environmental Science through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFANATOMY	A1 D04L School offers Anatomy or Physiology through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFENVAP	A1 D04M School offers Environmental Science AP through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFADVBIO	A1 D04N School offers Advanced Biology/Bio II/AP/IB through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFADVCHEM	A1 D04O School offers Advanced Chemistry/Chem II/AP/IB thru some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFADVPHYS	A1 D04P School offers Advanced Physics/Phys II/AP/IB through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFOTHPSCI	A1 D04Q School offers an Other physical science through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFOTHBIO	A1 D04R School offers an Other biological science through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1OFFOTHESCI	A1 D04S School offers an Other earth or envir science through some other means	BY Administrator Instrument	2		N	Yes
2	School File	A1NOSCIO	A1 D04T School doesn't offer any of these science courses through other means	BY Administrator Instrument	2		N	Yes
2	School File	A1IB	A1 D05 School offers an International Baccalaureate (IB) program	BY Administrator Instrument	2		N	Yes
2	School File	A1MTHREQS	A1 D06 School requires completion of specific math course(s) for graduation	BY Administrator Instrument	2		N	Yes
2	School File	A1MTHSTREQ	A1 D07 Describe how math course(s) required for grad compare with state's reqs	BY Administrator Instrument	2		N	Yes
2	School File	A1SCIREQS	A1 D08 School requires completion of specific sci course(s) for graduation	BY Administrator Instrument	2		N	Yes
2	School File	A1SCISTREQ	A1 D09 Describe how science course(s) required for grad compare with state's req	BY Administrator Instrument	2		N	Yes
2	School File	A1ALG1LEVELS	A1 D10 School offers Algebra I levels for students w/ different abilities	BY Administrator Instrument	2		N	Yes
2	School File	A1SEX	A1 E01 Principal's sex	BY Administrator Instrument	2		N	Yes
2	School File	A1HISP	A1 E02A Principal is of Hispanic/Latino/Latina origin	BY Administrator Instrument	2		N	Yes
2	School File	A1WHITE	A1 E02B Principal is White	BY Administrator Instrument	2		N	Yes
2	School File	A1BLACK	A1 E02C Principal is Black or African American	BY Administrator Instrument	2		N	Yes
2	School File	A1ASIAN	A1 E02D Principal is Asian	BY Administrator Instrument	2		N	Yes
2	School File	A1PACISLE	A1 E02E Principal is Native Hawaiian/Pacific Islander	BY Administrator Instrument	2		N	Yes
2	School File	A1AMINDIAN	A1 E02F Principal is American Indian/Alaska Native	BY Administrator Instrument	2		N	Yes
2	School File	A1HIDEG	A1 E03 Principal's highest degree earned	BY Administrator Instrument	2		N	Yes
2	School File	A1HIMAJV	A1 E04A Principal's major for highest level of education-verbatim	BY Administrator Instrument	40		A	No
2	School File	A1HIMAJ6	A1 E04C Principal's major for highest level of education 6-digit CIP code	BY Administrator Instrument	7		A	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1HIMAJ2	A1 E04B Principal's major for highest level of education 2-digit CIP code	BY Administrator Instrument	2		N	Yes
2	School File	A1BAMAJV	A1 E05A Principal's major for Bachelor's degree-verbatim	BY Administrator Instrument	40		A	No
2	School File	A1BAMAJ6	A1 E05C Principal's major for Bachelor's degree 6-digit CIP code	BY Administrator Instrument	7		A	Yes
2	School File	A1BAMAJ2	A1 E05B Principal's major for Bachelor's degree 2-digit CIP code	BY Administrator Instrument	2		N	Yes
2	School File	A1STARTDEG	A1 E06 Principal has started but not completed more advanced degree	BY Administrator Instrument	2		N	Yes
2	School File	A1MANAGEMENT	A1 E07 Prior management experience outside of the field of education	BY Administrator Instrument	2		N	Yes
2	School File	A1ALTPREP	A1 E08 Whether became a principal through alternative prep program	BY Administrator Instrument	2		N	Yes
2	School File	A1CERTIFIED	A1 E09 Principal is certified as a principal in this state	BY Administrator Instrument	2		N	Yes
2	School File	A1YRSADMIN	A1 E10 Years served as principal of any school	BY Administrator Instrument	2		N	No
2	School File	A1YRSHSLSSCH	A1 E11 Years served as principal of this school	BY Administrator Instrument	2		N	No
2	School File	A1TEACHING	A1 E12 Principal is currently teaching in this school	BY Administrator Instrument	2		N	Yes
2	School File	A1YRSMSTCHR	A1 E13A Principal's years of middle school teaching experience	BY Administrator Instrument	2		N	No
2	School File	A1YRSHSTCHR	A1 E13B Principal's years of secondary teaching experience	BY Administrator Instrument	2		N	No
2	School File	A1MSSUBJECT	A1 E14 Main subject principal taught at middle school level	BY Administrator Instrument	2		N	Yes
2	School File	A1HSSUBJECT	A1 E15 Main subject principal taught at high school level	BY Administrator Instrument	2		N	Yes
2	School File	A1HRTEACHERS	A1 E16A Hours/week spent working with teachers on instructional issues	BY Administrator Instrument	2		N	No
2	School File	A1HRINTMGMNT	A1 E16B Hours/week spent on internal school management	BY Administrator Instrument	2		N	No
2	School File	A1HREXTMGMNT	A1 E16C Hours/week spent on external school management	BY Administrator Instrument	2		N	No
2	School File	A1HRDISCIPLN	A1 E16D Hours/week spent on student discipline/attendance	BY Administrator Instrument	2		N	No
2	School File	A1HRMONITOR	A1 E16E Hours/week spent monitoring hallways/campus/lunchroom	BY Administrator Instrument	2		N	No
2	School File	A1HRTEACHING	A1 E16F Hours/week spent on principal's own teaching assignments	BY Administrator Instrument	2		N	No
2	School File	A1HRPARENT	A1 E16G Hours/week spent talking and meeting with parents	BY Administrator Instrument	2		N	No
2	School File	A1HRSTUDENT	A1 E16H Hours/week spent meeting with students	BY Administrator Instrument	2		N	No
2	School File	A1HRPAPERWK	A1 E16I Hours/week spent on paperwork required by authorities	BY Administrator Instrument	2		N	No
2	School File	A1HROTH	A1 E16J Hours/week spent on other activities	BY Administrator Instrument	2		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1TARDY	A1 E17A Student tardiness is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1STUABSENT	A1 E17B Student absenteeism is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1CUT	A1 E17C Student class cutting is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1TCHRABSENT	A1 E17D Teacher absenteeism is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1DROPOUT	A1 E17E Students dropping out is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1APATHY	A1 E17F Student apathy is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1PRNTINV	A1 E17G Lack of parental involvement is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1UNPREP	A1 E17H Students coming unprepared to learn is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1HEALTH	A1 E17I Poor student health is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1RESOURCES	A1 E17J Lack of teacher resources and materials is a problem at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1CONFLICT	A1 E18A Frequency of physical conflicts among students at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1ROBBERY	A1 E18B Frequency of robbery or theft at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1VANDALISM	A1 E18C Frequency of vandalism at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1DRUGUSE	A1 E18D Frequency of student illegal drug use at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1ALCOHOL	A1 E18E Frequency of students use of alcohol while at school	BY Administrator Instrument	2		N	Yes
2	School File	A1DRUGSALE	A1 E18F Frequency of drug sales on the way to/from school or on school grounds	BY Administrator Instrument	2		N	Yes
2	School File	A1WEAPONS	A1 E18G Frequency of student possession of weapons at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1PHYSABUSE	A1 E18H Frequency of physical abuse of teachers at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1TENSION	A1 E18I Frequency of student racial tensions at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1BULLY	A1 E18J Frequency of student bullying at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1VERBAL	A1 E18K Frequency of student verbal abuse of teachers at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1MISBEHAVE	A1 E18L Frequency of student in-class misbehavior at this school	BY Administrator Instrument	2		N	Yes
2	School File	A1DISRESPECT	A1 E18M Frequency of student acts of disrespect for teachers at this school	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	A1GANG	A1 E18N Frequency of student gang activities at this school	BY Administrator Instrument	2		N	Yes
2	School File	C1FTCNSL	C1 A01A Number of full-time high school counselors	BY Counselor Instrument	2		N	No
2	School File	C1PTCNSL	C1 A01B Number of part-time high school counselors	BY Counselor Instrument	2		N	No
2	School File	C1FTCERTCNSL	C1 A02A Number of certified full-time high school counselors	BY Counselor Instrument	2		N	No
2	School File	C1PTCERTCNSL	C1 A02B Number of certified part-time high school counselors	BY Counselor Instrument	2		N	No
2	School File	C1CASELOAD	C1 A03 Average caseload for school's counselors	BY Counselor Instrument	3		N	No
2	School File	C1ASSIGNMENT	C1 A04 How counselors are assigned to students	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSSCHED	C1 A05A % hours counseling staff spent on high school course choice/scheduling	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSCOLLEGE	C1 A05B % hours counseling staff spent on college readiness/selection/apply	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSCAREER	C1 A05C % hours counseling staff spent on occupational choice/career planning	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSDEVELOP	C1 A05D % hours counseling staff spent on personal/academic/career development	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSJOBSKLL	C1 A05E % hours counseling staff spent on job placement/job skill development	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSPROBLEM	C1 A05F % hours counseling staff spent on school/personal problems	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSTESTING	C1 A05G % hours counseling staff spent on academic testing	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSNONCNSL	C1 A05H % hours counseling staff spent on non-counseling activities	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSOTHCNSL	C1 A05I % hours counseling staff spent on other counseling activities	BY Counselor Instrument	2		N	Yes
2	School File	C1GOAL1	C1 A06 School counseling program's most emphasized goal	BY Counselor Instrument	2		N	Yes
2	School File	C1GOAL2	C1 A07 School counseling program's second most emphasized goal	BY Counselor Instrument	2		N	Yes
2	School File	C1GOAL3	C1 A08 School counseling program's third most emphasized goal	BY Counselor Instrument	2		N	Yes
2	School File	C1DISCIPLINE	C1 A09 Who (besides teacher) primarily deals with discipline problems	BY Counselor Instrument	2		N	Yes
2	School File	C1G9LOWEST	C1 A10 Whether school includes 8th grade	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANSCNSL	C1 A11A MS counselors meet with HS counselors to assist with student transition	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANSCRS	C1 A11B HS counselors meet with 8th graders to select 9th grade courses	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANPRNT	C1 A11C HS counselors present HS course/registration information to MS parents	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	C1TRANPLCY	C1 A11D HS counselors use placement policy to place students in grade 9 courses	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANPRES	C1 A11E HS counselors present HS course/registration information to MS students	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANCOTH	C1 A11F HS counselors assist students with transition from MS to HS in other way	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANNOT	C1 A11G HS counselors do not assist students with transition from MS to HS	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANSTUDPR	C1 A12A HS students present information at MS to assist with student transition	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANSTFFPR	C1 A12B HS staff present information at MS to assist with student transition	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANVISIT	C1 A12C Before school year MS students are invited to HS social event	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANCLASS	C1 A12D MS students attend regular classes at HS	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANADMIN	C1 A12E MS and HS administrators meet together on articulation and programs	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANTCHRS	C1 A12F MS and HS teachers meet together on courses and requirements	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANBUDDY	C1 A12G Buddy or big brother/sister programs pair new students with older ones	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANLRNCOM	C1 A12H 9th graders are placed in small learning communities/9th Grade Academies	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANSUMMER	C1 A12I Parents/students visit the HS during summer before students enter HS	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANFALL	C1 A12J Parents visit HS for orientation in fall after children have entered	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANSOTH	C1 A12K School assists with transition from MS to HS in some other way	BY Counselor Instrument	2		N	Yes
2	School File	C1TRANNONE	C1 A12L School offers no assistance to students transitioning from MS to HS	BY Counselor Instrument	2		N	Yes
2	School File	C1PLAN	C1 A13 Students are required to have a career or education plan	BY Counselor Instrument	2		N	Yes
2	School File	C1PLANPARENT	C1 A14 School shares students' career/education plans with their parents	BY Counselor Instrument	2		N	Yes
2	School File	C1SIGNOFF	C1 A15 School requires parents to sign off on students' career/education plans	BY Counselor Instrument	2		N	Yes
2	School File	C1TECHSUPPRT	C1 B16A School supports students with technology/software to support curriculum	BY Counselor Instrument	2		N	Yes
2	School File	C1STAFFENRCH	C1 B16B School staff work with teachers to provide enrichment to students	BY Counselor Instrument	2		N	Yes
2	School File	C1GIFTED	C1 B16C Gifted students receive pull-out instruction during regular school day	BY Counselor Instrument	2		N	Yes
2	School File	C1ENRICHMENT	C1 B16D School supports high school students with enrichment experiences	BY Counselor Instrument	2		N	Yes

(Continued)

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

(Continued)

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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	C1STUDREQ	C1 B25G Recommended for dropout prevention program based on student request	BY Counselor Instrument	2		N	Yes
2	School File	C1DISCPROB	C1 B25H Recommended for dropout prevention program based on disciplinary problem	BY Counselor Instrument	2		N	Yes
2	School File	C1DOPREVOTHR	C1 B25I Recommended for dropout prevention program based on another basis	BY Counselor Instrument	2		N	Yes
2	School File	C1GEDPREP	C1 B26 School has formal GED test preparation program on-site	BY Counselor Instrument	2		N	Yes
2	School File	C1CLGPREP	C1 B27A School has counselor designated for college readiness/selection/apply	BY Counselor Instrument	2		N	Yes
2	School File	C1WORKFORCE	C1 B27B School has counselor designated for workforce preparation/placement	BY Counselor Instrument	2		N	Yes
2	School File	C1CLGFAIR	C1 B28A School holds or participates in college fairs	BY Counselor Instrument	2		N	Yes
2	School File	C1POSTSECREQ	C1 B28B School consults with postsecondary reps about requirement/qualifications	BY Counselor Instrument	2		N	Yes
2	School File	C1VISITCLG	C1 B28C School organizes student visits to colleges	BY Counselor Instrument	2		N	Yes
2	School File	C1UPBOUND	C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA	BY Counselor Instrument	2		N	Yes
2	School File	C1INFOSESSN	C1 B28E School holds info session on transition to college for students/parents	BY Counselor Instrument	2		N	Yes
2	School File	C1FINANCEAID	C1 B28F School assists students with finding financial aid for college	BY Counselor Instrument	2		N	Yes
2	School File	C1DUALENROLL	C1 B28G School provides opportunities for dual/concurrent enrollment	BY Counselor Instrument	2		N	Yes
2	School File	C1BEHAVIOR	C1 B28H School offers counseling curriculum for positive academic behaviors	BY Counselor Instrument	2		N	Yes
2	School File	C1ASSISTOTH	C1 B28I School takes other steps to assist with HS to college transition	BY Counselor Instrument	2		N	Yes
2	School File	C1NOSTEPS	C1 B28J School does not take any steps to assist with HS to college transition	BY Counselor Instrument	2		N	Yes
2	School File	C1CTE	C1 B29 CTE or vocational-technical program offered	BY Counselor Instrument	2		N	Yes
2	School File	C1CLUSTER	C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered	BY Counselor Instrument	2		N	Yes
2	School File	C1INDVCRS	C1 B31 Student not enrolled in Career Clusters etc. may take course in program	BY Counselor Instrument	2		N	Yes
2	School File	C1INTERN	C1 B32A School offers internships with local employers	BY Counselor Instrument	2		N	Yes
2	School File	C1JOBFAIR	C1 B32B School offers job fairs	BY Counselor Instrument	2		N	Yes
2	School File	C1JOBGUIDE	C1 B32C School offers career guides or skills assessments	BY Counselor Instrument	2		N	Yes
2	School File	C1EMPLOYER	C1 B32D School offers school/classroom presentations by local employers	BY Counselor Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	C1AWARENESS	C1 B32E School offers career awareness activities	BY Counselor Instrument	2		N	Yes
2	School File	C1DECISION	C1 B32F School offers courses in career decision making	BY Counselor Instrument	2		N	Yes
2	School File	C1CAREERUNIT	C1 B32G School offers career information units in subject-matter courses	BY Counselor Instrument	2		N	Yes
2	School File	C1WORKSTUDY	C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE	BY Counselor Instrument	2		N	Yes
2	School File	C1CAREERDAY	C1 B32I School offers career days or nights	BY Counselor Instrument	2		N	Yes
2	School File	C1ASSEMBLIES	C1 B32J School offers vocational oriented assemblies and speakers in classes	BY Counselor Instrument	2		N	Yes
2	School File	C1VOCTECH	C1 B32K School offers vocational-technical courses not part of formal program	BY Counselor Instrument	2		N	Yes
2	School File	C1JOBVISIT	C1 B32L School offers job site visits/field trips	BY Counselor Instrument	2		N	Yes
2	School File	C1JOBSHADOW	C1 B32M School offers job shadowing	BY Counselor Instrument	2		N	Yes
2	School File	C1JOBSIM	C1 B32N School offers simulations such as Singer or SRA Job experience kits	BY Counselor Instrument	2		N	Yes
2	School File	C1JOBTEST	C1 B32O School offers tests for career planning purposes	BY Counselor Instrument	2		N	Yes
2	School File	C1JOBSKILLS	C1 B32P School offers training in job seeking skills	BY Counselor Instrument	2		N	Yes
2	School File	C1JOBINFOCMP	C1 B32Q School offers computerized career information resources	BY Counselor Instrument	2		N	Yes
2	School File	C1JOBINFONON	C1 B32R School offers non-computerized career information resources	BY Counselor Instrument	2		N	Yes
2	School File	C1HSTOWRKOTH	C1 B32S School assists students with transition from HS to work in other ways	BY Counselor Instrument	2		N	Yes
2	School File	C1HSTOWORKNO	C1 B32T School doesn't assist students with transition from high school to work	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MSAME	C1 C01 All 9th graders are placed in the same math course	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MMSCNSL	C1 C02A Importance of MS counselor recommendation for 9th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MHSCNSL	C1 C02B Importance of HS counselor recommendation for 9th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MMSTCHR	C1 C02C Importance of MS teacher recommendation for 9th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MMSCOURS	C1 C02D Importance of courses taken in MS for 9th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MMSACHV	C1 C02E Importance of achievement in MS courses for 9th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MENDTST	C1 C02F Importance of end-of-year/course test for 9th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MPLACTST	C1 C02G Importance of placement tests for 9th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MSTNDTST	C1 C02H Importance of standardized tests for 9th grade math placement	BY Counselor Instrument	2		N	Yes

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	C1G9MPLAN	C1 C02I Importance of career/education plan for 9th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9MSELECT	C1 C02J Importance of student/parent choice for 9th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPPERMSAME	C1 C03 After grade 9 all students in same grade placed in same math course	BY Counselor Instrument	2		N	Yes
2	School File	C1UPMGRADES	C1 C04A Importance of prior grades for 10th to 12th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPMPLACTST	C1 C04B Importance of placement tests for 10th to 12th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPMTCHR	C1 C04C Importance of teacher's recommendation for 10-12th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPMSELECT	C1 C04D Importance of student/parent choice for 10th-12th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPMPLAN	C1 C04E Importance of career/education plan for 10th-12th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPMSCHED	C1 C04F Importance of master schedule for 10th to 12th grade math placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SSAME	C1 C05 All 9th graders are placed in the same science course	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SMSCNSL	C1 C06A Importance of MS counselor recommendation for grade 9 science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SHSCNSL	C1 C06B Importance of HS counselor recommendation for grade 9 science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SMSTCHR	C1 C06C Importance of MS teacher recommendation for 9th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SMSCOURS	C1 C06D Importance of courses taken in MS for 9th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SMSACHV	C1 C06E Importance of achievement in MS courses for 9th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SENDTST	C1 C06F Importance of end-of-year/course test for 9th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SPLACTST	C1 C06G Importance of placement tests for 9th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SSTNDTST	C1 C06H Importance of standardized tests for 9th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SPLAN	C1 C06I Importance of career/education plan for 9th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1G9SSELECT	C1 C06J Importance of student/parent choice for 9th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPPERSSAME	C1 C07 After grade 9 all students in same grade placed in same science course	BY Counselor Instrument	2		N	Yes
2	School File	C1UPSGRADES	C1 C08A Importance of prior grades for 10th to 12th grade science placement	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	C1UPSPLACTST	C1 C08B Importance of placement tests for 10th to 12th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPSTCHR	C1 C08C Importance of teacher's recommendation for 10th-12th science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPSSELECT	C1 C08D Importance of student/parent choice for 10-12th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPSPLAN	C1 C08E Importance of career/education plan for 10-12th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1UPSSCHED	C1 C08F Importance of master schedule for 10th to 12th grade science placement	BY Counselor Instrument	2		N	Yes
2	School File	C1TTEACHING	C1 D01A Teachers in this school set high standards for teaching	BY Counselor Instrument	2		N	Yes
2	School File	C1TLEARNING	C1 D01B Teachers in this school set high standards for students' learning	BY Counselor Instrument	2		N	Yes
2	School File	C1TBELIEVE	C1 D01C Teachers in this school believe all students can do well	BY Counselor Instrument	2		N	Yes
2	School File	C1TGIVEUP	C1 D01D Teachers in this school have given up on some students	BY Counselor Instrument	2		N	Yes
2	School File	C1TCARE	C1 D01E Teachers in this school care only about smart students	BY Counselor Instrument	2		N	Yes
2	School File	C1TEXPECT	C1 D01F Teachers in this school expect very little from students	BY Counselor Instrument	2		N	Yes
2	School File	C1TWORKHARD	C1 D01G Teachers in this school work hard to make sure all students learn	BY Counselor Instrument	2		N	Yes
2	School File	C1CLEARNING	C1 D02A Counselors in this school set high standards for students' learning	BY Counselor Instrument	2		N	Yes
2	School File	C1CBELIEVE	C1 D02B Counselors in this school believe all students can do well	BY Counselor Instrument	2		N	Yes
2	School File	C1CGIVEUP	C1 D02C Counselors in this school have given up on some students	BY Counselor Instrument	2		N	Yes
2	School File	C1CCARE	C1 D02D Counselors in this school care only about smart students	BY Counselor Instrument	2		N	Yes
2	School File	C1CEXPECT	C1 D02E Counselors in this school expect very little from students	BY Counselor Instrument	2		N	Yes
2	School File	C1CWORKHARD	C1 D02F Counselors in this school work hard to make sure all students learn	BY Counselor Instrument	2		N	Yes
2	School File	C1PLEARNING	C1 D03A Principal in this school sets high standards for students' learning	BY Counselor Instrument	2		N	Yes
2	School File	C1PBELIEVE	C1 D03B Principal in this school believes all students can do well	BY Counselor Instrument	2		N	Yes
2	School File	C1PGIVEUP	C1 D03C Principal in this school has given up on some students	BY Counselor Instrument	2		N	Yes
2	School File	C1PCARE	C1 D03D Principal in this school cares only about smart students	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	C1PEXPECT	C1 D03E Principal in this school expects very little from students	BY Counselor Instrument	2		N	Yes
2	School File	C1PWORKHARD	C1 D03F Principal in this school works hard to make sure all students learn	BY Counselor Instrument	2		N	Yes
2	School File	C1YRSK12	C1 D04A Years as a school counselor for any grade K-12	BY Counselor Instrument	2		N	No
2	School File	C1YRS912	C1 D04B Years as a school counselor for grades 9-12	BY Counselor Instrument	2		N	No
2	School File	C1HIDEG	C1 D05 Counselor's highest degree earned	BY Counselor Instrument	2		N	Yes
2	School File	C1HIMAJV	C1 D06A Counselor's major for highest level of education-verbatim	BY Counselor Instrument	40		A	No
2	School File	C1HIMAJ6	C1 D06C Counselor's major for highest level of education 6-digit CIP code	BY Counselor Instrument	7		A	Yes
2	School File	C1HIMAJ2	C1 D06B Counselor's major for highest level of education 2-digit CIP code	BY Counselor Instrument	2		N	Yes
2	School File	C1BAMAJV	C1 D07A Counselor's major for Bachelor's degree-verbatim	BY Counselor Instrument	40		A	No
2	School File	C1BAMAJ6	C1 D07C Counselor's major for Bachelor's degree 6-digit CIP code	BY Counselor Instrument	7		A	Yes
2	School File	C1BAMAJ2	C1 D07B Counselor's major for Bachelor's degree 2-digit CIP code	BY Counselor Instrument	2		N	Yes
2	School File	C1INCDEG	C1 D08 Counselor has started but not completed more advanced degree	BY Counselor Instrument	2		N	Yes
2	School File	C1ENTRY	C1 D09 How counselor entered the school counseling profession	BY Counselor Instrument	2		N	Yes
2	School File	W1SCHOOL001	W1 BRR school analytic weight for replicate 1	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL002	W1 BRR school analytic weight for replicate 2	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL003	W1 BRR school analytic weight for replicate 3	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL004	W1 BRR school analytic weight for replicate 4	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL005	W1 BRR school analytic weight for replicate 5	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL006	W1 BRR school analytic weight for replicate 6	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL007	W1 BRR school analytic weight for replicate 7	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL008	W1 BRR school analytic weight for replicate 8	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL009	W1 BRR school analytic weight for replicate 9	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL010	W1 BRR school analytic weight for replicate 10	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL011	W1 BRR school analytic weight for replicate 11	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL012	W1 BRR school analytic weight for replicate 12	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL013	W1 BRR school analytic weight for replicate 13	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL014	W1 BRR school analytic weight for replicate 14	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL015	W1 BRR school analytic weight for replicate 15	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL016	W1 BRR school analytic weight for replicate 16	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL017	W1 BRR school analytic weight for replicate 17	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL018	W1 BRR school analytic weight for replicate 18	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL019	W1 BRR school analytic weight for replicate 19	BY School Level BRR Weights	13	8	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	W1SCHOOL020	W1 BRR school analytic weight for replicate 20	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL021	W1 BRR school analytic weight for replicate 21	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL022	W1 BRR school analytic weight for replicate 22	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL023	W1 BRR school analytic weight for replicate 23	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL024	W1 BRR school analytic weight for replicate 24	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL025	W1 BRR school analytic weight for replicate 25	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL026	W1 BRR school analytic weight for replicate 26	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL027	W1 BRR school analytic weight for replicate 27	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL028	W1 BRR school analytic weight for replicate 28	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL029	W1 BRR school analytic weight for replicate 29	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL030	W1 BRR school analytic weight for replicate 30	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL031	W1 BRR school analytic weight for replicate 31	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL032	W1 BRR school analytic weight for replicate 32	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL033	W1 BRR school analytic weight for replicate 33	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL034	W1 BRR school analytic weight for replicate 34	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL035	W1 BRR school analytic weight for replicate 35	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL036	W1 BRR school analytic weight for replicate 36	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL037	W1 BRR school analytic weight for replicate 37	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL038	W1 BRR school analytic weight for replicate 38	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL039	W1 BRR school analytic weight for replicate 39	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL040	W1 BRR school analytic weight for replicate 40	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL041	W1 BRR school analytic weight for replicate 41	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL042	W1 BRR school analytic weight for replicate 42	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL043	W1 BRR school analytic weight for replicate 43	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL044	W1 BRR school analytic weight for replicate 44	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL045	W1 BRR school analytic weight for replicate 45	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL046	W1 BRR school analytic weight for replicate 46	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL047	W1 BRR school analytic weight for replicate 47	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL048	W1 BRR school analytic weight for replicate 48	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL049	W1 BRR school analytic weight for replicate 49	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL050	W1 BRR school analytic weight for replicate 50	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL051	W1 BRR school analytic weight for replicate 51	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL052	W1 BRR school analytic weight for replicate 52	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL053	W1 BRR school analytic weight for replicate 53	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL054	W1 BRR school analytic weight for replicate 54	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL055	W1 BRR school analytic weight for replicate 55	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL056	W1 BRR school analytic weight for replicate 56	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL057	W1 BRR school analytic weight for replicate 57	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL058	W1 BRR school analytic weight for replicate 58	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL059	W1 BRR school analytic weight for replicate 59	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL060	W1 BRR school analytic weight for replicate 60	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL061	W1 BRR school analytic weight for replicate 61	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL062	W1 BRR school analytic weight for replicate 62	BY School Level BRR Weights	13	8	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	W1SCHOOL063	W1 BRR school analytic weight for replicate 63	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL064	W1 BRR school analytic weight for replicate 64	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL065	W1 BRR school analytic weight for replicate 65	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL066	W1 BRR school analytic weight for replicate 66	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL067	W1 BRR school analytic weight for replicate 67	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL068	W1 BRR school analytic weight for replicate 68	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL069	W1 BRR school analytic weight for replicate 69	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL070	W1 BRR school analytic weight for replicate 70	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL071	W1 BRR school analytic weight for replicate 71	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL072	W1 BRR school analytic weight for replicate 72	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL073	W1 BRR school analytic weight for replicate 73	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL074	W1 BRR school analytic weight for replicate 74	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL075	W1 BRR school analytic weight for replicate 75	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL076	W1 BRR school analytic weight for replicate 76	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL077	W1 BRR school analytic weight for replicate 77	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL078	W1 BRR school analytic weight for replicate 78	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL079	W1 BRR school analytic weight for replicate 79	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL080	W1 BRR school analytic weight for replicate 80	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL081	W1 BRR school analytic weight for replicate 81	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL082	W1 BRR school analytic weight for replicate 82	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL083	W1 BRR school analytic weight for replicate 83	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL084	W1 BRR school analytic weight for replicate 84	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL085	W1 BRR school analytic weight for replicate 85	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL086	W1 BRR school analytic weight for replicate 86	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL087	W1 BRR school analytic weight for replicate 87	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL088	W1 BRR school analytic weight for replicate 88	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL089	W1 BRR school analytic weight for replicate 89	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL090	W1 BRR school analytic weight for replicate 90	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL091	W1 BRR school analytic weight for replicate 91	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL092	W1 BRR school analytic weight for replicate 92	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL093	W1 BRR school analytic weight for replicate 93	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL094	W1 BRR school analytic weight for replicate 94	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL095	W1 BRR school analytic weight for replicate 95	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL096	W1 BRR school analytic weight for replicate 96	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL097	W1 BRR school analytic weight for replicate 97	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL098	W1 BRR school analytic weight for replicate 98	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL099	W1 BRR school analytic weight for replicate 99	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL100	W1 BRR school analytic weight for replicate 100	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL101	W1 BRR school analytic weight for replicate 101	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL102	W1 BRR school analytic weight for replicate 102	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL103	W1 BRR school analytic weight for replicate 103	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL104	W1 BRR school analytic weight for replicate 104	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL105	W1 BRR school analytic weight for replicate 105	BY School Level BRR Weights	13	8	N	No

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File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	W1SCHOOL106	W1 BRR school analytic weight for replicate 106	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL107	W1 BRR school analytic weight for replicate 107	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL108	W1 BRR school analytic weight for replicate 108	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL109	W1 BRR school analytic weight for replicate 109	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL110	W1 BRR school analytic weight for replicate 110	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL111	W1 BRR school analytic weight for replicate 111	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL112	W1 BRR school analytic weight for replicate 112	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL113	W1 BRR school analytic weight for replicate 113	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL114	W1 BRR school analytic weight for replicate 114	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL115	W1 BRR school analytic weight for replicate 115	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL116	W1 BRR school analytic weight for replicate 116	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL117	W1 BRR school analytic weight for replicate 117	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL118	W1 BRR school analytic weight for replicate 118	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL119	W1 BRR school analytic weight for replicate 119	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL120	W1 BRR school analytic weight for replicate 120	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL121	W1 BRR school analytic weight for replicate 121	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL122	W1 BRR school analytic weight for replicate 122	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL123	W1 BRR school analytic weight for replicate 123	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL124	W1 BRR school analytic weight for replicate 124	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL125	W1 BRR school analytic weight for replicate 125	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL126	W1 BRR school analytic weight for replicate 126	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL127	W1 BRR school analytic weight for replicate 127	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL128	W1 BRR school analytic weight for replicate 128	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL129	W1 BRR school analytic weight for replicate 129	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL130	W1 BRR school analytic weight for replicate 130	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL131	W1 BRR school analytic weight for replicate 131	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL132	W1 BRR school analytic weight for replicate 132	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL133	W1 BRR school analytic weight for replicate 133	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL134	W1 BRR school analytic weight for replicate 134	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL135	W1 BRR school analytic weight for replicate 135	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL136	W1 BRR school analytic weight for replicate 136	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL137	W1 BRR school analytic weight for replicate 137	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL138	W1 BRR school analytic weight for replicate 138	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL139	W1 BRR school analytic weight for replicate 139	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL140	W1 BRR school analytic weight for replicate 140	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL141	W1 BRR school analytic weight for replicate 141	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL142	W1 BRR school analytic weight for replicate 142	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL143	W1 BRR school analytic weight for replicate 143	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL144	W1 BRR school analytic weight for replicate 144	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL145	W1 BRR school analytic weight for replicate 145	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL146	W1 BRR school analytic weight for replicate 146	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL147	W1 BRR school analytic weight for replicate 147	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL148	W1 BRR school analytic weight for replicate 148	BY School Level BRR Weights	13	8	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	W1SCHOOL149	W1 BRR school analytic weight for replicate 149	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL150	W1 BRR school analytic weight for replicate 150	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL151	W1 BRR school analytic weight for replicate 151	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL152	W1 BRR school analytic weight for replicate 152	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL153	W1 BRR school analytic weight for replicate 153	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL154	W1 BRR school analytic weight for replicate 154	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL155	W1 BRR school analytic weight for replicate 155	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL156	W1 BRR school analytic weight for replicate 156	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL157	W1 BRR school analytic weight for replicate 157	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL158	W1 BRR school analytic weight for replicate 158	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL159	W1 BRR school analytic weight for replicate 159	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL160	W1 BRR school analytic weight for replicate 160	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL161	W1 BRR school analytic weight for replicate 161	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL162	W1 BRR school analytic weight for replicate 162	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL163	W1 BRR school analytic weight for replicate 163	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL164	W1 BRR school analytic weight for replicate 164	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL165	W1 BRR school analytic weight for replicate 165	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL166	W1 BRR school analytic weight for replicate 166	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL167	W1 BRR school analytic weight for replicate 167	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL168	W1 BRR school analytic weight for replicate 168	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL169	W1 BRR school analytic weight for replicate 169	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL170	W1 BRR school analytic weight for replicate 170	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL171	W1 BRR school analytic weight for replicate 171	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL172	W1 BRR school analytic weight for replicate 172	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL173	W1 BRR school analytic weight for replicate 173	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL174	W1 BRR school analytic weight for replicate 174	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL175	W1 BRR school analytic weight for replicate 175	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL176	W1 BRR school analytic weight for replicate 176	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL177	W1 BRR school analytic weight for replicate 177	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL178	W1 BRR school analytic weight for replicate 178	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL179	W1 BRR school analytic weight for replicate 179	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL180	W1 BRR school analytic weight for replicate 180	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL181	W1 BRR school analytic weight for replicate 181	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL182	W1 BRR school analytic weight for replicate 182	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL183	W1 BRR school analytic weight for replicate 183	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL184	W1 BRR school analytic weight for replicate 184	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL185	W1 BRR school analytic weight for replicate 185	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL186	W1 BRR school analytic weight for replicate 186	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL187	W1 BRR school analytic weight for replicate 187	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL188	W1 BRR school analytic weight for replicate 188	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL189	W1 BRR school analytic weight for replicate 189	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL190	W1 BRR school analytic weight for replicate 190	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL191	W1 BRR school analytic weight for replicate 191	BY School Level BRR Weights	13	8	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	W1SCHOOL192	W1 BRR school analytic weight for replicate 192	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL193	W1 BRR school analytic weight for replicate 193	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL194	W1 BRR school analytic weight for replicate 194	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL195	W1 BRR school analytic weight for replicate 195	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL196	W1 BRR school analytic weight for replicate 196	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL197	W1 BRR school analytic weight for replicate 197	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL198	W1 BRR school analytic weight for replicate 198	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL199	W1 BRR school analytic weight for replicate 199	BY School Level BRR Weights	13	8	N	No
2	School File	W1SCHOOL200	W1 BRR school analytic weight for replicate 200	BY School Level BRR Weights	13	8	N	No
3	HS Transcript School File	SCH_ID	Course catalog school ID	School Transcript Variables	4		A	No
3	HS Transcript School File	T3ITSCHTYPE	Type of school within HSLS data collection	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITAVAIL	School provided transcript information	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITNCESID	School identification number from CCD or PSS	School Transcript Variables	12		A	No
3	HS Transcript School File	T3ITCONTROL	School control	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITLOCALE	School locale (urbanicity)	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITREGION	School region	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITCENDIV	School census geographic division	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITSTATE	State code for school	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITCTEA	Courses available to be taken at an off-site CTE center	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITCTEC	Courses at an off-site CTE center identified in course catalog	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITCTET	Courses at an off-site CTE center identified on course transcripts	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITPHSCRDA	Courses available to be taken at PSE for high school credit only	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITPHSCRDC	Courses to be taken at PSE for high school credit only identified in course catalog	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITPHSCRDT	Courses to be taken at PSE for high school credit only identified on course transcript	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDUALA	Courses available to be taken at PSE for high school and college credit	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDUALC	Courses to be taken at PSE for high school and college credit identified in course catalog	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDUALT	Courses to be taken at PSE for high school and college credit identified on course transcript	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITTCPRPA	Courses available to be taken as part of a tech prep program	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITTCPRPC	Courses as part of a tech prep program identified in course catalog	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITTCPRPT	Courses as part of a tech prep program identified on course transcript	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITACADA	Courses available as part of a career academy	School Transcript Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
3	HS Transcript School File	T3ITACADC	Courses as part of a career academy identified in course catalog	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITACADT	Courses as part of a career academy identified on course transcript	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITONLNA	Courses available to be taken online or via distance education	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITONLNC	Courses to be taken online or via distance education identified in course catalog	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITONLNT	Courses to be taken online or via distance education identified on course transcript	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDTSTD	School offers a standard diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCSTD	Credits required for graduation with a standard diploma	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITDTREG	School offers a Regents diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCREG	Credits required for graduation with a Regents diploma	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITDTHON	School offers an honors diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCHON	Credits required for graduation with an honors diploma	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITDTCOM	School offers a certificate of merit diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCCOM	Credits required for graduation with a certificate of merit diploma	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITDTVOC	School offers a vocational diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCVOC	Credits required for graduation with a vocational diploma	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITDTSPED	School offers a special education diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCSPED	Credits required for graduation with a special education diploma	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITDTCOA	School offers a certificate of attendance diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCCOA	Credits required for graduation with a certificate of attendance diploma	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITDTIB	School offers an International Baccalaureate diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCIB	Credits required for graduation with an International Baccalaureate diploma	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITDTOTH	School offers another diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCOTH	Credits required for graduation with another diploma	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBAP	Lower bound of A plus	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBA	Lower bound of A	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBAM	Lower bound of A minus	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBBP	Lower bound of B plus	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBB	Lower bound of B	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBBM	Lower bound of B minus	School Transcript Variables	3		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
3	HS Transcript School File	T3ITLBCP	Lower bound of C plus	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBC	Lower bound of C	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBCM	Lower bound of C minus	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBDP	Lower bound of D plus	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBD	Lower bound of D	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBDM	Lower bound of D minus	School Transcript Variables	3		N	No
3	HS Transcript School File	T3ITLBPASS	Lower bound of pass	School Transcript Variables	3		N	No
4	HS Transcript Student School File	STU_ID	Student case ID	Student Transcript Variables	5		A	No
4	HS Transcript Student School File	T3STUSCH_SEQ	Student school sequence ID	Student Transcript Variables	5		N	No
4	HS Transcript Student School File	SCH_ID	Transcript school ID	Student Transcript Variables	4		A	No
4	HS Transcript Student School File	T3SSCHTYPE	School type	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3STRNSPRVD	Transcript provided	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SNCESID	School identification number from CCD or PSS	Student Transcript Variables	12		A	No
4	HS Transcript Student School File	T3SCONTROL	School control	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SLOCALE	School locale (urbanicity)	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SREGION	School region	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SCENDIV	School census geographic division	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SSTATE	State code for school	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SCMPM	High school completion (month)	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SCMPY	High school completion (year)	Student Transcript Variables	4		N	Yes
4	HS Transcript Student School File	T3SCMPTYP	Completion type	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SLFTM	Month left school	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SLFTY	Year left school	Student Transcript Variables	4		N	Yes
4	HS Transcript Student School File	T3SLFTRSN	Reason left school	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SGPAO	Grade point average overall	Student Transcript Variables	5	2	N	No
4	HS Transcript Student School File	T3SGPAW	Grade point average weighted	Student Transcript Variables	5	2	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
4	HS Transcript Student School File	T3SPRGG	Student program: gifted	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SPRGB	Student program: bilingual	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SPGO1	Student program: other	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3SSTLEN	Still enrolled at school	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3STRNM	Transcript date (month)	Student Transcript Variables	2		N	Yes
4	HS Transcript Student School File	T3STRNY	Transcript date (year)	Student Transcript Variables	4		N	Yes
5	HS Transcript School Course File	CSCH_ID	Course school ID	School Course Variables	4		A	No
5	HS Transcript School Course File	T3CRSE_ID	Course ID (unique to a school/course)	School Course Variables	6		N	No
5	HS Transcript School Course File	T3CCRSNAM	Course name	School Course Variables	120		A	No
5	HS Transcript School Course File	T3CABBV	Abbreviated course name	School Course Variables	120		A	No
5	HS Transcript School Course File	T3CDEPT	Department name	School Course Variables	120		A	No
5	HS Transcript School Course File	T3CCRED	credit	School Course Variables	5		A	No
5	HS Transcript School Course File	T3COFF9	Offered 9th grade	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3COFF10	Offered 10th grade	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3COFF11	Offered 11th grade	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3COFF12	Offered 12th grade	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CTERM	Term offered	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CSCED	SCED code	School Course Variables	5		A	No
5	HS Transcript School Course File	T3CRIG	SCED rigor	School Course Variables	2		A	Yes
5	HS Transcript School Course File	T3CSEQ1	Course sequence number	School Course Variables	2		N	No
5	HS Transcript School Course File	T3CSEQ2	Course sequence end number	School Course Variables	2		N	No
5	HS Transcript School Course File	T3CLOC	Institute location	School Course Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
5	HS Transcript School Course File	T3CCRDTYP	Course credit type	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTTP	Inst course attribute: part of a tech prep program	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTCA	Inst course attribute: part of a career academy	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTIB	Inst course attribute: international baccalaureate	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTAP	Inst course attribute: advanced placement	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTCP	Inst course attribute: college prep	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTIN	Inst course attribute: internship	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTSE	Inst course attribute: special education	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTCT	Inst course attribute: career/technical education	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTES	Inst course attribute: english second language	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CATTLI	Inst course attribute: language of instruction	School Course Variables	2		N	Yes
6	HS Transcript Student Course File	STU_ID	Student case ID	Student Course Variables	5		A	No
6	HS Transcript Student Course File	T3SCRSE_SEQ	Student course sequence ID	Student Course Variables	8		N	No
6	HS Transcript Student Course File	T3SCRSE_DUP	Student course duplicate indicator	Student Course Variables	2		N	No
6	HS Transcript Student Course File	T3SSCHYR	School year	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SGRLEV	Grade level	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3STERM	Term	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SSCED	SCED code	Student Course Variables	5		A	No
6	HS Transcript Student Course File	T3SRIG	SCED rigor	Student Course Variables	2		A	Yes
6	HS Transcript Student Course File	SCH_ID	Transcript school ID	Student Course Variables	4		A	No
6	HS Transcript Student Course File	CSCH_ID	Course school ID	Student Course Variables	4		A	No
6	HS Transcript Student Course File	T3SCRSE_ID	Student course ID	Student Course Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
6	HS Transcript Student Course File	T3CRSE_ID	Course ID (unique to a school/course)	Student Course Variables	6		N	No
6	HS Transcript Student Course File	T3SCREDPOT	Potential credit for course	Student Course Variables	6	3	N	No
6	HS Transcript Student Course File	T3SSCEDSEQ	Course sequence start number	Student Course Variables	2		N	No
6	HS Transcript Student Course File	T3SSCEDTOT	Course sequence end number	Student Course Variables	2		N	No
6	HS Transcript Student Course File	T3SCRSNAM	Course name	Student Course Variables	120		A	No
6	HS Transcript Student Course File	T3SGRD	Grade received for course	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SCRED	Credit received for course	Student Course Variables	6	3	N	No
6	HS Transcript Student Course File	T3SCRDTYP	Credit type	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SLOC	Location took course	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTTP	Stu course attribute: part of a tech prep program	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTCA	Stu course attribute: part of a career academy	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTIB	Stu course attribute: international baccalaureate	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTAP	Stu course attribute: advanced placement	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTHA	Stu course attribute: honors/advanced	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTCP	Stu course attribute: college prep	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTRE	Stu course attribute: repeated	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTIN	Stu course attribute: internship	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTSE	Stu course attribute: special education	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTES	Stu course attribute: english second language	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTCR	Stu course attribute: remedial/credit recovery	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTCT	Inst course attribute: career/technical education	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATTLI	Inst course attribute: language of instruction	Student Course Variables	2		N	Yes

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Appendix L: Documentation for Composite Variables

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A number of composite variables have been constructed in order to enhance substantive analysis. These constructed variables are listed below. Readers should note that not all of the composite variables are available on the public use file. Examples of restricted use composites unavailable on the public use file include (among many others) X3NCESID, X3STATE, and X3TXSATCOMP. In addition to the fact that some composite variables have been suppressed on the public use file, others have been coarsened through recoding (X3EARNPERHR1 is an example of such a recoded variable). The HSLS:09 2013 Update and Transcript composites are listed immediately below.

X3SQSTAT

Indicator for whether a complete 2013 update interview is available on the data file; X3SQSTAT also indicates the mode of the 2013 update interview. Cases coded as "Non-respondent (no 2013 update data)" include out of scope and deceased cases.

X3SQDATE

Date respondent completed the questionnaire.

X3SQDATENOV1

Indicator for whether the questionnaire date was before November 1, 2013, which is the timeframe when questions about the student's future applies to.

X3RTYPE

The 2013 update questionnaire was administered to either the student or the parent. This composite indicates who completed the questionnaire.

X3DROPOUTTIME

The timeframe when sample member dropped out or was an alternative completer.

X3HSCREDTIME

When sample member expects to earn high school diploma or equivalent.

X3DROPSTAT

Sample member status of dropout from high school.

X3PROGLEVEL

Program level for sample member degree in college. Adjustments made on responses to S3AAB4BA (earning an Associate's degree before a Bachelor's degree) and S3BATRANSFER (in a university transfer program).

X3CLGANDWORK

Sample member status for attending college and working.

X3NCESID

X3NCESID stores the 12-character NCES ID of the sample member's current or last attended school. The NCES ID is the school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file.

X3CONTROL

X3CONTROL identifies the sample member's current or last attended school as being a Public, Catholic, or Other Private School.

X3LOCALE

X3LOCALE characterizes the locale (urbanicity) of the sample member's current or last attended school as either City, Suburb, Town, or Rural.

X3REGION

X3REGION identifies the geographic region of the sample member's current or last attended school.

X3CENDIV

X3CENDIV identifies the census geographic division of the sample member's current or last attended school.

X3STATE

X3STATE is the FIPS code for the state of the sample member's current or last attended high school.

X3HSCOMPSTAT

HS completion status using 2013 update , transcript, and GED testing data.

X3HSCOMPDATE

High school completion date, including last attended date for dropouts. Date is provided in YYYYMM format and available where X3HSCOMPSTAT in (1,2,3). Dates are set to -7 when students are still enrolled (X3HSCOMPSTAT=4) and as -9 when the date is unknown. This composite variable uses BY, F1, and 2013 Update rounds of information as well as data from transcripts.

X3EVERGED

Indicates whether the sample member ever received a GED using F1 student interview, F1 parent interview, 2013 update interview, and GED Testing Service.

X3GEDPASSED

Status whether the sample member passed the GED, as provided by GED Testing Service.

X3GEDDATE

Date in YYYYMM format that the sample member passed the GED, as provided by GED Testing Service.

X3GEDSTATE

State code (FIPS) in which the sample member passed the GED, as provided by GED Testing Service.

X3THIBIO

Highest Biology courses taken prioritized by the following levels:

T3SSCED in (03051,03062) then X3THIBIO=1;

T3SSCED in (03053,03054,03055,03058,03059,03060,03061,03063,03097,03098,03099) then X3THIBIO = 2;

T3SSCED in (03052) then X3THIBIO = 3;

T3SSCED in (03053,03054,03055,03058,03059,03060,03061,03063,03097,03098,03099) and T3SSCED in (03052) then X3THIBIO = 4;

T3SSCED in (03056,03057) then X3THIBIO = 5;

X3THICHEM

Highest Chemistry course taken prioritized by the following levels:

T3SSCED in (03101,03105) then X3THICHEM=1;

T3SSCED in (03103,03104,03108,03147,03148,03149) then X3THICHEM = 2;

T3SSCED in (03102) then X3THICHEM = 3;

T3SSCED in (03103,03104,03108,03147,03148,03149) and T3SSCED in (03102) then X3THICHEM = 4;

T3SSCED in (03106,03107) then X3THICHEM = 5;

X3THIPHY

Highest Physics course taken prioritized by the following levels:

T3SSCED in (03151,03161) then X3THIPHY=1;

T3SSCED in (03153,03162,03197,03198,03199) then X3THIPHY = 2;

T3SSCED in (03152) then X3THIPHY = 3;

T3SSCED in (03153,03162,03197,03198,03199) and T3SSCED in (03152) then X3THIPHY = 4;

T3SSCED in (03155,03156,03157,03160,03163,03164,03165,03166) then X3THIPHY = 5;

X3THIOTHSCI

Highest Other Science course taken prioritized by the following levels:

T3SSCED in (03001,03007,03008,03158,03159,03201,03202,03203,03204,03205,03209,03210,03211,03212, 03213,03994,03995,03239,03996) then X3THIOTHSCI=1;

T3SSCED in (03002,03003,03004,03005,03006,03009,03047,03048,03049', '03997,03998,03999) then X3THIOTHSCI= 2;

T3SSCED in (03206,03207,03208) then X3THIOTHSCI= 5;

X3TCREDENG

Total Carnegie credits in English Language and Literature, which is the first two digits of the course SCED code: 01.

X3TGPAENG

GPA in English Language and Literature, which is the first two digits of the course SCED code: 01.

X3TCREDMAT

Total Carnegie credits in Mathematics, which is the first two digits of the course SCED code: 02.

X3TGPAMAT

GPA in Mathematics, which is the first two digits of the course SCED code: 02.

X3TCREDSCI

Total Carnegie credits in Life and Physical Sciences, which is the first two digits of the course SCED code: 03.

X3TGPASCI

GPA in Life and Physical Sciences, which is the first two digits of the course SCED code: 03.

X3TSTATGRXX

At least one course available on transcript where the grade is unknown.

X3TSTATYRXX

At least one course available on transcript where the year is unknown.

X3TSTATGR8B

At least one course available on transcript from the eighth grade or before. This indicator is closely related to X3TSTATYR8B as most courses taken in the eighth grade and before would have been taken in the 2008/09 school year or before, however, some exceptions apply related to students who do not always follow a typical path.

X3TSTATYR8B

At least one course available on transcript from the 2008/09 school year. This indicator is closely related to X3TSTATGR8B as most courses taken in the eighth grade and before would

have been taken in the 2008/09 school year or before, however, some exceptions apply related to students who do not always follow a typical path.

X3TXSATCOMP

College entrance exam (i.e., SAT, ACT) composite score, standardized in terms of SAT.

X3TXSATMATH

College entrance exam (i.e., SAT, ACT) mathematics section score, standardized in terms of SAT.

X3TXSATREAD

College entrance exam (i.e., SAT, ACT) critical reading section score, standardized in terms of SAT.

X3TXACTCOMP

College entrance exam (i.e., SAT, ACT) composite score, standardized in terms of ACT.

X3TXPSATCOMP

Most recent PSAT composite test score. The valid range for this test score is 20 to 80.

X3TXPSATMATH

Most recent test score associated with the highest math component score. The valid range for this test score is 20 to 80.

X3TXPSATREAD

Most recent test score associated with the highest reading component score. The valid range for this test score is 20 to 80.

X3TXPSATWRIT

Most recent test score associated with the highest writing component score. The valid range for this test score is 20 to 80.

X3TSTATGR09

At least one course available on transcript from the ninth grade. This indicator is closely related to X3TSTATYR09 as most courses taken in the ninth grade would have been taken in the 2009/10 school year, however, some exceptions apply related to students who do not always follow a typical path.

X3TSTATGR10

At least one course available on transcript from the tenth grade. This indicator is closely related to X3TSTATYR10 as most courses taken in the tenth grade would have been taken in the 2010/11 school year, however, some exceptions apply related to students who do not always follow a typical path.

X3TSTATGR11

At least one course available on transcript from the eleventh grade. This indicator is closely related to X3TSTATYR11 as most courses taken in the eleventh grade would have been taken in the 2011/12 school year, however, some exceptions apply related to students who do not always follow a typical path.

X3TSTATGR12

At least one course available on transcript from the twelfth grade. This indicator is closely related to X3TSTATYR12 as most courses taken in the twelfth grade would have been taken in the 2012/13 school year, however, some exceptions apply related to students who do not always follow a typical path.

X3TSTATYR09

At least one course available on transcript from the 2009/10 school year. This indicator is closely related to X3TSTATGR09 as most courses taken in the ninth grade would have been taken in the 2009/10 school year, however, some exceptions apply related to students who do not always follow a typical path.

X3TSTATYR10

At least one course available on transcript from the 2010/11 school year. This indicator is closely related to X3TSTATGR10 as most courses taken in the tenth grade would have been taken in the 2010/11 school year, however, some exceptions apply related to students who do not always follow a typical path.

X3TSTATYR11

At least one course available on transcript from the 2011/12 school year. This indicator is closely related to X3TSTATGR11 as most courses taken in the eleventh grade would have been taken in the 2011/12 school year, however, some exceptions apply related to students who do not always follow a typical path.

X3TSTATYR12

At least one course available on transcript from the 2012/13 school year. This indicator is closely related to X3TSTATGR12 as most courses taken in the twelfth grade would have been taken in the 2012/13 school year, however, some exceptions apply related to students who do not always follow a typical path.

X3TSTATYR13

At least one course available on transcript from the 2013/14 school year. This indicator represents courses taken outside the typical pattern as most students would have graduated from HS at the end of the 2012/13 school year.

X3TCOVERAGE

Flag is set when there is credit in all four grade levels (9th-12th) or in the absence of grade level information the four academic years (2009-2012) that align with those grade levels. This composite does not account for students who graduate before their fourth year or leave high school and don't return.

X3NUMHSATTND

Number of schools attended.

X3TTRNRCVD

The number of transcripts received from high schools for the student.

X3ATTENDCTE

A flag to indicate that the student attended a CTE center.

X3TLASTHS

The NCESID for the last school known as of the transcript data collection. Only sample schools and transfer schools apply (T3SSCHTYPE=1 or 2). The priority for assigning the last known school was S3LASTHSID, then the school where a diploma was indicated, and finally the school with the last course taken chronologically.

X3TTRNLASTHS

Indicator that a transcript was provided for the last known school as of the transcript component.

X3ELLSTATUS

English language learner status from the transcripts.

X3TOUTCOME

Transcript indicated outcome as provided by the high school.

X3TCREDAPENG

Total Carnegie credits in AP and IB English courses, which is the course SCED code(s): 01005, 01006, 01007.

X3T1CREDALG1

Indicates at least one Carnegie unit in Algebra 1, which is the course SCED code(s): 02052, 02054, 02069.

X3T1CREDALG2

Indicates at least one Carnegie unit in Algebra 2, which is the course SCED code(s): 02141, 02055, 02056, 02058.

X3T1CREDINTM

Indicates at least one Carnegie unit in Integrated Math, which is the course SCED code(s): 02104, 02108, 02057, 02061, 02101, 02102, 02109, 02111, 02112, 02113, 02149.

X3T1CREDPREC

Indicates at least one Carnegie unit in Analysis/Pre-Calculus, which is the course SCED code(s): 02110, 02132.

X3TCREDAPMTH

Total Carnegie credits in AP and IB Mathematics courses, which is the course SCED code(s): 02124, 02125, 02131, 02132, 02133, 02134, 02203.

X3T1CREDCALC

Indicates at least one Carnegie unit in Calculus, which is the course SCED code(s): 02121, 02122, 02123, 02126.

X3T1CREDGEO

Indicates at least one Carnegie unit in Geometry, which is the course SCED code(s): 02071, 02072, 02073, 02074, 02075, 02079, 02135.

X3T1CREDSTAT

Indicates at least one Carnegie unit in Statistics/Probability, which is the course SCED code(s): 02201, 02202, 02204, 02207, 02209.

X3T1CREDTRIG

Indicates at least one Carnegie unit in Trigonometry, which is the course SCED code(s): 02103, 02105, 02106, 02107.

X3THIMATH

Highest Mathematics course, which is the first two digits of the course SCED code: 02.

X3THIMATH9

Highest Mathematics course taken in Ninth grade, which is the first two digits of the course SCED code: 02.

X3TGPAHIMTH

GPA in highest Mathematics course, which corresponds to the value of X3THIMATH.

X3TWHENALG1

Indicates the grade level the student took Algebra I.

X3TCREDAPSCI

Total Carnegie credits in AP and IB Science courses, which is the course SCED code(s): 03056, 03057, 03106, 03107, 03155, 03156, 03157, 03160, 03163, 03164, 03165, 03166, 03206, 03207, 03208.

X3T1CREDBIOL

Indicates at least one Carnegie unit in Biology, which is the course SCED code(s): 03051, 03062, 03053, 03054, 03055, 03058, 03059, 03060, 03061, 03063, 03097, 03098, 03099, 03052, 03056, 03057.

X3T1CREDCHEM

Indicates at least one Carnegie unit in Chemistry, which is the course SCED code(s): 03101, 03105, 03103, 03104, 03108, 03147, 03148, 03149, 03102, 03106, 03107.

X3T1CREDESCI

Indicates at least one Carnegie unit in Geology/Earth Science, which is the course SCED code(s): 03001, 03007, 03008, 03158, 03159, 03201, 03202, 03203, 03204, 03205, 03210, 03211, 03212, 03213, 03994, 03995, 03239, 03996, 03002, 03003, 03004, 03005, 03006, 03009, 03047, 03048, 03049, 03209, 03997, 03998, 03999, 03207, 03208, 03206.

X3T1CREDPHYS

Indicates at least one Carnegie unit in Physics, which is the course SCED code(s): 03151, 03161, 03153, 03162, 03197, 03198, 03199, 03152, 03155, 03156, 03157, 03160, 03163, 03164, 03165, 03166.

X3THISCI

Highest Science course, which is the first two digits of the course SCED code: 03.

X3THISCI9

Highest Science course taken in Ninth grade, which is the first two digits of the course SCED code: 03.

X3TGPAHISCI

GPA in highest Science course, which corresponds to the value of X3THISCI.

X3TCREDAPSS

Total Carnegie credits in AP and IB Social Studies courses, which is the course SCED code(s): 04003, 04004, 04054, 04056, 04057, 04066, 04104, 04157, 04158, 04159, 04054, 04203, 04204, 04205, 04206, 04253, 04256, 04257, 04262, 04304, 04309.

X3TCREDAPART

Total Carnegie credits in AP and IB Fine Arts courses, which is the course SCED code(s): 05012, 05062, 05114, 05115, 05153, 05171, 05172, 05173, 05174, 05175.

X3TCREDAPLNG

Total Carnegie credits in AP and IB Foreign Language courses, which is the course SCED code(s): 06110, 06111, 06112, 06113, 06130, 06131, 06132, 06133, 06150, 06151, 06152, 06170, 06171, 06190, 06191, 06210, 06211, 06212, 06250, 06251, 06270, 06271, 06290, 06291, 06311, 06313, 06331, 06410, 06411, 06412, 06430, 06431, 06432, 06450, 06451, 06490, 06491, 06510, 06511, 06530, 06531, 06590, 06591, 06610, 06611, 06650, 06651, 06670, 06671, 06690, 06691, 06710, 06711, 06712, 06730, 06731, 06732, 06770, 06771, 06790, 06791, 06830, 06831, 06850, 06851, 06870, 06871.

X3THILANG

Highest Foreign Language course, which is the first two digits of the course SCED code: 06.

X3TCREDTOT

Total Carnegie credits.

X3TCREDACAD

Total Carnegie credits in Academic courses, which is the first two digits of the course SCED code: 01, 02, 03, 04, 05, 06.

X3TCREDCTE

Total Carnegie credits in CTE courses, which is the first two digits of the course SCED code: 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 or the course SCED codes: 22151:22153, 22201:22249.

X3TCREDNONA

Total Carnegie credits in Nonacademic, Non-CTE courses, which is the first two digits of the course SCED code: 22 excluding course SCED codes: 22151:22153, 22201:22249.

X3TCREDSTEM

Total Carnegie credits in STEM courses, which is the first two digits of the course SCED code: 02, 03, 10, 21.

X3TCREDAP

Total Carnegie credits in AP courses.

X3TCREDIB

Total Carnegie credits in IB courses.

X3TCREDAPIB

Total Carnegie credits in AP and IB courses.

X3TCRED9TH

Total Carnegie credits in Ninth Grade, which is when T3SGRLEV = 4.

X3TCRED10TH

Total Carnegie credits in Tenth Grade, which is when T3SGRLEV = 5.

X3TCRED11TH

Total Carnegie credits in Eleventh Grade, which is when T3SGRLEV = 6.

X3TCRED12TH

Total Carnegie credits in Twelfth Grade, which is when T3SGRLEV = 7.

X3TCREDPPSE

Total Carnegie credits in Potential Postsecondary credit courses, which is credit type = 2 or 3.

X3TCREDGEN

Total Carnegie credits in General or Regular courses, which is when T3SRIG = G.

X3TCREDADV

Total Carnegie credits in Enriched or Advanced courses, which is when T3SRIG = E.

X3TCREDHON

Total Carnegie credits in Honors courses, which is when T3SRIG = H.

X3TCREDCLG

Total Carnegie credits in College courses, which is when T3SRIG = C.

X3TCREDMTSC

Total Carnegie credits in Math and Science, which is the first two digits of the course SCED code: 02, 03.

X3TGPAACAD

GPA in Academic courses, which is the first two digits of the course SCED code: 01, 02, 03, 04, 05, 06.

X3TGPACTE

GPA in CTE courses, which is the first two digits of the course SCED code: 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 or the course SCED codes: 22151:22153, 22201:22249.

X3TGPANONA

GPA in Nonacademic, Non-CTE courses, which is the first two digits of the course SCED code: 22 excluding course SCED codes: 22151:22153, 22201:22249.

X3TGPASTEM

GPA in STEM courses, which is the first two digits of the course SCED code: 02, 03, 10, 21.

X3TGPAIB

GPA in IB courses.

X3TGPAAP

GPA in AP courses.

X3TGPA11TH

GPA in Eleventh Grade, which is when T3SGRLEV = 6.

X3TGPA9TH

GPA in Ninth Grade, which is when T3SGRLEV = 4.

X3TGPA10TH

GPA in Tenth Grade, which is when T3SGRLEV = 5.

X3TGPA12TH

GPA in Twelfth Grade, which is when T3SGRLEV = 7.

X3TGPATOT

Overall GPA.

X3TGPAWGT

Overall GPA, honors-weighted.

X3TGPAMTHAP

GPA in AP and IB Mathematics courses, which is the course SCED code(s): 02124, 02125, 02131, 02132, 02133, 02134, 02203.

X3TGPASCIAP

GPA in AP and IB Science courses, which is the course SCED code(s): 03056, 03057, 03106, 03107, 03155, 03156, 03157, 03160, 03163, 03164, 03165, 03166, 03206, 03207, 03208.

X3TAFGPATOT

GPA in Academic courses, excluding failed courses.

X3TCREDSPED

Total Carnegie credits in Special Education courses, which is when T3SATTSE = 1.

X3TAGPA10

GPA in Tenth Grade Academic courses, which is when T3SGRLEV = 5 and the first two digits of the course SCED code: 01, 02, 03, 04, 05, 06.

X3TAGPA11

GPA in Eleventh Grade Academic courses, which is when T3SGRLEV = 6 and the first two digits of the course SCED code: 01, 02, 03, 04, 05, 06.

X3TAGPA12

GPA in Twelfth Grade Academic courses, which is when T3SGRLEV = 7 and the first two digits of the course SCED code: 01, 02, 03, 04, 05, 06.

X3TAGPA09

GPA in Ninth Grade Academic courses, which is when T3SGRLEV = 4 and the first two digits of the course SCED code: 01, 02, 03, 04, 05, 06.

X3TAGPAWGT

GPA in Academic courses, honors-weighted.

X3TCRSES1

The coursetaking completion flags (as well as the new basics variable X3TNEWBASIC) are based on credit counts without regard to the level of courses completed (except, where applicable, for the condition that at least two credits in a single foreign language must be earned). Only credits accrued in 9th through 12th grade (or ungraded) are included. For a cross-subject coursetaking composite that takes into account the level of courses completed, see academic track/concentrator (X3TACADTRCK).

Values indicate course taking patterns. Flag set when at least 4 standard credits earned in English, 3 standard credits earned in Social Studies, 2 standard credits earned in Science, and 2 standard credits earned in Math.

X3TCRSES2

The coursetaking completion flags (as well as the new basics variable X3TNEWBASIC) are based on credit counts without regard to the level of courses completed (except, where applicable, for the condition that at least two credits in a single foreign language must be earned). Only credits accrued in 9th through 12th grade (or ungraded) are included. For a cross-subject coursetaking composite that takes into account the level of courses completed, see academic track/concentrator (X3TACADTRCK).

Values indicate course taking patterns. Flag set when at least 4 standard credits earned in English, 3 standard credits earned in Social Studies, 3 standard credits earned in Science, and 3 standard credits earned in Math.

X3TCRSES3

The coursetaking completion flags (as well as the new basics variable X3TNEWBASIC) are based on credit counts without regard to the level of courses completed (except, where applicable, for the condition that at least two credits in a single foreign language must be earned). Only credits accrued in 9th through 12th grade (or ungraded) are included. For a cross-subject coursetaking composite that takes into account the level of courses completed, see academic track/concentrator (X3TACADTRCK).

Values indicate course taking patterns. Flag set when at least 4 standard credits earned in English, 3 standard credits earned in Social Studies, 3 standard credits earned in Science, 3 standard credits earned in Math, and .5 standard credits earned in computer science.

X3TCRSES4

The coursetaking completion flags (as well as the new basics variable X3TNEWBASIC) are based on credit counts without regard to the level of courses completed (except, where applicable, for the condition that at least two credits in a single foreign language must be earned). Only credits accrued in 9th through 12th grade (or ungraded) are included. For a cross-subject coursetaking composite that takes into account the level of courses completed, see academic track/concentrator (X3TACADTRCK).

Values indicate course taking patterns. Flag set when at least 4 standard credits earned in English, 3 standard credits earned in Social Studies, 3 standard credits earned in Science, 3

standard credits earned in Math, .5 standard credits earned in computer science, and 2 standard credits earned in a Foreign Language.

X3TCRSES5

The coursetaking completion flags (as well as the new basics variable X3TNEWBASIC) are based on credit counts without regard to the level of courses completed (except, where applicable, for the condition that at least two credits in a single foreign language must be earned). Only credits accrued in 9th through 12th grade (or ungraded) are included. For a cross-subject coursetaking composite that takes into account the level of courses completed, see academic track/concentrator (X3TACADTRCK).

Values indicate course taking patterns. Flag set when at least 4 standard credits earned in English, 3 standard credits earned in Social Studies, 3 standard credits earned in Science, 3 standard credits earned in Math, and 2 standard credits earned in a Foreign Language.

X3TCREDSOCST

Total Carnegie credits in Social Sciences and History, which is the first two digits of the course SCED code: 04.

X3TGPASOCST

GPA in Social Sciences and History, which is the first two digits of the course SCED code: 04.

X3TCREDART

Total Carnegie credits in Fine and Performing Arts, which is the first two digits of the course SCED code: 05.

X3TGPAART

GPA in Fine and Performing Arts, which is the first two digits of the course SCED code: 05.

X3TCREDLANG

Total Carnegie credits in Foreign Language and Literature, which is the first two digits of the course SCED code: 06.

X3TGPALANG

GPA in Foreign Language and Literature, which is the first two digits of the course SCED code: 06.

X3TCREDREL

Total Carnegie credits in Religious Education and Theology, which is the first two digits of the course SCED code: 07.

X3TGPAREL

GPA in Religious Education and Theology, which is the first two digits of the course SCED code: 07.

X3TCREDHELPE

Total Carnegie credits in Physical, Health, and Safety Education, which is the first two digits of the course SCED code: 08.

X3TGPAHELPE

GPA in Physical, Health, and Safety Education, which is the first two digits of the course SCED code: 08.

X3TCREDMILSCI

Total Carnegie credits in Military Science, which is the first two digits of the course SCED code: 09.

X3TGPAMILSCI

GPA in Military Science, which is the first two digits of the course SCED code: 09.

X3TCREDCOMPSCI

Total Carnegie credits in Computer and Information Sciences, which is the first two digits of the course SCED code: 10.

X3TGPACOMPSCI

GPA in Computer and Information Sciences, which is the first two digits of the course SCED code: 10.

X3TCREDCOM

Total Carnegie credits in Communications and Audio/Video Technology, which is the first two digits of the course SCED code: 11.

X3TGPACOM

GPA in Communications and Audio/Video Technology, which is the first two digits of the course SCED code: 11.

X3TCREDBUS

Total Carnegie credits in Business and Marketing, which is the first two digits of the course SCED code: 12.

X3TGPABUS

GPA in Business and Marketing, which is the first two digits of the course SCED code: 12.

X3TCREDMANU

Total Carnegie credits in Manufacturing, which is the first two digits of the course SCED code: 13.

X3TGPAMANU

GPA in Manufacturing, which is the first two digits of the course SCED code: 13.

X3TCREDHELSCI

Total Carnegie credits in Health Care Sciences, which is the first two digits of the course SCED code: 14.

X3TGPAHELSCI

GPA in Health Care Sciences, which is the first two digits of the course SCED code: 14.

X3TCREDPUBSER

Total Carnegie credits in Public, Protective, and Government Service, which is the first two digits of the course SCED code: 15.

X3TGPAPUBSER

GPA in Public, Protective, and Government Service, which is the first two digits of the course SCED code: 15.

X3TCREDTOUR

Total Carnegie credits in Hospitality and Tourism, which is the first two digits of the course SCED code: 16.

X3TGPATOUR

GPA in Hospitality and Tourism, which is the first two digits of the course SCED code: 16.

X3TCREDARCH

Total Carnegie credits in Architecture and Construction, which is the first two digits of the course SCED code: 17.

X3TGPAARCH

GPA in Architecture and Construction, which is the first two digits of the course SCED code: 17.

X3TCREDAG

Total Carnegie credits in Agriculture, Food, and Natural Resources, which is the first two digits of the course SCED code: 18.

X3TGPAAG

GPA in Agriculture, Food, and Natural Resources, which is the first two digits of the course SCED code: 18.

X3TCREDHUMSER

Total Carnegie credits in Human Services, which is the first two digits of the course SCED code: 19.

X3TGPAHUMSER

GPA in Human Services, which is the first two digits of the course SCED code: 19.

X3TCREDTRANS

Total Carnegie credits in Transportation, Distribution, and Logistics, which is the first two digits of the course SCED code: 20.

X3TGPATRANS

GPA in Transportation, Distribution, and Logistics, which is the first two digits of the course SCED code: 20.

X3TCREDENGIN

Total Carnegie credits in Engineering and Technology, which is the first two digits of the course SCED code: 21.

X3TGPAENGIN

GPA in Engineering and Technology, which is the first two digits of the course SCED code: 21.

X3TCREDMISC

Total Carnegie credits in Miscellaneous, which is the first two digits of the course SCED code: 22.

X3TGPAMISC

GPA in Miscellaneous, which is the first two digits of the course SCED code: 22.

X3EARNPERHR1

Earnings per hour calculated for sample members current job.

X3EARNPERHR2

Earnings per hour calculated for sample members other job.

X3HSCRED

Imputed version of S3HSCRED. X3HSCRED_IM values of 1 indicate when X3HSCRED is imputed.

X3HSCREDTYPE

Imputed version of S3HSCREDTYPE. X3HSCREDTY_IM values of 1 indicate when X3HSCREDTYPE is imputed.

X3CLASSES

Imputed version of S3CLASSES. X3CLASSES_IM values of 1 indicate when X3CLASSES is imputed.

X3WORK

Imputed version of S3WORK. X3WORK_IM values of 1 indicate when X3WORK is imputed.

X3LASTHSDATE

Imputed version of S3LASTHSDATE. X3LASTHSD_IM values of 1 indicate when X3LASTHSDATE is imputed.

X3TXAPARTHI

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

X3TXAPMUSIC

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

X3TXAPART2D

Advanced Placement Exam: Studio art 2-D design exam score as provided by College Board or the sample member's high school transcript.

X3TXAPART3D

Advanced Placement Exam: Studio art 3-D design exam score as provided by College Board or the sample member's high school transcript.

X3TXAPARTDR

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

X3TXAPENGLNG

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

X3TXAPENGLIT

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

X3TXAPCMPGOV

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

X3TXAPEURO

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

X3TXAPHUGEO

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

X3TXAPMACRO

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

X3TXAPMICRO

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

X3TXAPPSYCH

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

X3TXAPUSGOV

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

X3TGPAAPIB

GPA in IB courses.

X3TXAPUSHIST

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

X3TXAPWOHIST

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

X3TXAPMATCOM

Advanced Placement Exam: Mathematics and computer science exam score as provided by College Board or the sample member's high school transcript.

X3TXAPCALCAB

Advanced Placement Exam: Calculus AB exam score as provided by College Board or the sample member's high school transcript.

X3TXAPCALCBC

Advanced Placement Exam: Calculus BC exam score as provided by College Board or the sample member's high school transcript.

X3TXAPCOMSCI

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

X3TXAPSTATS

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

X3TXAPBIO

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

X3TXAPCHEM

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

X3TXAPENVSCI

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

X3TXAPPHYB

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

X3TXAPPHYELE

Advanced Placement Exam: Physics C - electricity and magnetism exam score as provided by College Board or the sample member's high school transcript.

X3TXAPPHYMEC

Advanced Placement Exam: Physics C - mechanics exam score as provided by College Board or the sample member's high school transcript.

X3TXAPCHI

Advanced Placement Exam: Chinese language and culture exam score as provided by College Board or the sample member's high school transcript.

X3TXAPFRE

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

X3TXAPGER

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

X3TXAPITL

Advanced Placement Exam: Italian language and culture exam score as provided by College Board or the sample member's high school transcript.

X3TXAPJAP

Advanced Placement Exam: Japanese language and culture exam score as provided by College Board or the sample member's high school transcript.

X3TXAPLAT

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

X3TXAPSPLANG

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

X3TXAPSPLIT

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

X3TXSATLIT

Literature SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATUSH

U.S. History SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATWOH

World History SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATMAT1

Math Level 1 SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATMAT2

Math Level 2 SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATBIO

Biology/EM SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATCHE

Chemistry SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATPHY

Physics SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATFRE

French SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATFREL

French with Listening SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATGER

German SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATGERL

German with Listening SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATSPA

Spanish SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATSPAL

Spanish with Listening SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATHEB

Modern Hebrew SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATITL

Italian SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATLAT

Latin SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATCHIL

Chinese with Listening SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATJAPL

Japanese with Listening SAT subject test score as provided by College Board or the sample member transcript.

X3TXSATKORL

Korean with Listening SAT subject test score as provided by College Board or the sample member transcript.

X3TACADTRCK

Takes into account both number of credits earned and specific levels attained for math, science, and social studies. Students are flagged as an academic concentrator if they earn at least four credits in English, three credits in math with one higher than algebra II, three credits in science with one higher than biology, three credits in social studies with one in U.S. or world history, and two in one foreign language. Only credits accrued in 9th through 12th grade (or ungraded) are included.

Values indicate whether the sample member is on an academic track that includes at least 4 English credits, 3 math credits (including Algebra II), 3 science credits (including biology), 3 social studies credits (including US or World History), and 2 credits in a particular foreign language.

X3TOCCUCON

Indicates whether the sample member has at least 3 credits in a particular occupational concentrator. An occupational concentrator is defined as courses where the T3SSCED code value begins with the same first two digits and the values range from 10-21.

X3TNEWBASIC

The new basics variable (X3TNEWBASIC) and similar composites (X3TCRSES1-5) are based on credit counts without regard to the level of courses completed (except for the condition that at least two credits in a single foreign language must be earned). Only credits accrued in 9th through 12th grade (or ungraded) are included. For a cross-subject coursetaking composite that takes into account the level of courses completed, see academic track/concentrator (X3TACADTRCK).

Values indicate whether the sample member is on:

(1) a college-bound core curriculum that includes at least 4 English credits, 3 math credits, 3 science credits, 3 social studies credits, .5 computer science credits, and 2 credits in a particular foreign language;

(2) a core curriculum that includes at least 4 English credits, 3 math credits, 3 science credits, 3 social studies credits, and .5 computer science credits;

(3) a college bound core curriculum without computer sciences that includes at least 4 English credits, 3 math credits, 3 science credits, 3 social studies credits, and 2 credits in a particular foreign language;

(4) a core curriculum without computer sciences track that includes at least 4 English credits, 3 math credits, 3 science credits, and 3 social studies credits;

(5) a minimal core curriculum that includes at least 4 English credits, 2 math credits, 2 science credits, and 3 social studies credits; or

(6) all other patterns.

X3MATCHATMPT

Indicates whether a match was attempted for at least one of the HSLS:09 extant data sources. The HSLS:09 extant data sources are: GED Testing Service (GED Testing Program data); College Board (SAT, AP test, and SAT subject test scores); and ACT (ACT scores).

X3UNIV1

Indicates simultaneously the base year, first follow-up, 2013 update, and transcript status of sample members. This variable has valid values that account for every pattern encountered by HSLS:2009 sample members.

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Appendix M: Responsive Design Tables

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Selection of Phase 3 cases for responsive design intervention: Weighted Frequencies

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Student enrollment status										
Base year school	799,297	64.48	774,769	89.54	955,924	83.66	1,574,066	74.78	2,529,989	77.91
Transfer School	268,355	21.65	73,779	8.53	119,205	10.43	342,134	16.25	461,339	14.21
Other	171,958	13.87	16,706	1.93	67,465	5.90	188,664	8.96	256,129	7.89
Student Race										
American Indian/Alaska Native/ Native Hawaiian/Pacific Islander	22,463	1.81	5,299	0.61	11,385	1.00	27,762	1.32	39,147	1.21
Hispanic	392,878	31.69	121,782	14.07	207,489	18.16	514,660	24.45	722,149	22.24
Asian	28,624	2.31	37,886	4.38	50,464	4.42	66,510	3.16	116,973	3.60
Black	287,986	23.23	51,663	5.97	98,288	8.60	339,649	16.14	437,938	13.49
More than one race	103,685	8.36	58,520	6.76	78,250	6.85	162,205	7.71	240,455	7.40
White	403,974	32.59	590,104	68.20	696,717	60.98	994,078	47.23	1,690,795	52.07
Grade teenager was in when he/she took algebra I										
8th	192,363	15.52	354,766	41.00	448,341	39.24	547,129	25.99	995,470	30.65
9th	838,028	67.60	435,729	50.36	569,159	49.81	1,273,757	60.51	1,842,916	56.75
10th	137,645	11.10	50,924	5.89	84,194	7.37	188,568	8.96	272,762	8.40
11th, 12th or Have not taken	71,573	5.77	23,836	2.75	40,899	3.58	95,409	4.53	136,308	4.20
Teenager's final grade in algebra I										
A	184,908	14.92	400,845	46.33	472,221	41.33	585,754	27.83	1,057,974	32.58
B	467,336	37.70	311,211	35.97	393,219	34.41	778,547	36.99	1,171,766	36.08
C	391,899	31.61	109,936	12.71	185,160	16.21	501,834	23.84	686,994	21.15
D or Lower	171,060	13.80	36,399	4.21	76,838	6.72	207,458	9.86	284,296	8.75
Ungrade/ Have not completed class	24,406	1.97	6,864	0.79	15,156	1.33	31,270	1.49	46,426	1.43

continued

Selection of Phase 3 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
How far in school 9th grader thinks he/she will get										
High School Graduate or less	300,290	24.22	65,484	7.57	119,762	10.48	365,774	17.38	485,537	14.95
Some College	116,690	9.41	53,307	6.16	69,347	6.07	169,997	8.08	239,344	7.37
College graduate	165,392	13.34	172,031	19.88	221,576	19.39	337,423	16.03	558,999	17.21
Master Degree	180,216	14.54	210,092	24.28	261,069	22.85	390,308	18.54	651,377	20.06
PhD	168,183	13.57	204,535	23.64	236,124	20.67	372,718	17.71	608,842	18.75
Don’t Know	308,839	24.91	159,806	18.47	234,714	20.54	468,645	22.26	703,358	21.66
How far in school parent thinks 9th grader will go										
High School Graduate or less	202,882	16.37	32,274	3.73	81,111	7.10	235,156	11.17	316,266	9.74
Some College	158,087	12.75	77,379	8.94	99,584	8.72	235,465	11.19	335,049	10.32
College graduate	293,778	23.70	302,197	34.93	358,323	31.36	595,974	28.31	954,298	29.39
Master Degree	173,367	13.99	201,706	23.31	245,741	21.51	375,073	17.82	620,814	19.12
PhD	227,735	18.37	180,843	20.90	243,003	21.27	408,578	19.41	651,582	20.06
Don’t Know	183,762	14.82	70,856	8.19	114,830	10.05	254,618	12.10	369,448	11.38
How far in school sample member thinks he/she will get										
High School Graduate or less	347,942	28.07	62,200	7.19	139,060	12.17	410,142	19.49	549,202	16.91
Some College	180,026	14.52	79,517	9.19	107,674	9.42	259,544	12.33	367,218	11.31
College graduate	274,974	22.18	284,691	32.90	347,212	30.39	559,665	26.59	906,877	27.93
Master Degree	166,239	13.41	223,480	25.83	277,792	24.31	389,719	18.52	667,511	20.55
PhD	113,315	9.14	134,486	15.54	163,672	14.32	247,801	11.77	411,473	12.67
Don’t Know	157,113	12.67	80,879	9.35	107,183	9.38	237,993	11.31	345,176	10.63

continued

Selection of Phase 3 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
How far in school parent thinks sample member will go										
High School Graduate or less	258,081	20.82	86,332	9.98	139,361	12.20	344,413	16.36	483,774	14.90
Some College	157,701	12.72	79,696	9.21	104,648	9.16	237,397	11.28	342,045	10.53
College graduate	321,000	25.90	304,330	35.17	360,821	31.58	625,330	29.71	986,152	30.37
Master Degree	169,128	13.64	180,383	20.85	228,300	19.98	349,511	16.60	577,812	17.79
PhD	155,400	12.54	131,041	15.14	179,392	15.70	286,441	13.61	465,833	14.34
Don't Know	178,298	14.38	83,472	9.65	130,070	11.38	261,771	12.44	391,840	12.07
Grade level in spring 2012 or last date of attendance										
9th or 10th	44,036	3.55	8,569	0.99	19,482	1.71	52,605	2.50	72,087	2.22
11th	1,077,130	86.89	837,862	96.83	1,072,814	93.89	1,914,992	90.98	2,987,806	92.00
12th	85,298	6.88	9,933	1.15	23,296	2.04	95,231	4.52	118,527	3.65
Ungraded program/not attending high school during the 2011-2012 school year	6,163	0.50	2,041	0.24	4,084	0.36	8,204	0.39	12,288	0.38
Unknown	26,983	2.18	6,849	0.79	22,917	2.01	33,832	1.61	56,749	1.75
School locale (urbanicity)										
City	407,013	32.83	208,834	24.14	328,153	28.72	615,847	29.26	943,999	29.07
Suburb	314,447	25.37	270,986	31.32	320,575	28.06	585,433	27.81	906,008	27.90
Town	164,154	13.24	112,750	13.03	142,902	12.51	276,904	13.16	419,806	12.93
Rural	353,996	28.56	272,685	31.52	350,963	30.72	626,680	29.77	977,643	30.10

continued

Selection of Phase 3 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
School Type										
Public	7,336	94.66	5,328	78.21	7,022	79.32	12,664	86.97	19,686	84.07
Catholic	230	2.97	878	12.89	1,081	12.21	1,108	7.61	2,189	9.35
Other Private	184	2.37	606	8.90	750	8.47	790	5.43	1,540	6.58
Student Gender										
Male	670,007	54.05	400,417	46.28	569,860	49.87	1,070,424	50.85	1,640,285	50.51
Female	569,602	45.95	464,837	53.72	572,733	50.13	1,034,440	49.15	1,607,172	49.49
Student dual-first language indicator										
First language is English only	925,242	74.64	766,141	88.55	987,767	86.45	1,691,383	80.36	2,679,150	82.50
First language is non-English only	206,976	16.70	70,953	8.20	96,317	8.43	277,929	13.20	374,246	11.52
First language is English and non-English	107,391	8.66	28,160	3.25	58,509	5.12	135,551	6.44	194,061	5.98
9th grader is taking a math course in the fall 2009 term										
No	175,385	14.15	65,348	7.55	89,448	7.83	240,733	11.44	330,181	10.17
Yes	1,064,224	85.85	799,906	92.45	1,053,145	92.17	1,864,130	88.56	2,917,276	89.83
9th grader is taking a science course in the fall 2009 term										
No	299,793	24.18	116,845	13.50	169,887	14.87	416,639	19.79	586,525	18.06
Yes	939,816	75.82	748,409	86.50	972,706	85.13	1,688,225	80.21	2,660,931	81.94
Attended career day or job fair										
No	627,359	50.61	450,416	52.06	605,058	52.95	1,077,775	51.20	1,682,833	51.82
Yes	612,251	49.39	414,838	47.94	537,535	47.05	1,027,089	48.80	1,564,623	48.18

continued

Selection of Phase 3 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Attended a program at, or taken a tour of a college campus										
No	707,294	57.06	387,067	44.73	517,865	45.32	1,094,361	51.99	1,612,226	49.65
Yes	532,315	42.94	478,188	55.27	624,728	54.68	1,010,503	48.01	1,635,230	50.35
Repeat grade										
No	919,230	74.15	801,744	92.66	991,413	86.77	1,720,974	81.76	2,712,387	83.52
Yes	320,380	25.85	63,510	7.34	151,180	13.23	383,890	18.24	535,070	16.48
Sat in on or taken a college class										
No	985,026	79.46	613,086	70.86	817,906	71.58	1,598,112	75.92	2,416,018	74.40
Yes	254,584	20.54	252,169	29.14	324,687	28.42	506,752	24.08	831,439	25.60
Participated in internship or apprenticeship related to career goals										
No	999,112	80.60	747,303	86.37	970,024	84.90	1,746,415	82.97	2,716,439	83.65
Yes	240,498	19.40	117,951	13.63	172,569	15.10	358,449	17.03	531,018	16.35
Performed paid/volunteer work in job related to career goals										
No	795,337	64.16	576,098	66.58	749,611	65.61	1,371,436	65.16	2,121,047	65.31
Yes	444,272	35.84	289,156	33.42	392,982	34.39	733,428	34.84	1,126,410	34.69
Searched Internet or read college guides for college options										
No	336,064	27.11	113,494	13.12	184,431	16.14	449,558	21.36	4,053	17.31
Yes	903,545	72.89	751,761	86.88	958,162	83.86	1,655,306	78.64	19,362	82.69

continued

Selection of Phase 3 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Talked w/ high school counselor about options for after high school										
No	473,649	38.21	310,283	35.86	416,898	36.49	783,932	37.24	1,200,830	36.98
Yes	765,960	61.79	554,971	64.14	725,695	63.51	1,320,931	62.76	2,046,627	63.02
Talked about options w/ counselor hired to prepare for college admission										
No	1,059,982	85.51	775,584	89.64	1,012,291	88.60	1,835,566	87.21	2,847,857	87.70
Yes	179,627	14.49	89,671	10.36	130,302	11.40	269,298	12.79	399,600	12.31
Took a course to prepare for a college admission exam										
No	812,582	65.55	476,884	55.11	641,925	56.18	1,289,465	61.26	1,931,391	59.47
Yes	427,028	34.45	388,371	44.89	500,668	43.82	815,398	38.74	1,316,066	40.53
Teenager taking math class(es) in spring 2012										
No	183,543	14.81	75,811	8.76	108,294	9.48	259,354	12.32	367,648	11.32
Yes	1,056,067	85.19	789,443	91.24	1,034,299	90.52	1,845,510	87.68	2,879,809	88.68

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Selection of Phase 4 cases for responsive design intervention: Weighted Frequencies

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Student enrollment status										
Base year school	537,983	65.21	714,578	81.23	1,277,429	82.80	1,252,561	73.48	2,529,989	77.91
Transfer School	202,830	24.59	88,493	10.06	170,017	11.02	291,322	17.09	461,339	14.21
Other	84,188	10.20	76,625	8.71	95,316	6.18	160,813	9.43	256,129	7.89
Student Race										
American Indian/Alaska Native/Native Hawaiian/Pacific Islander	13,502	1.64	10,113	1.15	15,532	1.01	23,615	1.39	39,147	1.21
Hispanic	267,044	32.37	152,851	17.38	302,254	19.59	419,895	24.63	722,149	22.24
Asian	16,447	1.99	33,012	3.75	67,514	4.38	49,459	2.90	116,973	3.60
Black	204,528	24.79	78,244	8.89	155,166	10.06	282,772	16.59	437,938	13.49
More than one race,	77,759	9.43	59,144	6.72	103,551	6.71	136,904	8.03	240,455	7.40
White	245,720	29.78	546,331	62.10	898,744	58.26	792,051	46.46	1,690,795	52.07
Grade teenager was in when he/she took algebra I										
8th	125,508	15.21	306,332	34.82	563,629	36.53	431,841	25.33	995,470	30.65
9th	564,097	68.38	476,061	54.12	802,758	52.03	1,040,158	61.02	1,842,916	56.75
10th	93,055	11.28	64,199	7.30	115,509	7.49	157,253	9.22	272,762	8.40
11th, 12th or Have not taken	42,340	5.13	33,104	3.76	60,864	3.95	75,444	4.43	136,308	4.20
Teenager's final grade in algebra I										
A	111,495	13.51	343,630	39.06	602,849	39.08	455,125	26.70	1,057,974	32.58
B	311,351	37.74	319,845	36.36	540,570	35.04	631,196	37.03	1,171,766	36.08
C	269,044	32.61	145,710	16.56	272,240	17.65	414,754	24.33	686,994	21.15
D or Lower	118,692	14.39	58,820	6.69	106,784	6.92	177,512	10.41	284,296	8.75
Ungrade/ Have not completed class	14,419	1.75	11,690	1.33	20,317	1.32	26,109	1.53	46,426	1.43

continued

Selection of Phase 4 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
How far in school 9th grader thinks he/she will get										
High School Graduate or less	219,398	26.59	91,650	10.42	174,488	11.31	311,049	18.25	485,537	14.95
Some College	78,209	9.48	61,187	6.96	99,948	6.48	139,396	8.18	239,344	7.37
College graduate	95,737	11.60	176,505	20.06	286,756	18.59	272,243	15.97	558,999	17.21
Master Degree	105,578	12.80	193,936	22.05	351,862	22.81	299,515	17.57	651,377	20.06
PhD	112,229	13.60	183,214	20.83	313,399	20.31	295,442	17.33	608,842	18.75
Don’t Know	213,849	25.92	173,203	19.69	316,307	20.50	387,052	22.71	703,358	21.66
How far in school parent thinks 9th grader will go										
High School Graduate or less	135,849	16.47	62,806	7.14	117,612	7.62	198,654	11.65	316,266	9.74
Some College	110,165	13.35	84,231	9.58	140,653	9.12	194,396	11.40	335,049	10.32
College graduate	187,066	22.67	290,324	33.00	476,907	30.91	477,390	28.00	954,298	29.39
Master Degree	112,169	13.60	185,554	21.09	323,092	20.94	297,722	17.46	620,814	19.12
PhD	158,434	19.20	171,450	19.49	321,697	20.85	329,884	19.35	651,582	20.06
Don’t Know	121,318	14.71	85,331	9.70	162,799	10.55	206,649	12.12	369,448	11.38
How far in school sample member thinks he/she will get										
High School Graduate or less	215,010	26.06	120,876	13.74	213,316	13.83	335,886	19.70	549,202	16.91
Some College	110,395	13.38	101,325	11.52	155,498	10.08	211,720	12.42	367,218	11.31
College graduate	182,717	22.15	268,563	30.53	455,597	29.53	451,280	26.47	906,877	27.93
Master Degree	119,468	14.48	188,588	21.44	359,456	23.30	308,055	18.07	667,511	20.55
PhD	83,963	10.18	115,874	13.17	211,636	13.72	199,837	11.72	411,473	12.67
Don’t Know	113,447	13.75	84,471	9.60	147,258	9.55	197,918	11.61	345,176	10.63

continued

Selection of Phase 4 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
How far in school parent thinks sample member will go										
High School Graduate or less	168,561	20.43	117,326	13.34	197,887	12.83	285,887	16.77	483,774	14.90
Some College	104,005	12.61	86,497	9.83	151,543	9.82	190,503	11.18	342,045	10.53
College graduate	212,357	25.74	291,226	33.11	482,569	31.28	503,583	29.54	986,152	30.37
Master Degree	117,351	14.22	165,561	18.82	294,900	19.12	282,912	16.60	577,812	17.79
PhD	112,058	13.58	117,562	13.36	236,214	15.31	229,620	13.47	465,833	14.34
Don't Know	110,667	13.41	101,524	11.54	179,649	11.64	212,191	12.45	391,840	12.07
Grade level in spring 2012 or last date of attendance										
9th or 10th	24,084	2.92	20,653	2.35	27,350	1.77	44,737	2.62	72,087	2.22
11th	732,484	88.79	810,505	92.13	1,444,817	93.65	1,542,990	90.51	2,987,806	92.00
12th	66,246	8.03	17,894	2.03	34,387	2.23	84,140	4.94	118,527	3.65
Ungraded program/not attending high school during the 2011-2012 school year	2,166	0.26	4,614	0.52	5,507	0.36	6,781	0.40	12,288	0.38
Unknown	20	0.00	26,029	2.96	30,700	1.99	26,049	1.53	56,749	1.75
School locale (urbanicity)										
City	290,311	35.19	214,398	24.37	439,290	28.47	504,709	29.61	943,999	29.07
Suburb	214,658	26.02	267,795	30.44	423,554	27.45	482,454	28.30	906,008	27.90
Town	103,840	12.59	117,251	13.33	198,715	12.88	221,092	12.97	419,806	12.93
Rural	216,191	26.20	280,251	31.86	481,201	31.19	496,442	29.12	977,643	30.10

continued

Selection of Phase 4 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
School Type										
Public	4,809	96.18	5,489	81.58	9,388	80.33	10,298	87.81	19,686	84.07
Catholic	110	2.20	741	11.01	1,338	11.45	851	7.26	2,189	9.35
Other Private	81	1.62	498	7.40	961	8.22	579	4.94	1,540	6.58
Student Gender										
Male	438,572	53.16	426,858	48.52	774,855	50.23	865,430	50.77	1,640,285	50.51
Female	386,429	46.84	452,837	51.48	767,906	49.77	839,266	49.23	1,607,172	49.49
Student dual-first language indicator										
First language is English only	608,034	73.70	758,170	86.19	1,312,945	85.10	1,366,205	80.14	2,679,150	82.50
First language is non-English only	133,918	16.23	88,045	10.01	152,283	9.87	221,963	13.02	374,246	11.52
First language is English and non-English	83,049	10.07	33,480	3.81	77,532	5.03	116,529	6.84	194,061	5.98
9th grader is taking a math course in the fall 2009 term										
No	117,348	14.22	77,485	8.81	135,348	8.77	194,833	11.43	330,181	10.17
Yes	707,652	85.78	802,210	91.19	1,407,413	91.23	1,509,863	88.57	2,917,276	89.83
9th grader is taking a science course in the fall 2009 term										
No	203,886	24.71	136,701	15.54	245,938	15.94	340,587	19.98	586,525	18.06
Yes	621,115	75.29	742,994	84.46	1,296,822	84.06	1,364,109	80.02	2,660,931	81.94
Attended career day or job fair										
No	414,895	50.29	464,030	52.75	803,908	52.11	878,925	51.56	1,682,833	51.82
Yes	410,105	49.71	415,666	47.25	738,852	47.89	825,771	48.44	1,564,623	48.18

continued

Selection of Phase 4 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Attended a program at, or taken a tour of a college campus										
No	468,132	56.74	429,164	48.79	714,930	46.34	897,296	52.64	1,612,226	49.65
Yes	356,868	43.26	450,532	51.21	827,830	53.66	807,400	47.36	1,635,230	50.35
Repeat grade										
No	618,635	74.99	762,581	86.69	1,331,171	86.29	1,381,216	81.02	2,712,387	83.52
Yes	206,365	25.01	117,115	13.31	211,590	13.72	323,480	18.98	535,070	16.48
Sat in on or taken a college class										
No	648,407	78.59	650,962	74.00	1,116,650	72.38	1,299,368	76.22	2,416,018	74.40
Yes	176,594	21.41	228,734	26.00	426,111	27.62	405,328	23.78	831,439	25.60
Participated in internship or apprenticeship related to career goals										
No	662,463	80.30	753,984	85.71	1,299,991	84.26	1,416,447	83.09	2,716,439	83.65
Yes	162,537	19.70	125,711	14.29	242,769	15.74	288,249	16.91	531,018	16.35
Performed paid/volunteer work in job related to career goals										
No	539,050	65.34	579,244	65.85	1,002,753	65.00	1,118,294	65.60	2,121,047	65.31
Yes	285,950	34.66	300,452	34.15	540,008	35.00	586,402	34.40	1,126,410	34.69
Searched Internet or read college guides for college options										
No	221,316	26.83	151,965	17.27	260,707	16.90	373,281	21.90	4,053	17.31
Yes	603,684	73.17	727,731	82.73	1,282,053	83.10	1,331,415	78.10	19,362	82.69

continued

Selection of Phase 4 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Talked w/ high school counselor about options for after high school										
No	317,546	38.49	322,254	36.63	561,030	36.37	639,800	37.53	1,200,830	36.98
Yes	507,454	61.51	557,442	63.37	981,731	63.63	1,064,896	62.47	2,046,627	63.02
Talked about options w/ counselor hired to prepare for college admission										
No	702,481	85.15	788,322	89.61	1,357,054	87.96	1,490,803	87.45	2,847,857	87.70
Yes	122,520	14.85	91,373	10.39	185,707	12.04	213,893	12.55	399,600	12.31
Took a course to prepare for a college admission exam										
No	530,777	64.34	525,955	59.79	874,659	56.69	1,056,732	61.99	1,931,391	59.47
Yes	294,224	35.66	353,740	40.21	668,102	43.31	647,964	38.01	1,316,066	40.53
Teenager taking math class(es) in spring 2012										
No	123,454	14.96	85,546	9.72	158,648	10.28	209,000	12.26	367,648	11.32
Yes	701,546	85.04	794,150	90.28	1,384,113	89.72	1,495,696	87.74	2,879,809	88.68

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.

Selection of Phase 5 cases for responsive design intervention: Weighted Frequencies

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Student enrollment status										
Base year school	397,625	62.14	610,135	82.01	1,522,229	81.68	1,007,760	72.83	2,529,989	77.91
Transfer School	169,201	26.44	72,223	9.71	219,915	11.80	241,424	17.45	461,339	14.21
Other	73,012	11.41	61,584	8.28	121,533	6.52	134,595	9.73	256,129	7.89
Student Race										
American Indian/Alaska Native/Native Hawaiian/Pacific Islander	11,978	1.87	8,739	1.17	18,431	0.99	20,716	1.50	39,147	1.21
Hispanic	212,957	33.28	136,650	18.37	372,543	19.99	349,606	25.26	722,149	22.24
Asian	13,457	2.10	25,861	3.48	77,655	4.17	39,318	2.84	116,973	3.60
Black	149,379	23.35	73,097	9.83	215,462	11.56	222,476	16.08	437,938	13.49
More than one race,	62,305	9.74	48,148	6.47	130,002	6.98	110,453	7.98	240,455	7.40
White	189,763	29.66	451,447	60.68	1,049,584	56.32	641,211	46.34	1,690,795	52.07
Grade teenager was in when he/she took algebra I										
8th	94,582	14.78	247,150	33.22	653,738	35.08	341,732	24.70	995,470	30.65
9th	437,311	68.35	415,298	55.82	990,307	53.14	852,609	61.61	1,842,916	56.75
10th	70,418	11.01	54,016	7.26	148,328	7.96	124,434	8.99	272,762	8.40
11th, 12th or Have not taken	37,527	5.87	27,478	3.69	71,304	3.83	65,004	4.70	136,308	4.20
Teenager's final grade in algebra I										
A	95,052	14.86	263,835	35.46	699,088	37.51	358,886	25.94	1,057,974	32.58
B	240,117	37.53	277,353	37.28	654,295	35.11	517,471	37.40	1,171,766	36.08
C	201,169	31.44	140,376	18.87	345,449	18.54	341,546	24.68	686,994	21.15
D or Lower	93,873	14.67	49,884	6.71	140,539	7.54	143,757	10.39	284,296	8.75
Ungrade/ Have not completed class	9,626	1.50	12,494	1.68	24,306	1.30	22,120	1.60	46,426	1.43

continued

Selection of Phase 5 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
How far in school 9th grader thinks he/she will get										
High School Graduate or less	166,526	26.03	90,855	12.21	228,155	12.24	257,382	18.60	485,537	14.95
Some College	63,179	9.87	52,302	7.03	123,863	6.65	115,481	8.35	239,344	7.37
College graduate	80,884	12.64	141,687	19.05	336,428	18.05	222,571	16.08	558,999	17.21
Master Degree	87,558	13.68	152,077	20.44	411,742	22.09	239,635	17.32	651,377	20.06
PhD	75,235	11.76	155,269	20.87	378,337	20.30	230,504	16.66	608,842	18.75
Don't Know	166,456	26.02	151,752	20.40	385,151	20.67	318,207	23.00	703,358	21.66
How far in school parent thinks 9th grader will go										
High School Graduate or less	102,011	15.94	62,153	8.35	152,103	8.16	164,164	11.86	316,266	9.74
Some College	84,314	13.18	79,931	10.74	170,805	9.16	164,244	11.87	335,049	10.32
College graduate	162,844	25.45	223,973	30.11	567,481	30.45	386,817	27.95	954,298	29.39
Master Degree	93,845	14.67	148,956	20.02	378,013	20.28	242,801	17.55	620,814	19.12
PhD	112,450	17.57	146,327	19.67	392,804	21.08	258,777	18.70	651,582	20.06
Don't Know	84,374	13.19	82,603	11.10	202,471	10.86	166,976	12.07	369,448	11.38
How far in school sample member thinks he/she will get										
High School Graduate or less	172,560	26.97	107,239	14.41	269,404	14.46	279,798	20.22	549,202	16.91
Some College	94,754	14.81	79,484	10.68	192,980	10.35	174,238	12.59	367,218	11.31
College graduate	145,588	22.75	219,370	29.49	541,919	29.08	364,958	26.37	906,877	27.93
Master Degree	77,413	12.10	168,885	22.70	421,213	22.60	246,298	17.80	667,511	20.55
PhD	56,682	8.86	95,432	12.83	259,359	13.92	152,115	10.99	411,473	12.67
Don't Know	92,841	14.51	73,532	9.88	178,803	9.59	166,373	12.02	345,176	10.63

continued

Selection of Phase 5 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
How far in school parent thinks sample member will go										
High School Graduate or less	122,596	19.16	106,995	14.38	254,184	13.64	229,590	16.59	483,774	14.90
Some College	78,211	12.22	76,974	10.35	186,861	10.03	155,184	11.21	342,045	10.53
College graduate	171,260	26.77	237,582	31.94	577,310	30.98	408,842	29.55	986,152	30.37
Master Degree	90,749	14.18	134,681	18.10	352,382	18.91	225,430	16.29	577,812	17.79
PhD	90,938	14.21	95,797	12.88	279,098	14.98	186,735	13.49	465,833	14.34
Don't Know	86,084	13.45	91,914	12.36	213,842	11.47	177,998	12.86	391,840	12.07
Grade level in spring 2012 or last date of attendance										
9th or 10th	19,786	3.09	20,015	2.69	32,286	1.73	39,801	2.88	72,087	2.22
11th	572,038	89.40	679,054	91.28	1,736,714	93.19	1,251,092	90.41	2,987,806	92.00
12th	45,839	7.16	18,022	2.42	54,665	2.93	63,862	4.62	118,527	3.65
Ungraded program/not attending high school during the 2011-2012 school year	2,155	0.34	3,988	0.54	6,145	0.33	6,143	0.44	12,288	0.38
Unknown	20	0.00	22,862	3.07	33,867	1.82	22,882	1.65	56,749	1.75
School locale (urbanicity)										
City	221,444	34.61	185,386	24.92	537,169	28.82	406,831	29.40	943,999	29.07
Suburb	169,846	26.55	228,929	30.77	507,233	27.22	398,775	28.82	906,008	27.90
Town	82,632	12.91	97,711	13.13	239,463	12.85	180,344	13.03	419,806	12.93
Rural	165,916	25.93	231,915	31.17	579,812	31.11	397,831	28.75	977,643	30.10

continued

Selection of Phase 5 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	n	%	n	%	n	%	n	%	n	%
School Type										
Public	3,762	96.31	4,586	82.27	11,338	81.36	8,348	88.06	19,686	84.07
Catholic	73	1.87	589	10.57	1,527	10.96	662	6.98	2,189	9.35
Other Private	71	1.82	399	7.16	1,070	7.68	470	4.96	1,540	6.58
Student Gender										
Male	358,552	56.04	352,716	47.41	929,016	49.85	711,268	51.40	1,640,285	50.51
Female	281,286	43.96	391,226	52.59	934,661	50.15	672,512	48.60	1,607,172	49.49
Student dual-first language indicator										
First language is English only	464,041	72.52	637,179	85.65	1,577,930	84.67	1,101,220	79.58	2,679,150	82.50
First language is non-English only	108,629	16.98	77,164	10.37	188,453	10.11	185,793	13.43	374,246	11.52
First language is English and non-English	67,167	10.50	29,599	3.98	97,294	5.22	96,767	6.99	194,061	5.98
9th grader is taking a math course in the fall 2009 term										
No	101,452	15.86	60,983	8.20	167,746	9.00	162,435	11.74	330,181	10.17
Yes	538,386	84.14	682,959	91.80	1,695,931	91.00	1,221,344	88.26	2,917,276	89.83
9th grader is taking a science course in the fall 2009 term										
No	181,842	28.42	101,507	13.64	303,176	16.27	283,349	20.48	586,525	18.06
Yes	457,996	71.58	642,435	86.36	1,560,501	83.73	1,100,431	79.52	2,660,931	81.94
Attended career day or job fair										
No	319,363	49.91	398,218	53.53	965,252	51.79	717,581	51.86	1,682,833	51.82
Yes	320,475	50.09	345,724	46.47	898,425	48.21	666,198	48.14	1,564,623	48.18

continued

Selection of Phase 5 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Attended a program at, or taken a tour of a college campus										
No	365,465	57.12	366,884	49.32	879,877	47.21	732,350	52.92	1,612,226	49.65
Yes	274,373	42.88	377,058	50.68	983,800	52.79	651,430	47.08	1,635,230	50.35
Repeat grade										
No	474,446	74.15	637,425	85.68	1,600,516	85.88	1,111,871	80.35	2,712,387	83.52
Yes	165,392	25.85	106,517	14.32	263,161	14.12	271,909	19.65	535,070	16.48
Sat in on or taken a college class										
No	507,029	79.24	554,887	74.59	1,354,101	72.66	1,061,916	76.74	2,416,018	74.40
Yes	132,809	20.76	189,054	25.41	509,576	27.34	321,863	23.26	831,439	25.60
Participated in internship or apprenticeship related to career goals										
No	516,641	80.75	629,636	84.64	1,570,161	84.25	1,146,278	82.84	2,716,439	83.65
Yes	123,196	19.25	114,305	15.36	293,516	15.75	237,502	17.16	531,018	16.35
Performed paid/volunteer work in job related to career goals										
No	414,803	64.83	488,759	65.70	1,217,485	65.33	903,562	65.30	2,121,047	65.31
Yes	225,035	35.17	255,183	34.30	646,192	34.67	480,218	34.70	1,126,410	34.69
Searched Internet or read college guides for college options										
No	171,542	26.81	133,818	17.99	328,628	17.63	305,360	22.07	4,053	17.31
Yes	468,296	73.19	610,124	82.01	1,535,049	82.37	1,078,420	77.93	19,362	82.69

continued

Selection of Phase 5 cases for responsive design intervention: Weighted Frequencies—Continued

	Selected nonresponse cases		Other nonresponse cases		Respondents		All nonrespondents		Everyone	
Domain category	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Talked w/ high school counselor about options for after high school										
No	251,842	39.36	280,264	37.67	668,723	35.88	532,107	38.45	1,200,830	36.98
Yes	387,995	60.64	463,677	62.33	1,194,954	64.12	851,673	61.55	2,046,627	63.02
Talked about options w/ counselor hired to prepare for college admission										
No	545,244	85.22	660,164	88.74	1,642,450	88.13	1,205,407	87.11	2,847,857	87.70
Yes	94,594	14.78	83,778	11.26	221,227	11.87	178,372	12.89	399,600	12.31
Took a course to prepare for a college admission exam										
No	420,232	65.68	446,566	60.03	1,064,593	57.12	866,798	62.64	1,931,391	59.47
Yes	219,605	34.32	297,376	39.97	799,084	42.88	516,982	37.36	1,316,066	40.53
Teenager taking math class(es) in spring 2012										
No	90,432	14.13	76,681	10.31	200,535	10.76	167,113	12.08	367,648	11.32
Yes	549,406	85.87	667,261	89.69	1,663,142	89.24	1,216,667	87.92	2,879,809	88.68

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) 2013 Update and High School Transcript Study.